CHC2D: Exploring the Major Causes & Contributions of WWII Through the Lens of the “Big Six”

COURSE: Grade 10 Academic History (CHC2D)

SPECIFIC EXPECTATION(S) EXPLORED:
C2.3. Explain the main causes of World War II and analyse Canada’s contribution to the war effort
C2.4. Explain some of the ways in which World War II affected Canada and Canadians including how the war changed the lives of various groups in this country

ABSTRACT: (Objectives; Summary of Lessons; Accomplishments)
The resource pack uses the historical thinking concepts (“Big Six”) to explore the main causes of World War II, Canada’s contribution to the war, and its affect on societal groups. The goal of the resource pack is to use the ‘Big Six’ as a focal point that allows students to de-construct events/views during the Second World War. Students will explore one historical thinking concept in each of the lessons to reflect the curriculum expectations. In addition to using one of the “Big Six,” each lesson also focuses on a different theme about WWII (i.e., understanding the historical significance of major battles, historical perspectives about Hitler, analyzing evidence to grasp the role of women, making ethical judgments about the Japanese internment, building connections with cause and consequences about the Blitzkrieg/other causes of WWII, exploring continuity and change by comparing Canada’s contribution to war effort in WWI and WWII). By exploring primary and secondary sources about the Second World War, students will become historical detectives and critical thinkers.

KEYWORDS: Historical Thinking Concepts; World War II; Causes of WWII; Historical Perspective; Hitler; Historical Significance; Major Battles WWII; Cause & Consequence; Blitzkrieg; Evidence; Women; Ethical Dimension; Japanese Internment; Continuity and Change; Contributions of War Effort

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Lesson #1: Historical Significance - Major Battles of WWII

Course: Grade 10 Academic History CHC2D

Time: 2 Periods (75 minutes each)

A) OVERVIEW:
This lesson will focus on analyzing the historical significance of the major battles in WWII. By addressing questions such as what makes major battles significant, how do they shape Canada and WWII, and comparing the significance of one battle to another; students are able to utilize their critical thinking and research skills to explain the historical significance of the major battles.

B) CURRICULUM EXPECTATION:
Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

Specific Expectation: (C2.3) Explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women).

C) HISTORICAL CONCEPT EXPLORED: Historical Significance

D) LEARNING GOALS:
By the end of the lesson, students will be able to understand the historical significance of the major battles and how they contribute to the causes of WWII. Each group will research one of the 6 battles to discuss its historical significance and how it relates to the major causes of WWII. The research assignment will allow students to utilize their critical thinking skills through addressing the following questions: What makes a battle significant? How does the battle shape Canada and WWII? How much significance/importance does the battle have compared to other battles?

E) MATERIALS:
1. Primary Source Documents (Appendices)
2. Black Line Masters
Instructions for Teacher:
- Major Battles PowerPoint (Appendix 1.1)
Prompts for Students:
- Major Battles Handout (BLM 1.1)
- Battles of World War II Assignment Handout (BLM 1.2)
- Individual Research Organizer (BLM 1.3)
- Rubric for Battles of World War II Assignment (BLM 1.4)

Other Materials:
- Paper
- Pencil
- Smart Board/Computer/Projector
- IPads/ Computer Lab

F) PLAN OF INSTRUCTION:

Step 1: Warm up (15 Minutes)
Timeline Activity: Historical Significance of Major Battles
Ask the class the following questions:
- What are some characteristics that describe something as being significant or insignificant?
- Do you believe events become more or less significant over time? Explain.
- Do you think the major battles are significant? Explain your answer.
- When do you think the major battles were least significant and most significant? (i.e. Prompts: political significance, social standpoint, economic, most/least memorable events)
- Note: Give the class a few minutes to think about this.

As the class is thinking, draw a timeline on the chalkboard from 1939 to present day
- Give each student a Yellow Sticky and a Purple Sticky
- Yellow Sticky = Least Important in terms of Historical Significant Event
- Purple Sticky = Most Important in terms of Historical Significant Event

Ask the class to place the Yellow Sticky on the timeline based on the year they felt that the major battles were least significant and a Purple Sticky on the year they felt it was most significant

When students are done placing the stickies, ask them to justify why they felt the major battles were significant/least significant during that period.

Step 2-3: Discussion/Modeling (25 minutes)
- Note: Handout the fill in the blank sheet about the Major Battles of WWII (BLM 1.1)
- Present the PowerPoint slides about the Major Battles of WWII to the class (Appendix 1.1)
- As you present the material, ask the students to fill in the blanks (BLM 1.1)
Show the article about the invasion of Normandy and discuss its historical significance (PSD 1.1)
  - (Use these questions as prompts: Why is the invasion of Normandy important? What does it mean to us? What are some characteristics that describe the event as being historically significant?)

Accommodations: A fill in the blank sheet is a great tool to help students follow along and pay close attention rather than writing everything down. It is also important to have clear short sentences rather than paragraphs of information on the slides.

When discussing information about the major battles, ask the class the following questions:

- What makes the battle significant?
- How does it shape Canada and WWII?
- Why/why not is the battle significant?
- How much significance/importance does it have compared to other battles?

Step 4: Guided Practice (35 minutes)
Research Project about the Battles of World War II
Assign the research project about the Battles of World War II

Go over the research project with the class in detail:
1. Assign a due date
2. Go over the Battles of World War II Assignment handout that explains the success criteria and components of the assignment (BLM 1.2)
   In groups of 4-5 students will research 1 of the 6 major battles that occurred during World War II. Each member of the group will be responsible for one part of the research, which will be handed in as rough notes with the final project. As a group, students will create 1 visualize representation to depict the historical significance and what happened during the World War II battle from the following:
   - D Day
   - Dieppe
   - Hong Kong
   - Italy
   - Battle of the Atlantic
   - Liberation of the Netherlands
3. After explaining the assignment, go over the Rubric and the set expectations to have an amazing project! (BLM 1.4)
4. Go over the Individual Research Organizer (BLM 1.3)
5. Ask the class if they have any questions/concerns
6. Have the students get an IPad from the teacher to begin working

Students will have the remaining and next class to work on their research project. They will be presenting their major battle to the class.
Step 5: Sharing / Discussing / Teaching (Next Class-75 minutes)
Students will be working on their research project about a major battle and discussing its historical significance. They will have a work period next class followed by presentations.

G) ASSESSMENT:
Showing the article about the invasion of Normandy and discussing its historical significance is a good formative assessment. Students can make inferences from the warm-up activity to the article that allows teachers to see if students have a strong understanding about the historical significance of the major battles. The research project is a summative assessment. Students will be expected to think critically about their choice of battle and discuss its importance and historical significance. The assignment handout (BLM 1.2) and rubric provides a detailed outline of the content as well as how students will be assessed (BLM 1.4).
Lesson #2: Historical Perspective—Adolf Hitler

Course: Grade 10 Academic History CHC2D

Time: 90 Minutes (1 Period & 15 minutes)

A) OVERVIEW:
The lesson will focus on understanding different historical perspectives at a particular time/event. Students will analyze how different groups of people (Hitler’s family, Hitler’s friends, and society) viewed Hitler’s ideas and goals for Nazi Germany.

B) CURRICULUM EXPECTATION:
Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.

Specific Expectation: (C2.3) Explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women).

C) HISTORICAL CONCEPT EXPLORED: Historical Perspective

D) LEARNING GOALS:
The lesson will focus on understanding historical perspectives and experiences at a particular time/event. In particular, students will examine different historical perspectives about Hitler’s experiences and ideas about his goals for Nazi Germany. The film is a great visual that allows students to critically analyze the different historical perspectives (Hitler’s view, Hitler’s family/teachers views, societal views, their classmates etc.). By the end of the lesson, students will be able to understand how different groups of people viewed Hitler’s ideas and aims for Nazi Germany.

