

## LESSON PLAN 8



### 8: What were the outcomes of Canada's involvement in a "Total War"? Did we make a difference?

#### LESSON DURATION

1 class period  
(75 minutes)

#### LESSON MATERIALS & PREPARATION

- Playing cards (standard deck) prepared for your size of class.
- Canada in a Total War handout/worksheet (11x17)
- Lesson powerpoint

#### OTHER NOTES FOR EDUCATORS

- I define a "Total War" as a conflict involving contribution to battles on LAND, at SEA, and in the AIR; but also on the HOMEFRONT, and through ESPIONAGE. Your concept of "Total War" may be different. When the 5 aspects of a "Total War" work together (as fingers on my hand) they come together to form a fist; one strong enough to beat our enemies in WWII. When one element is missing, (ie. Land) our defensive and offensive capabilities are weakened.

#### HISTORICAL THINKING CONCEPT & RATIONALE

#### CAUSE & CONSEQUENCE

Using a definition of "Total War" students will examine information and primary sources to help them understand why Canadians fought, how they contributed, and the outcomes of their contribution to WWII conflict.

#### CLASSROOM INQUIRY PROCESS

##### Formulate Questions

Set Up: Playing Card Interview

Class Building Activity: "BOOM!"

"Wait for me Daddy" Photograph analysis

##### Gather & Organize

Prior to the Lesson) Timeline of The Second World War worksheet

Concept of Total War and Context presented (referencing WWII Timeline).

Alternating between content and quote analysis for each of;

- Dunkirk
- Battle of Britain
- Battle of the Atlantic
- Dieppe
- Homefront Industry

##### Interpret & Analyse

##### Evaluate & Decide

Use worksheet to draw conclusions from historical evidence and primary source quotations about the "outcomes" of a Total War.

##### Communicate

Student's Personal Response: "Did we make a difference?" as homework.

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## PRIOR TO THE LESSON: Timeline of WWII (30 minutes)

I find that students understand the Second World War when they can see it chronologically. When I teach thematic lessons, much of the chronology of war is lost. I offer a simple activity before teaching about WWII to help students to create an overview timeline. There are many ways to create a timeline in a history class, this is one way I like to create some prior knowledge, and add chronological context to the events of WWII.

Students can complete the “Timeline of WWII” worksheet, filling in the gaps to complete the timeline using classroom resources and/or personal technology. Traditionally this takes students about 30 minutes to complete.

*\*Playing Card Interviews: Provide each student with a playing card (from a standard deck of cards - you may want to pre-select cards to make it easier to create groups in the lesson. I.e. Ace through 7 = 28 students). Each student will be asked to create groups in the classroom throughout the lesson based on their card. For example, the teacher calls out “make a group of 4 students all with the same suit”, or “find a partner that has the same number on their card”.*

## 1. FORMULATE QUESTIONS: (15 minutes) - With Activation and Exploration

### 1. Activation: BOOM! (10 minutes)

This is a class building activity, used to frame the context of conflict, and reinforce the collaborative learning community of your classroom.

- a. Students find a partner in the room with the same number on their playing card (i.e. 2 “Aces,” or 2 “4s”) to make a “PAIR”. Stand facing your new partner.
  - i. Practice two hand gestures; “both thumbs UP” and “both thumbs DOWN.”
- b. Students face their partner with hands behind their backs.
- c. The teacher counts down from 3. On “go,” students will “throw” either THUMBS UP, or THUMBS DOWN.
- d. If their hand gestures match their partner, they will yell “BOOM!” very loudly.
- e. If you and your partner don’t match, you stay silent.
- f. Reset.
- g. Continue doing this for as many rounds as you like; I always suggest ending the activity before it gets boring or predictable.

Have a class community circle de-brief of the activity.

- a. Were you trying to match your partner or trying not to match? Why?
- b. Did you notice a pattern developing? What was that pattern?
- c. What happens when two opposing sides come together in battle?
- d. What does the word “BOOM” represent in our simulation?

### 2. Exploration: Wait For Me Daddy (5 minutes)

Engage the class in analysis of the well-known Canadian photograph “Wait for me Daddy”.

See Link: <http://www.theguardian.com/artanddesign/2014/nov/28/thats-me-in-picture-wait-for-me-daddy> for image and subject’s story.

- a. Interpret:
  - i. What do you see in this picture? Identify and describe these elements.
- b. Connect:
  - i. How does this image represent what you already know about WWII?
- c. Extend:
  - i. What's the story behind this image?
  - ii. How does this image make you feel?
  - iii. What do you think happened to this family? (note: I always follow with the true story)

(50 minutes) The next phase of the lesson moves between teacher presentation and student group analysis. As the teacher you will review the causes and actions of Allied forces in each conflict, and students will extrapolate the consequences and human impacts through relevant primary source quotations (and discussion questions).

