
LESSON PLAN 4



4: Does the battle of Vimy Ridge overshadow other examples of sacrifice and accomplishment from the First World War?

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- Prepared or curated resources for the Battles of WWI
- Battles of WWI Worksheet

OTHER NOTES FOR EDUCATORS

- The resources you select for this lesson will determine the length of time and degree of difficulty of the lesson for your students. It is suggested that you consider using multiple resources for students to explore the land battles of WWI, but you may only have access to one.
- Tailor your worksheet/“Case Study” according to the information given to students in the resource(s) provided.

HISTORICAL THINKING CONCEPT & RATIONALE

HISTORICAL SIGNIFICANCE

Students will explore and continue to apply a set of criteria for establishing historical significance. This is an ideal opportunity to assess their use of this historical thinking concept, after introducing it in previous lesson(s).

CLASSROOM INQUIRY PROCESS

Formulate Questions

Exploring the Vimy Memorial

What do we need to know about a battle in order to think about it?

Gather & Organize

Battles of WWI worksheet and given resources into; The 2nd Battle of Ypres, The Battle of the Somme, The Battle of Passchendaele, The Battle of Amiens (etc.)

Interpret & Analyse

Students evaluate the historical significance; identifying the criteria for significance that is most relevant to their particular battle.

Evaluate & Decide

Students cross compare “Case Study” information to make a decision on the day’s question.

Communicate

Class discussion questions to review key learning outcomes and response to today’s inquiry question.

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

1. Activation: Why did the Battle of Vimy Ridge get a big fancy memorial? (5 minutes)
 - a. Ask students to stand and find a partner in the classroom (it is suggested that students be paired with someone new; ask them to find someone with the same last digit as their phone number or birth month, to randomize pairs as much as possible).
 - b. Pairs will discuss this question while examining images of the Vimy Ridge Memorial. (this also directly ties to any previous lessons on Vimy's significance).

 2. Exploration: What do we already know about the Battle of Vimy Ridge? (10 minutes)
 - a. Create a pair of pairs (group of 4). Students can discuss their prior knowledge of the Battle of Vimy Ridge and its significance to the development of Canada's identity.
 - b. Distribute The Battles of WWI worksheet including the sample "Case Study" for the Battle of Vimy Ridge (for purposes of comparison later). Students are ENCOURAGED to add details to the "Case Study" for the Battle of Vimy Ridge that they learned in a previous lesson.
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2. GATHER & ORGANIZE – Creating a "Case Study"

The Battles of the First World War (25 minutes)

3. Prepare resources (or provide online access for students) for several other land battles from the First World War. It is suggested that you consider The 2nd Battle of Ypres, The Battle of the Somme, and the Battle of Passchendaele, and Amiens (at least) for comparison to the Battle of Vimy Ridge.
 - a. Canadian War Museum Website (itemizes MANY land battles from WWI)
<http://www.warmuseum.ca/firstworldwar/history/battles-and-fighting/land-battles/?anchor=118>
 - b. 5 Major Canadian Battles of the First World War (from Canada.com)
<http://ww1.canada.com/battlefront/five-major-canadian-battles-of-the-first-world-war>
 - c. Many Canadian history textbooks also offer resources on these most notable battles of the First World War.

**Note: You may want to do a lesson on the Battle of Vimy Ridge first, but you could just as easily explore it and several other battles simultaneously for comparison.*

4. Assign each student one of the battles you selected to learn about in this lesson. (I would suggest between 4 and 6, but this depends on your class and the level of students you are working with, and resources you have access to). I like to number students off to randomize topic assignment whenever possible, and encourage teamwork with a variety of students in the room.

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5. The Students will use the resources provided to construct a basic outline or “Case Study” of their assigned battle. They can complete their portion of the WWI Battles worksheet (chart) to identify:
 - a. The Date(s) of the battle
 - b. The most memorable aspects of the battle (i.e., strategies, tactics, technologies, weapons, conditions, outcomes etc.)
 - c. Numbers of Casualties (for the dead and wounded if possible).
 - d. A “Visual Memory Cue” - construct or locate a relevant clipart or battle image that will help them to remember what they’ve learned about each battle. (i.e. 2nd Battle of Ypres - Green Cloud = chlorine gas)
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3. INTERPRET & ANALYSE – Exploring Historical Significance (15 minutes)

6. Students will group themselves with other students who were assigned their same battle as a topic from the “Gather & Organize” phase of their investigation.
 7. Groups will examine and compare their notes to review the Case Study and ensure that all students have gathered similar information and results. (5 minutes)
 - a. Now is when the group should decide on a single word that describes a trait of the Canadian identity that this battle created. (i.e. Vimy Ridge = Strategic, or Determined)
 8. Students will now evaluate the historical significance of their assigned battle. They must **select one (1) of the following criteria of significance** to explain why their battle was significant to the development of our Canadian identity too. (10 minutes)
 - a. **Quality of Impact**
 - i. Did this battle have a big impact on the war? Did it have a big impact on Canada and our reputation as a nation? Why or Why not? Explain.
 - b. **Quantity of Impact**
 - i. How many people were impacted by this battle? Do the numbers of soldiers fighting (including casualty statistics) make this battle more or less significant? Explain.
 - c. **Duration of Impact**
 - i. How long did the battle last? Why is the duration of this battle important? Does it have to last a long time to be significant? Explain.
 - d. **Resonance**
 - i. Did this battle teach us anything important about the First World War? Does it illustrate a greater lesson that must be learned?
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4. EVALUATE & DECIDE – Comparing and Drawing Conclusions (10 minutes)

9. Students will now form mixed groups. None of the students in this new group should have the same assigned topics. The group should each share their case studies with each other in a round robin format, focussing on explaining the significance of each battle to their peers.
 10. Students will work as a group to come up with a consensus about which WWI battle was most important to the development of Canada’s identity as a nation.
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5. COMMUNICATE – Class Discussion: Does the Battle of Vimy Ridge overshadow other examples of sacrifice and accomplishment from the First World War? (10 minutes)

11. It is suggested you start off using the SINGLE WORDS students created to describe a trait of the Canadian identity that each battle built. You may have already gathered these words from around the room and put them on the black/whiteboard. These words could/should be unique from one another, reflecting the unique circumstances and experiences of each battle.
 - a. Is one WORD more important to our identity as a nation than another? Pick one, or discuss why not.
 - b. What do these words say about Canada when combined?
 - c. Is any one battle more important than another? Why or why not?

Lesson Resources:

- The Canadian War Museum website details many land battles Canadians fought in during the First World War.
 - <http://www.warmuseum.ca/firstworldwar/history/battles-and-fighting/land-battles/?anchor=118>
- 5 Major Canadian Battles of the First World War (from Canada.com)
 - <http://ww1.canada.com/battlefront/five-major-canadian-battles-of-the-first-world-war>
- **Course Textbooks** can really work for this lesson, but students are encouraged to use other available resources. Consider gathering library books, and other online resources that will help students to conduct research into other battles from the First World War. Depending on the level of students you're working with, you may decide to have students find their own resources, or curate your own approved list of resource materials.
 - Creating Canada <https://www.mheducation.ca/school/products/9781259275371/creating+canada:+a+history+-+1914+to+the+present+-+student+edition/>
 - Think History <http://www.pearsoncanadaschool.com/index.dfm?locator=PS1zR9&PMDbSiteId=2621&PMDbSolutionId=25t862&PMDbSubSolutionId=&PMDbCategoryId=26067&PMDbSubjectAreaId=&PMDbProgramId=139422>