E) MATERIALS:
1. Primary Source Documents (Appendices)
2. Black Line Masters
Instructions for Teacher:
- PowerPoint about Hitler’s Life (Appendix 2.1)

Other Materials:
- Paper
- Pencil
- TV
- VCR/DVD
- Smartboard/Projector/Computer

F) PLAN OF INSTRUCTION:

Step 1: Warm up (15 Minutes)

*Mini Activity: Historical Perspective*
Show the class a picture of Hitler (PSD 2.1)

Ask the class the following questions:
- Who is this person?
- What do you see (clothes, status)?
- How would you describe Hitler? (i.e. personality, power, charismatic, manipulative)
- How did Hitler view himself?
- How did the Germans view Hitler?
- How did minority groups (i.e. Jews) view Hitler?

*Key concept:* The importance of understanding different historical perspectives based on that time/event as well as how viewpoints differ.

Show the class the article, “Short Description of Hitler prepared by the British Embassy in Berlin January 1937” on the overhead (PSD 2.2)
- Ask one student to read the article out loud
- Ask the class the following questions:
  a) What words/descriptions does the British Embassy use to describe Hitler?
  b) Would you view the description as being negative/positive? Explain
  c) How does the British Embassy view Hitler? Is it similar or different than how Hitler views himself?

Step 2: Discussion (25 minutes)

*Main Concept:* Understanding different historical perspectives about a particular event/person
The purpose of the following task is to watch clips of a movie about Hitler and ask the students to take notes about how different groups of people (Hitler’s family, Hitler’s friends, and society) view Hitler’s ideas and goals for Nazi Germany

- Prior to starting the movie, have the students draw the outline of a large brain (big as the paper)
- Divide the brain into 4 sections
- Ask the students to label each section:
  a. Hitler’s Views
  b. Family/Friends/Teachers Views
  c. Societal Views
  d. My Views

As the students are watching the film, ask them to take written notes of specific information pertaining to each of those perspectives (Hitler’s family, Hitler’s friends/teachers, and society)

*Note: Tell the class to fill out the “My View” section at the end of the film*

**Step 3: Modeling (20 Minutes)**
*Mini discussion about the film*

Ask the class the following questions:
- How did each of those groups view Hitler?
- What stood out?
- Were there any major differences or similarities between the groups? If so what were they?

*Accommodations:* Provide students who have IEPS with information about Hitler ahead of time so they have a thorough understanding about the context of the movie (Appendix 2.1)

**Step 4-5: Guided Practice & Independent Activity (15 Minutes)**
In the “My View” section, ask the students to pretend they are one of those groups in the 1940s, ask them to write down their perspective towards Hitler’s ideas and experiences based on how they would react/interpret his ideas and goals for Nazi Germany.

*HOWEVER, it is very important to remind students to base their answers/opinions on Germany during the 1940s, NOT current present day (2014)*

**Step 6: Sharing / Discussing / Teaching (10 Minutes – About 15 minutes Next Class)**
If the students are not finished writing down their perspective towards Hitler’s ideas and experiences, it will be assigned for homework and they will share their views the following class.

**G) ASSESSMENT:**
The warm up activity is an excellent way of introducing the historical perspective concept because students are exploring different viewpoints rather than one perspective about Hitler. At the same time, the film and mini activity is a great formative assessment because the movie is great replica of Hitler’s and societal views therefore, students are able to clearly grasp a “real” interpretation of the different perspectives. The independent activity is also a formative
assessment that allows students to choose a perspective from one of the groups and write down their perspective towards Hitler. In addition to understanding different perspectives about Hitler, students also have the opportunity to write their perspective.
Lesson #3: Evidence – Role of Women in WWII

Course: Grade 10 Academic History CHC2D

Time: 75 Minutes

A) OVERVIEW:
The purpose of the following lesson is to critically analyze different primary and secondary sources in order to grasp a well-rounded view about the role of women during the Second World War. Students will begin the lesson by critically analyzing propaganda posters (primary source) (i.e. message, target audience, biases, persuasiveness) and articles (secondary source). At the end of the lesson, students will create their own bio-poem using primary sources that reflect the experiences of a woman (homemaker, factory worker, home front) during the Second World War.

B) CURRICULUM EXPECTATION:
Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

Specific Expectation: (C2.4) Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

C) HISTORICAL CONCEPT EXPLORED: Evidence

D) LEARNING GOALS:
Through analyzing and thinking critically about different primary and secondary sources, students will learn about the contributions and different roles women played during the Second World War. By evaluating primary sources, it will further enhance critical thinking skills that make students better researchers. Students will create their own bio-poem using primary sources that reflect the experiences of a woman (homemaker, factory worker, home front) during the Second World War.

E) MATERIALS:
1. Primary Source Documents (Appendices)
   - “We Can Do It” - Propaganda Poster (“Research Starters: American Women in WWII,” last modified December 4 2014,
2. Black Line Masters

Instructions for Teacher:

- Women Take Over Factory During World War II (Appendix 3.1)

Prompts for Students:
- Primary and Secondary Source Handout (BLM 3.1)
- Rubric for Bio-Poem: Role of Women During WWII (BLM 3.2)

Other Materials:
- Pen
- Pencil
- Sticky Notes
- Smartboard/Projector/Computer

F) PLAN OF INSTRUCTION:

Step 1: Warm up (15 Minutes)
Start with a brief discussion about propaganda.

Ask the class the following questions:
- What is propaganda?
- What is the purpose of using propaganda?
- How do propaganda posters look? Explain
- Have they seen/heard of Propaganda posters? Explain

Mini-Activity: Analyzing the Role of Women Through Propaganda Posters
- Show the class the Propaganda Posters (Side by Side), “Attack on All Fronts” (PSD 3.1) and “We Can Do It” (PSD 3.2)

- Give each student a Sticky note and ask them to write a few words that describe the Propaganda Poster

Prompts:
- What do you see? (What is the person doing? How do they look? Slogan?)
- Who is the target audience?
- How does the poster portray women? Positively/Negative?
- What is it telling you? Role of women during Second World War?
- Why do you think the artist portrayed women this way?
- Biases?

When the students are done writing on their sticky notes, ask them to stick the sticky notes on the chalkboard
- Get a couple of students to come up & read some of the answers
- Compare similarities and differences between answers & why the answers differ

**Step 2: Discussion (15 minutes)**

As a class, discuss the following questions (*Note: for clarification revisit some of the previous questions*):

- a) Purpose of propaganda posters
- b) Some characteristics (slogan, title, colors, people)
- c) How does propaganda posters influence people?
- d) Why are propaganda posters effective/ineffective?
- e) What are some limitations for using propaganda posters?

Discuss primary and secondary sources with the class
- Explain how a propaganda poster is an example of primary source
- Provide the class with the handout describing primary and secondary sources (BLM 3.1)

On the overhead, ask a student to read the article about the role of women during the Second World War (Appendix 3.1).
- As a class, have a mini discussion about the article:
  - Is it a primary source or secondary source? Explain why/why not
  - Identify the pros/cons for using propaganda posters (Primary Source)
  - Pros/cons for using the article (Appendix 3.1) (Secondary Source)

**Step 3: Modeling (20 Minutes)**

*Main Concept: critically evaluating primary and secondary sources*

Show other primary and secondary sources about the role of women during the Second World War

As a class, critically evaluate each of the primary and secondary sources
- Ask the following questions for each source:
  - Who is the target audience?
  - What is the main message?
  - Discuss the persuasiveness (very persuasive, not persuasive etc) of the source. Explain
  - Discuss any bias in the source
  - Discuss the morality/values presented in the source

Show the class the following Primary and Secondary Sources (Show clips of it)
“Women in WWII at a Glance,” last modified December 3 2014, 
http://www.nationalww2museum.org/learn/education/for-students/ww2-history/at-a-glance/women-in-ww2.html

“Women of World War II- Homemaking during Wartime,” last modified December 3 2014, 

“Women of WWII: RCAF Women's Division grows from 150 to 8,000 recruits,” last modified December 3 2014, 

Accommodation: Give students access to the video clip links presented in class as a refresher/clarification for their next activity

**Step 4-5: Guided Practice & Independent Activity (10 Minutes & Homework)**

Students will create a bio-poem using primary sources that reflect the experience of a woman (homemaker, factory worker, homefront) during the Second World War. (Adapted from Sexias and Morton, Original available here: Seixas, Peter and Tom Morton (2008). *The Big Six Historical Thinking Concepts*. Toronto, ON: Routledge.)