<b>2. GATHER &amp; ORGANIZE</b> <b>Exploring the historical content presented</b>	<b>3. INTERPRET &amp; ANALYSE</b> <b>Gathering ideas from primary source quotations</b>
<b>3. The Fall of Europe - Blitzkrieg to Dunkirk</b> <ul style="list-style-type: none"> <li>The teacher will present information that explains the definition of a “Total War” and contextualizes a “conquered” Europe, following the use of Nazi German Blitzkrieg tactics and leading to the “Miracle” at Dunkirk and the fall of France in June 1940.</li> </ul>	<b>Dunkirk Quotation</b> <ul style="list-style-type: none"> <li>Playing Card Interview: “Find a group of 4 students all with the same number on their card as you”</li> <li>Students will analyse the quotation and discuss their response to the given question</li> <li>Teacher asks a group at random for their response before moving on.</li> </ul>
<b>4. The Battle of the Atlantic</b> <ul style="list-style-type: none"> <li>The teacher will present information that describes the Battle of the Atlantic.</li> </ul>	<b>Battle of the Atlantic Quotation</b> <ul style="list-style-type: none"> <li>Playing Card Interview: Call “Find a group of 4 students all with the same SUIT on their card as you”</li> <li>Students will analyse the quotation and discuss their response to the given question.</li> <li>Teacher asks a group at random for their response before moving on.</li> </ul>
<b>5. The Battle of Britain</b> <ul style="list-style-type: none"> <li>The teacher will present information that describes the Battle of Britain (including the London Blitz)</li> </ul>	<b>Battle of Britain Quotation (The Blitz)</b> <ul style="list-style-type: none"> <li>Playing Card Interview: Call “Create a group of 4 students that represent 2 pairs”</li> <li>Students will analyse the quotation and discuss their response to the given question.</li> <li>Teacher asks a group at random for their response before moving on.</li> </ul>
<b>6. The Raid at Dieppe</b> <ul style="list-style-type: none"> <li>The teacher will present information that describes the Raid at Dieppe, in August 1942</li> </ul>	<b>Raid at Dieppe Poem</b> <ul style="list-style-type: none"> <li>Playing Card Interview: Call “Wild Card: Create a group of 3 students of any configuration you choose”</li> <li>Students will analyse the quotation and discuss their response to the given question.</li> <li>Teacher asks a group at random for their response before moving on.</li> </ul>

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<b>2. GATHER &amp; ORGANIZE</b> Exploring the historical content presented	<b>3. INTERPRET &amp; ANALYSE</b> Gathering ideas from primary source quotations
5. Homefront Industry <ul style="list-style-type: none"> <li>The teacher will present information that describes the contributions of Canadians working on the Homefront throughout The Second World War.</li> </ul>	Mackenzie King Quote <ul style="list-style-type: none"> <li>Playing Card Interview: Call “Build a group of students that represent a “straight” (ie. 3, 4, 5, 6) - leftovers should build groups as best they can.</li> <li>Students will analyse the quotation and discuss their response to the given question.</li> <li>Teacher asks a group at random for their response before moving on.</li> </ul>

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#### 4. EVALUATE & DECIDE – Evaluating Evidence and Drawing Conclusions (10 minutes)

6. Students will now use an organizer (including information and primary source quotations from the lesson) to identify the outcomes (or consequences) of Canada’s participation in a “Total War” in the Second World War.

*Note: the consequences of our participation go far beyond casualty rates from battle; ask students to consider more deeply the impacts, ramifications, and even benefits of our battle experience.*

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#### 5. COMMUNICATE – Personal Response (Homework)

7. Students will offer a personal response to the lesson as homework. Identifying their position on the second part of our investigation question “Did we make a difference?” They will select a position (thesis statement) and reply to the question using at least one piece of evidence, and ideas to help explain how this evidence proves their position.

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## Lesson Resources:

- “Wait for me Daddy” photograph unveiled as Statue (Article)  
<http://www.cbc.ca/news/canada/british-columbia/iconic-wait-for-me-daddy-ww-ii-photo-unveiled-as-sculpture-1.2777955>
- “That’s me in the picture: Wait for me Daddy” (Article)  
<http://www.theguardian.com/artanddesign/2014/nov/28/thats-me-in-picture-wait-for-me-daddy>
- Canadian War Industry in The Second World War  
<http://www.canadaatwar.ca/content-17/world-war-ii/canadian-war-industry/>
- The “Miracle” at Dunkirk  
<http://www.eyewitnesstohistory.com/dunkirk.htm>
- The Battle of the Atlantic (for Canada)  
<http://www.thecanadianencyclopedia.ca/en/article/battle-of-the-atlantic/>
- The Battle of Britain  
<http://www.thecanadianencyclopedia.ca/en/article/battle-britain/>
- Dieppe  
<http://www.thecanadianencyclopedia.ca/en/article/dieppe-raid/>  
<http://www.thecanadianencyclopedia.ca/en/article/dieppe-the-beaches-of-hell-feature/>