The bio-poem should be written:

a) Based on the experiences of one of the following women (homemaker, factory worker, homefront)

b) Explaining her experiences

c) Struggles/obstacles

d) Lifestyle (family, friends, community)

Students MUST use primary sources in their bio-poem.

The bio-poems will be marked based on the content, use of primary sources, and level of creativity/detail that makes the bio-poem sound realistic and engaging.

As a class, go over the rubric for the bio-poem so that students understand how they will be assessed (BLM 3.2)

**Step 6: Sharing / Discussing / Teaching (Next Class)**

Students will read their bio-poem to the class and submit a hard copy next class.

**G) ASSESSMENT:**

Students will submit a bio-poem using primary sources (evidence based) that reflect the experience of a woman (homemaker, factory worker, homefront) during the Second World War. They will be graded based on their content, use of primary sources, and level of detail/creativity that makes the bio-poem sound realistic and engaging. The bio-poem is an excellent way of getting students to critically evaluate their choice of primary sources and deciding what
information to choose for their work. In addition to using their critical thinking skills to evaluate primary sources, it will also enhance their understanding about the role of women in WWII.
Lesson #4: Ethical Dimension – Japanese Internment in WWII

Course: Grade 10 Academic History CHC2D

Time: 2 Periods (75 Minutes each)

A) OVERVIEW: Regardless of the outcome, it is important to consider the ethical dimensions about historical events or actions. During the Second World War, Canada was responsible for the Japanese Canadian internment. It is vital for students to analyze historical events in order to make their own ethical judgments about events.

B) CURRICULUM EXPECTATION:

Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

Specific Expectation: (C2.4) Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed the lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; “enemy aliens”; veterans, including men who were in the merchant navy)

C) HISTORICAL CONCEPT EXPLORED: Ethical Dimension

D) LEARNING GOALS:
It is important for students to learn how to make fair assessments about the ethical implications pertaining to historical events/actions. Students will learn how to apply ethical perspectives to controversial events such as the Japanese Canadian internment in WWII. Students will work in groups of 5-6 to present a debate about the Japanese Canadian internment to effectively demonstrate their ethical standpoint on the controversy.

E) MATERIALS:

1. Primary Source Documents (Appendices)

2. Black Line Masters
   Prompts for Students:
Rubric for the Debate about the Japanese Internment during the Second World War (BLM 4.1)

F) PLAN OF INSTRUCTION:

Step 1: Warm up (15-20 Minutes)

*Start off by considering the ethics in a movie:*

Ask the students to think about a movie they have recently watched:
- Did the movie have heroes and villains? Were they clearly good or bad?
- Did you care more about some characters than others right from the start? Why/why not?
- Was there an imbalance of power among the characters? How did it affect your perception?
- How do film directors portray characters and actions? (i.e. good or bad, powerful or weak)

*Key Concept:* Our ethical judgment is a reflection of what the audience finds good or bad. It is good if it reinforces our values and beliefs but bad if it does not fit our belief system

Direct the class attention from movies to analyzing ethical judgments about historical events (i.e. mistreatment of Jews, Nazis, Japanese internment) *(Note: Based on the knowledge that students have covered the First World War previous to the lesson)*

Show the class clips from the *Japanese Canadians - The Relocation Experience* and the *Japanese Canadians - The Case Against the ‘Enemy Lines’*. (Adapted From Rebeka Lee and Joanna Forbes, Original available here: http://hdl.handle.net.proxy.queensu.ca/1974/12313)

Step 2: Discussion (15 minutes)
Ask the students about their thoughts and feedback about the videos (i.e., what stood out to them, questions pertaining to the facts about Japanese internment, whether they agree/disagree, if anything made them feel uncomfortable)

Step 3: Modeling (15 Minutes)
Write the following questions on the chalkboard and ask the students to answer the questions independently:

a) What were the students’ initial thoughts towards the *Japanese Canadians - The Case Against the ‘Enemy Aliens’*?
b) Did you agree/disagree with the arguments presented? Why/why not?
c) What were the students’ initial thoughts towards the *Japanese Canadians - The Relocation*? Were there some things mentioned that you were questioning/found it hard to believe? Provide specific examples.
d) Were their attitudes the same or different towards each of the videos?
e) After watching both videos, which video do you support more? List some factors/evidence that supports your viewpoint.

f) What are some questions you would like to explore further about both clips?

Step 4: Guided Practice (15 Minutes)
Ask the students to get into groups of 5-6 to discuss their answers for the assigned questions.

Step 5: Sharing / Discussing / Teaching (10 Minutes - Next Class to Work on Debate)
In groups of 5-6, students will present their debate about whether or not they agree/disagree with Canada’s actions regarding the internment of the Japanese Canadians during WWII.

Within the group, half the students will argue for the Japanese internment whereas the other half will argue against. Each position (for/against) should find additional material to support their argument including detailed notes that should be submitted to the teacher. Students will have the following class to work on their debate followed by presentations.

Based on the arguments/evidence presented in the debate, the audience will decide which viewpoint they support.

Accommodation: Give students access to the video clip links presented in class as an aid/clarification to help them work on their debate

Go over the rubric with the class to review the set expectations for the debates (BLM 4.1)

G) ASSESSMENT:
Groups will present their debate about the federal government’s action to intern Japanese Canadians during the Second World War. The debate is a summative assessment that encourages students to find evidence to explore the ethics of an event/action. Considering the class would have already analyzed videos about the Japanese internment, students will use that process to find evidence supporting their ethical judgment. Not only is a debate an effective way to allow students to express their viewpoints, it further explores their ethical judgments about historical events. Refer to rubric (BLM 4.1).
Lesson #5: Cause and Consequence – Blitzkrieg & Other Major Causes of WWII

Course: Grade 10 Academic History CHC2D

Time: 75 Minutes

A) OVERVIEW:
The lesson will focus on analyzing the cause and consequences of the Blitzkrieg (“lightning war”) and other major causes that sparked the Second World War. For each of the main causes of WWII students will analyze the cause and consequence for each of those factors.

B) CURRICULUM EXPECTATION:
Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

Specific Expectation: (C2.3) Explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women).

C) HISTORICAL CONCEPT EXPLORED: Cause and Consequence

D) LEARNING GOALS:
By the end of the lesson, students will be able to think critically about the cause and consequences of the main causes of WWII. They will be able to understand the direct relationship about the cause and consequences for events/actions. By analyzing the cause and consequences of actions/events, students will be able to draw correlations between the impact of the Blitzkrieg and Polish territory (i.e. people, industries, cities, infrastructure) and understand the contributing factors that sparked the Second World War. Students will work individually to create a comic strip that explores the cause and consequences of main factors that contributed to the Second World War (i.e. Blitzkrieg (cause) → strip about how industries and people are affected by the Blitzkrieg (consequence))

E) MATERIALS:
1. Primary Source Documents (Appendices)
   - “Germany invades Poland,” last modified December 3 2014,
2. Black Line Masters
Instructions for Teacher:
- Blitzkrieg PowerPoint (Appendix 5.1)
Prompts for Students:
- Blitzkrieg Handout (BLM 5.1)

Other Materials
- Paper Pencil
- 8 by 14 sized white paper
- Pencil crayons
- Markers
- Rulers

F) PLAN OF INSTRUCTION:

Step 1: Warm up (10 Minutes)
Ask the class the following question:
- What is the relationship between cause and consequence?

- Ask the class to consider the events in their lives that have contributed to their arrival at the current situation in this exact moment
- Reflect on consequences of being in this current place & time
- Share your answers with the group and discuss as a class

Step 2: Discussion (20 minutes)
- Note: Handout the fill in the blank sheet about the Blitzkreig (BLM 5.1)
- Present the PowerPoint slides about the Blitzkrieg to the class (Appendix 5.1)
- As you present the material, ask the students to fill in the blanks (BLM 5.1)
- Show a clip of the Blitzkrieg tactic being used on Poland
  http://www.youtube.com/watch?v=pw2PenZYBuw
- Listen to part of the clip: “Germany invades Poland,” last modified December 4 2014,

Accommodations: Teacher should provide students who are hearing impaired with a written dialogue that explains the “Germany invading Poland” audio clip

Step 3: Modeling (10-12 Minutes)
As a class, answer the following questions:
1. How did the Blitzkrieg affect Polish airbases and nearby cities?
2. How might have the Blitzkrieg affected the economy of Poland?
3. Do you believe that Hitler’s idea regarding Poles as being subhuman were encompassed by all Germans? Why/why not? (i.e. was every German believing Hitler’s ideology) 
4. Describe some other consequences for the Blitzkrieg

Step 4-5: Guided Practice & Independent Activity (10 Minutes)

Note: Prior to completing this activity, students must have learnt about the First World War

Write the 5 causes of World War II on the Smart Board/Chalkboard
- The Treaty of Versailles
- The Failure of the League of Nations
- Rise of Hitler;
- Appeasement
- The Great Depression

As a refresher, review some of the cause and consequences for each of the factors contributing to World War II

Step 6: Sharing / Discussing / Teaching (25 minutes)

Comic Strip: Cause and Consequences Main Causes that led to WWII
Students will work individually to create a comic strip that explores the cause and consequences of main factors that contributed to the Second World War (i.e. Blitzkrieg (cause) → strip about how industries and people are affected by the Blitzkrieg (consequence))

Criteria for Comic Strip
- Students will create 8 equal sized boxes on their 8 by 14 sized white paper
- Students will pick 8 important pieces of information based on the causes and consequences of World War II (any 8 they deem are the most important)
- *Students MUST have an illustration of a CONSEQUENCE for each of the major CAUSES of WWII” (i.e. Blitzkrieg, The Treaty of Versailles; The Failure of the League of Nations; Rise of Hitler; Appeasement, The Great Depression (i.e. drawing of Blitzkrieg but also a strip about industries, peoples’ homes being impacted)
- Repeat this! Students must have a box for each cause with an illustration of a corresponding consequence

Accommodations: For students who have difficulty drawing, they can write jot notes/rough sketch about the cause and consequences about the major causes of WWII

Students will complete their comic strip for homework and share it with the class the next day.

G) ASSESSMENT:
The comic strip is a formative assessment that allows students to use their creativity and own perspective to analyze the cause and consequences pertaining to the Blitzkrieg and other major causes of WWII. The comic strip is a unique graphic organizer that allows students to draw direct parallels about the cause and consequences for the events during WWII. Considering that students would have briefly analyzed the cause and consequences for WWII as a class, the comic strip will show whether students can draw further in-depth parallels.
Lesson #6: Continuity and Change - Canada’s Contribution in WWI and WWII

Course: Grade 10 Academic History CHC2D

Time: 75 Minutes

A) OVERVIEW:
When analyzing the similarities and differences between Canada’s contribution to the war effort in World War I and World War II, it is important to look at how changes in historical events can vary in terms of the time period, pace and direction. In the following lesson, students will explore Canada’s contributions during World War I and World War II on a continuum by indicating the types of changes, reasons for change and pace of change between these periods. The lesson is a student-centered approach where students will work in groups to research Canada’s contribution in WWI and WWII.

B) CURRICULUM EXPECTATION:
Overall Expectation: (C2) Communities, Conflict, and Cooperation: Analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them

Specific Expectation: (C2.3) Explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

C) HISTORICAL CONCEPT EXPLORED: Continuity and Change

D) LEARNING GOALS:
By working in groups to compare and contrast Canada’s contribution to the war effort in WWI and WWII, students will learn how changes in historical events (i.e. contributions) can vary in pace and direction. Students will utilize their critical thinking and research skills to grasp a thorough understanding of Canada’s contribution to the wars. The self-reflection task about how to interpret the changes and why some contributions towards the wars stayed the same in contrast to others thoroughly illustrates the concept of continuity and change.
E) MATERIALS:

1. Primary Source Documents
   - “Women in the First World War,” last modified December 3 2014,
     http://www.theguardian.com/world/gallery/2008/nov/11/first-world-war-women
     (PSD 6.1)
   - “World War 2 in Pictures: Women at War,” last modified March 26 2009,
     http://www.telegraph.co.uk/history/world-war-two/6213523/World-War-2-in-pictures-
     Women-at-war.html?image=8 (PSD 6.2)
   - List of Suggested Resources (PSD 6.3)

2. Black Line Masters
   - Comparison of Canada’s Contribution in World War I and World War 2 Handout (BLM 6.1)

Other Materials:
- Book Computer lab or library for research
- Smartboard/Projector/Computer
- Pencil
- Paper

F) PLAN OF INSTRUCTION:

Step 1: Warm up (10 Minutes)

Continuity and Change: Analyzing Pictures from Two Periods (Adapted from The Historical
Thinking Project, Original found here: http://historicalthinking.ca/continuity-and-change)

Show the class two different pictures (One from World War I and other from World War II)
(Note: do not tell the students the year of the pictures)

A) First Picture: “Women in the First World War,” last modified December 3 2014,
http://www.theguardian.com/world/gallery/2008/nov/11/first-world-war-women (PSD 6.1)

   - Many women found work in munitions factories during the war leaving some
     propagandists the task of trying to reconcile this direct contribution to the slaughter on
     the front with the so-called traditional feminine role of 'life-giver' (Getty Images/Hulton
     Archive)

B) Second Picture: “World War 2 in Pictures: Women at War,” last modified March 26 2009,
http://www.telegraph.co.uk/history/world-war-two/6213523/World-War-2-in-pictures-Women-at-war.html?image=8 (PSD 6.2)

   - World War 2: British fighter aircraft are being produced in increasing numbers. Here are
     Spitfires in production, in a factory where women play an important part, and are
     employed in nearly all branches of construction. April 3, 1941.

Ask the class the following questions:
- What do you see?
- Where are they working? Doing?
- What time period?
- What are they wearing?
- Do you see any changes? Are they drastic?
- What are some similarities and differences? How can you tell?

**Key Concept:** Using the pictures as reference, explain the concept of continuity and change

Share this quote with the class:
- “Continuity and change is looking for change where common sense suggests that there has been none and looking for continuities where we assumed that there was change. Judgments of continuity and change can be made on the basis of comparisons between some point in the past and the present, or between two points in the past, such as before and after Confederation in Canada. We evaluate change over time using the ideas of progress and decline.” - Historical Thinking.ca

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

*Student Centered Approach:* Keeping the concept of continuity and change in mind, students will apply that concept to compare Canada’s overall contribution to the war effort in WWI and WWII.

The teacher will give each group of 4-5 a chart with Canada’s overall contributions to the war along with the headings: World War I and World War II.

Students are expected to find information pertaining to Canada’s contribution to the World Wars, respectively.

*Accommodations:* Provide students with a list of suggested resources/primary sources as a starting point for those who struggle with finding resources or need a starting point (PSD 6.3).

When students are finished completing the chart, they will answer the following questions:
- **Key Concept:** Focus on whether students noticed any changes/not, reasons for change/no change
  - What are some **major** similarities and differences?
  - What are some **minor** similarities and differences?
  - What are some contributions that changed drastically versus those that had a steady rate of change? Explain your reasoning.
  - Based on your findings, how does Canada’s contribution in World War I and World War II affect us today? How would you describe this process/change?

*Note:* Complete a section as a class as an example to ensure students understand the activity.

**Step 3-4: Modeling/ Guided Practice (40 Minutes)**

Students will be working on their activity and sharing their answers with another group 15 minutes before the end of class.

Teacher should monitor each group to make sure the students are on the right track.
Step 5-6: Sharing / Discussing / Teaching & Independent Activity (15 Minutes)
Ask the students to pair up with another group of 5-6 to discuss their findings

Independent Activity: Homework
Write a one-two page reflection about how Canada’s contribution in World War I and World War II affects us today. Use specific examples from the themes/list of contributions on the handout (BLM 6.1) (i.e. Role of women, technological warfare)

Address the following questions in the reflection:
- How would you describe the changes (good/bad)? Explain.
- Are the changes steady or rapid changes? (Timeline: World War 2 → Present Day)
- Why did some contributions stay the same while others changed? Explain your reasoning.

G) ASSESSMENT:
The one-two page reflection of how Canada’s contribution in World War I and World War II affects us today will be a formative assessment that will utilize student’s critical thinking skills. By comparing and contrasting WWI and WWII, students will understand how change can vary in pace and direction. The reflection is a great extension for the activity because it shows how/why change happens from WWI to WWII and its impact on present day.
World War II

Canadian Battles

Appendix 1.1
Battle in Hong Kong

- When: December 18-25, 1941
- Where: Hong Kong: British controlled island off of China
- Who: Canadians, British, some Americans vs Japan
- Why: 1) to defend the British colony of Hong Kong
    2) to establish Hong Kong as a Pacific outpost (strategic purposes)
- What: - Allies decide to send reinforcements to Hong Kong in hopes that if there was a war with Japan, they could hold on to the colony
    - Canadians that were sent had not received training as front-line troops
    - war with Japan was not expected soon
    - believed they were going for guard duty
    - became the first Canadian units to fight in WWII. They fared poorly and lost Hong Kong.
Hong Kong Map

HONG KONG
18-25 DECEMBER 1941
Japanese POW camps

- Japanese took almost 1,700 Canadian prisoners. The Canadian contingent surrendered on Christmas Day 1941.
- As Private Don Nelson of the Winnipeg Grenadiers explained, the Japanese were harsh captors right from the start. "They were pretty rough on us. They tied our hands together with barbed wire. A lot of boys that fell and couldn't walk because they were wounded so badly, they were cut loose and bayonetted right there. They don't believe in taking too many prisoners..."
- Japanese POW camps were very brutal, with only a bit of rice to eat at each meal, and regular beatings and murders of enemy troops.
Battle of Dieppe

- **where:** Dieppe, on the coast of France
- **who:** Allies (mostly Canadians) vs Germany
- **when:** August 9, 1942
- **why:** free France from German occupation; take pressure off of Russia; get into ‘Fortress Europe’
What Happened....

- Canadians were dumped on the coast of France amid German defence

- disaster for the Allies - air support was weak, sea support was weak, they didn’t have any cover (they were supposed to land in the cover of darkness but didn’t)

- Germans were highly organized - better air support, snipers were well hidden and protected, better artillery and more advanced machine guns

- No mission objectives were achieved
Outcome of Battle:

- Total Canadians: 5000
- Killed: 900
- Wounded: 1000
- Taken Prisoner: 1900
- Made their way home: 1200
What did Dieppe look like?

The Dieppe Raid
19 August 1942

Dieppe

Puys

Coastal Battery

Field Battery

Heavy Battery

River Arques

Aerodrome

Radar Station

River Scie

Pourville

Green Beach
South Saskatchewan Regiment
Cameron Highlanders of Canada

Red Beach & White Beach
Royal Hamilton Light Infantry
Essex Scottish
Fusiliers Mont-Royal
Royal Marine "A" Commando
14th Canadian Army Tank Regiment (Calgary Regiment)

Blue Beach
Royal Regiment of Canada
Dieppe Mistakes
- ran into a convoy and lost element of surprise
- attacked in daylight
- cliffs held by snipers
- pebbled beach difficult to cover with tanks
How to get into “Fortress Europe”? ............. Italy!
Invasion of Italy

- **where:** Sicily - island off the coast of Italy
  Italian cities: Ortona

- **who:** Allies vs Germany

- **when:** Summer - Fall 1943

- **why:** conquer Italy; take pressure off of Russia; get into ‘Fortress Europe’

- **what:** Invasion into the ‘soft underbelly’ of Europe to gain a foothold after Dieppe fails. After taking the island, allied troops were stuck in hand to hand fighting through Italian cities.
WWII Italy
The Landing
Working through Sicily
Ortona – what happened?

- 650 soldiers of Canadian 1st Division were killed/wounded before they forced a German retreat

- battle was a huge ‘Street Fight’

- ‘Mouse Holing’ occurred - involved moving directly from one building to another by blasting a hole in the connecting wall of the top story of each building and moving troops through these holes rather than the streets where they had little cover
Giant Street Fight
D-Day (Normandy)

- **where:** the north coast of France
- **who:** Allies vs Germany
- **when:** June 6, 1944
- **why:** break down ‘Fortress Europe; free France from German occupation; take pressure off of Russia; squeeze Hitler’s armies from all sides (Russian Front in the East, Italian Front in the South, French Front in the West)
What Happened.....

- called ‘Operation Overlord’

- 1000s of planes and ships bombarded Normandy shores and inland towns

- 1000s of paratroopers were dropped in France

- 1000s of infantry with supporting tanks and armour were sent ashore from landing craft on beaches

- different allied countries were designated beaches - Juno Beach was Canadian, Omaha and Utah beaches were American, Gold and Sword beaches were British
Multiple Battles in a Blitz attack
Liberation of the Netherlands

- **where:** N/E Holland then Western Holland
- **who:** Canada vs Germany
- **when:** April 1945
- **why:** free the Netherlands from German occupation; push the Germans back; get food to the Dutch who were starving (eating tulip bulbs just to survive)
What Happened.....

- Food supplies in the Netherlands were exhausted, fuel had almost run out entirely and transportation was virtually non-existent

- several days later food supplies began to move through for the starving people via plane drops

- Canadians seen as heroes (even to this day)

- Canada given tulips as a ‘thank-you’
Map of the Liberation

FIRST CANADIAN ARMY IN THE LIBERATION OF HOLLAND 1944-45

NORTH SEA
The Scheldt Estuary

- Advance stopped April 12, for fear the Germans would destroy the dykes and flood the Netherlands
- Canada negotiated a truce which permitted relief supplies for the Dutch citizens
Marie-Louise Osmont lived in a chateau overlooking the Normandy beaches with her husband, a physician. The occupying Germans appropriated the home for their own use after invading France in 1940 but allowed the Osmonts to stay in a few rooms. The house stood near the point on the Normandy coast designated for attack by the British forces - Sword Beach. Marie-Louis kept a diary of her experiences.

Landing!
During the night of June 5-6, 1944, Marie-Louise's sleep is disrupted by the sound of cannon fire and aircraft overhead. The commotion intensifies and the Germans start packing equipment into trucks in preparation of leaving the area. Confused, Marie-Louise is unsure whether the aircraft and gunfire are German or Allied. We join her story as dawn breaks on the 6th of June 1944.

"Little by little the gray dawn comes up., but this time around, from the intensity of the aircraft and the cannon an idea springs to mind: landing! I get dressed hurriedly. I cross the garden, the men recognize me. In one of the foxholes in front of the house, I recognize one of the young men from the office; he has headphones on his ears, the telephone being removed there. Airplanes, cannon right on the coast, almost on us. I cross the road, run to the farm, come across Meltemps. 'Well!' I say, 'Is this it, this time?' 'Yes,' he says, 'I think so, and I'm really afraid we're in a sector that's being attacked; that's going to be something!' We're deafened by the airplanes, which make a never-ending round, very low; obviously what I thought were German airplanes are quite simply English ones, protecting the landing. Coming from the sea, a dense artificial cloud; its ominous and begins to be alarming; the first hiss over our heads. I feel cold; I'm agitated. I go home, dress more warmly, close the doors; I go get Bernice [a neighbor] to get into the trench, a quick bowl of milk, and we run - just in time! The shells hiss and explode continually.

In the trench in the farmyard (the one that was dug in 1940) we find three or four Germans: Leo the cook, his helper, and two others, crouching, not proud except for Leo, who stays outside to watch). We ask them 'Tommy come?" They say yes, with conviction. Morning in the trench, with overhead the hisses and whines that make you bend even lower. For fun Leo fires a rifle shot at a low-flying airplane, but the Spiess[the German Sergeant-Major] appears and chews him out horribly; this is not the time to attract attention. Shells are exploding everywhere, and not far away, with short moments of calm; we take advantage of these to run and deal with the animals, and we return with hearts pounding to burrow into the trench. Each time a shell hisses by too low, I cling to the back of the cook's helper, it makes me feel a little more secure, and he turns around with a vague smile. The fact is that we're all afraid."

The Tanks
Later in the morning a lull in the shelling allows Marie-Louise and her neighbor to return to the farmhouse and prepare their lunch:

"Around noon a bit of a lull. We leave to try to have lunch; I busy myself with the fire, Bernice with the soup and potatoes; it's cooking. We start to seat ourselves around the table, two mouthfuls of soup, and then everything changes with tremendous speed. Someone - a Frenchman on the road, the soldiers at the gate - someone said: 'The
Tommies! We watch the soldiers. They hide on both sides of the gate, watching in the distance in panic, confusion painted on their faces. And suddenly we hear these words: 'The tanks!' A first burst of tracer bullets, very red, sweeps the gate; men crouch down. Bernice and I hide in a corner of the room. There's banging in every direction. We're going to have to go somewhere else. Standing in our corner, we gulp a plate of soup, while the Spiess, who has been shouting orders, comes with his revolver in hand to see whether men are hiding with us. Everything starts happening. Evidently, they're going to try to leave with their trucks. A German tank arrives and takes the Spiess away. The shells bang."

Destruction
The continuing bombardment forces the Frenchwomen to flee the farmhouse for the relative safety of the trench. Around two o'clock in the afternoon the first British soldiers are spotted near the farm. The Germans hold their ground while the two women huddle in the trench:

"Around six o'clock a lull. We get out and go toward the house to care for the animals and get things to spend the night underground. And then we see the first damage. Branches of the big walnut broken, roof on the outbuildings heavily damaged, a big hole all the way up, a heap of broken roof tiles on the ground, a few windowpanes at my place - hundreds of slates blown off the chateau, walls cracked, first-floor shutters won't close - but at Bernice's it's worse. An airplane or tank shell has exploded on the paving in her kitchen at the corner of the stairs, and the whole interior of the room is devastated: the big clock, dishes, cooking equipment, walls, everything is riddled with holes, the dishes in broken pieces, as are almost all the windowpanes. The dog Frick that I had shut up in the next room so he wouldn't get killed on the road, is all right and sleeping on a seat. But we realize that if we had stayed there, we would both have been killed. In the face of this certainty, Bernice takes the disaster very well; we try to straighten up the unspeakable mess a little. Out of the question to eat the soup and mashed potatoes that have been prepared; everything is black with dust and full of shards of glass. Someone gives us soup from the farm. We talk with them for a short while and note the Germans haven't taken away all the trucks from the drive; there are also a lot of vehicles still in the park."

Silhouettes
Marie-Louise and Bernice inspect the rest of the house and step outside to find cows lying dead in the pasture. Meanwhile, the battle continues:

"The English tanks are silhouetted from time to time on the road above Periers. Grand impassioned exchanges on the road with the people from the farm; we are all stupefied by the suddenness of events. I take a few steps down the drive, toward the Deveraux house, and suddenly I see the replacement Spiess and his comrade hugging the wall of the pasture. I tell him that he must still have comrades at the guns, since we can still hear the battery firing. You feel that these two men are lost, disorientated, sad. Later, almost night, I see them again, their faces deliberately blackened with charcoal, crossing the park. What will be their fate? How many of them are still in the area, hiding and watching?"

**Battles of World War II**

**Battle of Hong Kong:**

When: ________________________ 18-25, _________________________

Where: Hong Kong ________________________ controlled island off of __________________________

Who: Canadians, British, some ____________________________ vs. Japan

Why: 1) To defend the British colony of Hong Kong  
2) To establish Hong Kong as a Pacific outpost (strategic purposes)

What: - Allies decide to send reinforcements to Hong Kong in hopes that if there was a war with Japan, they could hold on to the colony  
  - Canadians that were sent had not received ________________ as front-line troops  
  - War with Japan was not expected soon  
  – Believed they were going for guard duty  
  - Became the ______________ units to fight in WWII. They fared poorly and lost Hong Kong.

**Japanese POW Camps:**

- Japanese took almost ________________ Canadian prisoners. The Canadian contingent surrendered on Christmas Day 1941.
- As ________________ of the Winnipeg Grenadiers explained, the Japanese were harsh captors right from the start. "They were pretty rough on us. They tied our hands together with barbed wire. A lot of boys that fell and couldn't walk because they were wounded so badly, they were cut loose and bayoneted right there. They don't believe in taking too many prisoners..."
- Japanese POW camps were very brutal, with only a bit of ________________ to eat at each meal, and regular ________________ of enemy troops

**Battle of Dieppe:**

Where: ________________ on the coast of France

Who: ____________________________ (mostly Canadians) vs. Germans

When: August 9, ________________

Why: - free ____________ from German occupation; take pressure off of ________________: get into ________________

What Happened?
- Canadians were dumped on the coast of France amid ________________
- Disaster for the ___________ - air support was weak, sea support was weak, they
didn’t have any cover (they were supposed to land in the cover of darkness but
didn’t)
- Germans were highly organized - better air support, snipers were well hidden and
protected, better artillery and more advanced machine guns

**Dieppe Mistakes**
- Ran into a convoy and lost element of surprise-attacked in daylight-cliffs held by
snipers
pebbled beach difficult to cover with tanks

**Invasion of Italy:**

*Where:* Sicily - island off the coast of Italy
Italian cities: ______________

*Who:* Allies vs Germany

*When:* Summer - Fall ___________

*Why:* - Conquer Italy; take pressure off of Russia; get into

_____________________________

*What:* - Invasion into the ‘soft underbelly’ of Europe to gain a foothold after Dieppe fails. After
taking the island, allied troops were stuck in hand to __________________ through
Italian cities.

**Ortona- What happened?**
- ____________ soldiers of Canadian 1st Division were killed/wounded before
  they forced a German retreat
- battle was a huge __________________
- __________________ occurred - involved moving directly from one
  building to another by blasting a hole in the connecting wall of the top story of each
  building and moving troops through these holes rather than the streets where they
  had little cover

**D Day (Normandy):**

*Where:* North Coast of ______________
*Who:* Allies vs Germany
*When: June 6, ___________
*Why:* - break down ‘Fortress Europe
- free France from __________________
- take pressure off of __________________
- squeeze Hitler’s armies from all sides (Russian Front in the East, Italian Front in the South, French Front in the West)

What happened?
- called ‘Operation Overlord’
- 1000s of planes and ships bombarded Normandy shores and inland towns
- 1000s of ___________________________ were dropped in France
- 1000s of infantry with supporting tanks and armour were sent ashore from landing craft on beaches
- different allied countries were designated beaches - Juno Beach was ______________, Omaha and Utah beaches were ______________, Gold and Sword beaches were ______________

Liberation of the Netherlands:
Where: N/E Holland then Western Holland
Who: Canada vs Germany
When: April __________________
Why: - free the Netherlands from German occupation
- push the Germans back
- get food to the Dutch who were starving (eating __________________ just to survive)

What happened?
- Food supplies in the Netherlands were exhausted, fuel had almost run out entirely and transportation was virtually non-existent
- Several days later food supplies began to move through for the __________________ via __________________
- Canadians seen as __________________ (even to this day)
- Canada given tulips as a ‘thank-you’
BLM 1.2: Battles of World War II Research Project

Battles of World War II Research Project

In groups of 4-5 students you will research 1 of the 6 major battles that occurred during World War II. Each member of the group will be responsible for one part of the research, which will be handed in as rough notes with the final project. As a group you will create 1 visualize representation to depict the historical significance and what happened during the World War II battle from the following list. The final project must incorporate all the questions.

Battles
- D Day
- Dieppe
- Hong Kong
- Italy
- Battle of the Atlantic
- Liberation of the Netherlands

Questions to Consider

1. What was the battle called or referred to as?
2. Who was involved in the battle?
3. Where did the battle occur?
4. Why did the battle occur?
5. What military logistics or tactics were used during the battle?
6. How did the battle affect society and the economy?

Questions that MUST be included in the project:

a) What is the significance of the battle?
b) Were Canadians a significant presence in this battle?
c) What does this battle mean to us today?
d) How will our views differ about these battles in the next 10 years?
e) What was Canada’s contribution to the battle?
f) Why do you think the battle is considered a major cause of WWII?
g) How much significance/importance does the battle have compared to other battles?
h) Does your group consider the battle significant? Why/why not?

Creative Representation Choices (Pick 1)

1. PowerPoint
2. Video
3. Creative Story
4. Letters to Home
5. Create an art piece (eg. Puzzle or Painting)

DUE:
BLM 1.3: Individual Organizer for World War II Battle

**Individual Organizer for World War II Battle**

Name:

Date:

What is the name of your battle?

What questions are you examining for the battle?

Provide six points of information you have found for each question (Write in sentence form).
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<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<td><strong>Knowledge/Understanding</strong></td>
<td>Information has little to do with the topic</td>
<td>Information relates to the topic.</td>
<td>Information clearly relates to the main topic. It provides good supporting details and examples</td>
<td>Information clearly demonstrates an understanding of the research. It provides excellent use of details and examples</td>
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<tr>
<td></td>
<td>Little details and examples given</td>
<td>Little use of details and examples given</td>
<td></td>
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<tr>
<td><strong>Application</strong></td>
<td>Demonstrates little ability to incorporate the main questions (0-1) into the visual presentation</td>
<td>Demonstrates some ability to incorporate the main questions (2-3) into the visual presentation</td>
<td>Incorporates a good amount of questions (4) into the visual presentation</td>
<td>Able to incorporate the six main questions into the visual presentation Demonstrates excellent use of MLA style All rough notes attached to assignment</td>
</tr>
<tr>
<td></td>
<td>Demonstrates no understanding of MLA style</td>
<td>Demonstrates some understanding of MLA style</td>
<td>Able to incorporate an advertisement Good use of MLA style, with a few errors Good amount of rough notes</td>
<td></td>
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<tr>
<td></td>
<td>No rough notes</td>
<td>Some rough notes</td>
<td></td>
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<tr>
<td><strong>Thinking</strong></td>
<td>Demonstrates little ability to relate the research to the class material</td>
<td>Demonstrates some ability to relate the research to the class material</td>
<td>Demonstrates a good correlation between research and class material</td>
<td>Demonstrates excellent correlations between research and class material Proper use of visuals and words to convey the historical significance of the battle</td>
</tr>
<tr>
<td></td>
<td>Little ability to use visuals and words to convey the historical significance of the battle</td>
<td>Some ability to use visuals and words to convey the historical significance of the battle</td>
<td>A good amount of visuals and words to convey the historical significance of the battle</td>
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<td><strong>Comprehension</strong></td>
<td>Numerous spelling and grammatical errors</td>
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<td>Little spelling and grammatical errors</td>
<td>No spelling or grammatical errors</td>
</tr>
</tbody>
</table>

Feedback:
ADOLF HITLER

Appendix 2.1
Who was Hitler?

- Born on April 20, 1889
- Hitler was one of 6 kids: Only 3 survived
Who was Hitler’s Parents?

- Alois Hitler (father) was abusive
- Klara Hitler (mother) adored Adolf, but died when he was 18
Hitler’s Education

- Hitler was an average student
- Dropped out of school at an early age
- Applied 2 times to the Vienna Academy of Fine Arts: but was denied due to not “being good enough”
- Blames Jewish professors
Years in Vienna

- Hitler sold all of his possessions
- Became a homeless drifter and ate at Soup Kitchens
- Sold some of his paintings but was still poor
Military Service

- Signed up for WWI
- Hitler enjoyed the war experience and was successful
- Awarded 2 Iron Cross (5 medals overall)
- Got blinded by tear gas near the end of WWI
Germany Losing the War

- Hitler was devastated that Germany had lost WWI
- Germans had never seen Allies on German soil
- Hitler blamed traitors within the government for withdrawing from WWI
- Called the “stabbed us in the back” theory
Life After WWI

- Hitler becomes an army spy
- Became an undercover agent whose job was to root out Communists
- Lectured about the dangers of Communism and Jews
Nazi Party

- Hitler joins the Nazi Party
- 1923 Hitler tries to take power by force through the Beer Hall Putsch
- Hitler fails and is put on trail
- Spends 4 years in prison and writes his book Mein Kampf
PSD 2.1: Adolf Hitler German Statesman (1889-1945)

Hitler is a man of simple tastes, a vegetarian for health reasons, a non-smoker and teetotaller. Possessed of extraordinary vitality, four hours’ sleep and twenty hours’ work make up his normal working day. He is constantly on the move, usually by aeroplane or fast car. He manages to spend most week-ends at a little chalet in the Bavarian hills, the property of his sister. The profit on the enormous sales of Mein Kampf alone has made Hitler a rich man. He dislikes ceremony, and is only at his ease among his intimates, Hess, Brückner, &c.

As a speaker, Hitler exercises astonishing sway over a German audience, presumably because public speaking is an unknown art in Germany. His speeches are practically repetitions of a few simple main theses, in the course of which platitudes are uttered with such extraordinary emphasis that an unsophisticated audience mistakes them for newly minted political aphorisms. He has sized up the German audience during his fifteen years of apprenticeship with astonishing accuracy. This and an undeniable political instinct have brought him to the top of the tree. None of his followers approach him in demagogic talent. He alone can rouse the crowd to that state of political frenzy which makes all argument futile.

In appearance Hitler is unprepossessing, but is said to possess a certain charm of manner. Beyond an unfortunate love affair, in the course of which the object of his choice, a Munich lady of good social standing, rejected his suit, Hitler seems to have had little to do with the fair sex.

Appendix 3.1: Women Take Over Factory During World War II

1941 Women Take Over Factory Work during World War II

As World War Two raged on throughout Europe and the Pacific, men were called up to fight for their country. An often overlooked and understated element of the war effort has been the contributions of women on the home-front during wartime. As men left their factory jobs to go and fight, women stepped up to produce the heavy machinery needed for the war and at home to keep the country running. Women quickly picked up and excelled at historically male-dominated trades such as welding, riveting and engine repair. Women were essential for the production and supply of goods to our troops fighting abroad. Their efforts during wartime refuted the misconception that women are incapable of manual and technical laboring.

Though these women showed up at the factories to offer their services for the war effort, some employers still tried to deny them equal pay. Before the war, employers often classified work into “male” and “female” jobs, paying the “female” jobs less. When the war came, employers automatically classified the newer positions as “female” jobs so they would not have to pay as much. Some union officials attacked these classifications and demanded “equal pay for equal work”. These officials were not only interested in securing fair pay for the women. They were also concerned that after the war, veterans would return to work and find that they had suffered pay cuts and reductions because their jobs had been reclassified as “female” positions while they were fighting overseas.

After the war, many women faced problems when their jobs were given to male veterans who were returning to work. Women who wished to remain in the workforce were transferred back to “female” jobs which received less pay, and often did not have union representation.

PSD 3.1: “Attack on All Fronts”

PSD 3.2: “We Can Do It!”

**BLM 3.1: Primary Source and Secondary Sources Handout**

**Primary Source and Secondary Sources Handout**

**What is a Primary Source?**
Primary source is a document or physical object that was written or created at that time/moment. They describe a particular experience, event or time period that provides an insider’s view about an event.

*Examples of Primary Sources*

- ORIGINAL DOCUMENTS (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- CREATIVE WORKS: Poetry, drama, novels, music, art, films
- RELICS OR ARTIFACTS: Pottery, furniture, clothing, buildings

*Specific Primary Sources in History:*

- Propaganda Posters
- Diary of Anne Frank - Experiences of a Jewish family during WWII
- The Constitution of Canada - Canadian History
- A journal article reporting NEW research or findings
- Weavings and pottery - Native American history
- Plato's Republic - Women in Ancient Greece

**What is a Secondary Source?**
A secondary source interprets and analyzes primary sources. These sources are one or more steps removed from the event.

Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

- PUBLICATIONS: Textbooks, magazine articles, histories, criticisms, commentaries, encyclopedias

*Examples of secondary sources include:*

- A journal/magazine article which interprets or reviews previous findings
- A history textbook
- A book about the effects of WWI

<table>
<thead>
<tr>
<th>Content</th>
<th>Level 1 0-50</th>
<th>Level 2 50-65</th>
<th>Level 3 66-79</th>
<th>Level 4 80-100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written in the viewpoint of one of the following women (homemaker, factory worker, homefront)</td>
<td>The biopoem demonstrates a limited degree of knowledge and understanding about the viewpoint of one of the following women</td>
<td>The biopoem demonstrates some knowledge and understanding about the viewpoint of one of the following women</td>
<td>The biopoem demonstrates a considerable degree of knowledge and understanding about the viewpoint of one of the following women</td>
<td>The biopoem demonstrates a great degree of knowledge and understanding about the viewpoint of one of the following women</td>
</tr>
<tr>
<td>Explanation of Experiences (limited to high degree of detail)</td>
<td>The biopoem demonstrates a limited degree of knowledge and understanding about their experience</td>
<td>The biopoem demonstrates some knowledge and understanding about their experience</td>
<td>The biopoem demonstrates a considerable degree of knowledge and understanding about their experience</td>
<td>The biopoem demonstrates a great degree of knowledge and understanding about their experience</td>
</tr>
<tr>
<td>Explanation of specific struggles/obstacles</td>
<td>The biopoem demonstrates a limited degree of knowledge and understanding about their specific struggles/obstacles</td>
<td>The biopoem demonstrates some knowledge and understanding about their specific struggles/obstacle</td>
<td>The biopoem demonstrates a considerable degree of knowledge and understanding about their specific struggles/obstacle</td>
<td>The biopoem demonstrates a great degree of knowledge and understanding about their specific struggles/obstacles</td>
</tr>
<tr>
<td>Explanation of Lifestyle (Family, Friends, community)</td>
<td>The biopoem demonstrates a limited degree of knowledge and understanding about their lifestyle</td>
<td>The biopoem demonstrates some knowledge and understanding about their lifestyle</td>
<td>The biopoem demonstrates a considerable degree of knowledge and understanding about their lifestyle</td>
<td>The biopoem demonstrates a great degree of knowledge and understanding about their lifestyle</td>
</tr>
<tr>
<td>Use of Primary Sources</td>
<td>The biopoem demonstrates a limited degree of knowledge and understanding about the use of primary sources</td>
<td>The biopoem demonstrates some knowledge and understanding about the use of primary sources</td>
<td>The biopoem demonstrates a considerable degree of knowledge and understanding about the use of primary sources</td>
<td>The biopoem demonstrates a great degree of knowledge and understanding about the use of primary sources</td>
</tr>
<tr>
<td>Creativity &amp; Engaging</td>
<td>The biopoem demonstrates a</td>
<td>The biopoem demonstrates a</td>
<td>The biopoem demonstrates a</td>
<td>The biopoem demonstrates a</td>
</tr>
<tr>
<td>limited degree of knowledge and understanding about creativity and engaging</td>
<td>some knowledge and understanding about creativity and engaging</td>
<td>considerable degree of knowledge and understanding about creativity and engaging</td>
<td>great degree of knowledge and understanding about creativity and engaging</td>
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</table>
**BLM 4.1: Rubric for the Debate about the Japanese Internment during the Second World War**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of History (Knowledge Understanding)</td>
<td>displays an understanding of few historical concepts</td>
<td>displays an understanding of some historical concepts</td>
<td>displays an understanding of most historical concepts</td>
<td>displays an understanding of all historical concepts</td>
</tr>
<tr>
<td>Analysis, assessment of ideas, concepts from sources (Thinking)</td>
<td>displays limited analysis</td>
<td>displays some analysis</td>
<td>displays moderate analysis</td>
<td>displays thorough and insightful analysis</td>
</tr>
<tr>
<td>Depth of Research (Application)</td>
<td>limited evidence of research</td>
<td>some evidence of research</td>
<td>clear evidence of research</td>
<td>evidence of considerable research</td>
</tr>
<tr>
<td>Communicating Ideas (oral presentation (Communication)</td>
<td>communicates important information with limited clarity, lacks confidence</td>
<td>communicates important information with some clarity and confidence</td>
<td>communicates important information with sufficient clarity and confidence</td>
<td>communicates important information with high degree of clarity and confidence</td>
</tr>
<tr>
<td>Communicating Ideas (seminar display)</td>
<td>communicates information with visuals of limited quality, artistic value, and correct information</td>
<td>communicates information with visuals of some quality, artistic value, and correct information</td>
<td>communicates information with visuals of sufficient quality, artistic value, and correct information</td>
<td>communicates information with visuals of high quality, artistic value, and correct information</td>
</tr>
</tbody>
</table>

Adapted From Rebeka Lee and Joanna Forbes, Original available here: http://hdl.handle.net.proxy.queensu.ca/1974/12313
Blitzkrieg

Appendix 5.1
What is The Term Blitzkrieg?

Translates as “lighting war”
Military tactic
Short, fast, powerful attacks used to create chaos
When did the Invasion Occur?

September 1, 1939
What was Blitzkrieg?

1.5 million German troops invaded Poland's airbases then the railroads and cities. Germans then quickly moved the tanks into the cities.
German warships and U-boats attacked from the Baltic Sea. Poles met the German forces on horseback with spears.
Why Invade Poland?

Hitler believed Poland who bring Lebensraum for the German people
Hitler believed that the Slavs were subhuman and could be enslaved
Blitzkrieg

What is The Term Blitzkrieg?

- Translates as ______________________
- Military tactic
- Short, fast, ______________________ used to create chaos

When did the Invasion Occur?

- ___________________ 1, 1939

What was Blitzkrieg?

- 1.5 ____________ German troops invaded Poland's
- Germans bombed the Polish ___________ then the _________ and cities
- Germans then quickly moved the ___________ into the cities
- German warships and _____________ attacked from the ________________
- Poles met the German forces on horseback with __________________

Why Invade Poland?

- Hitler believed Poland who bring ________________ for the German people
- Hitler believed that the Slavs were ______________________ and could be enslaved
PSD 6.1: Women in the First World War

PSD 6.3: List of Suggested Resources

Canada’s Contribution to War Effort in WWI and WWII:
List of Suggested Resources


## BLM 6.1: Comparing & Contrasting Canada’s Contribution in WWI and WWII

### Comparing & Contrasting Canada’s Contribution in WWI and WWII

<table>
<thead>
<tr>
<th>Canada’s Contribution…</th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td>People Power</td>
<td></td>
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<tr>
<td>Technological Warfare</td>
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<tr>
<td>Peacekeeping</td>
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<tr>
<td>Industrial Growth/Economy</td>
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<tr>
<td>Role of Women</td>
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</tbody>
</table>
What are some **major** similarities and differences?

What are some **minor** similarities and differences?
What are some contributions that changed drastically versus those that had a steady rate of change? Explain your reasoning.

Based on your findings, how does Canada’s contribution in World War I and World War II affect us today? How would you describe this process/change?