

LESSON PLAN 7



7: Who supported the war effort? Why?

LESSON DURATION

1 class period
(75 minutes)

LESSON MATERIALS & PREPARATION

- Propaganda Poster (handout or projected/displayed)
- Women in WWII (collected primary source images) printed for each group of 4-5 students
- Canadians Supporting the War (manipulatives or student worksheet)
- Sticky Notes

OTHER NOTES FOR EDUCATORS

- Please add to the identifiable groups included in this lesson with other groups representing local issues and populations in your province/territory.
- There are many different manipulatives to create for this lesson (requiring printing and cutting into collections). Alternatively, you could use a digital platform (website, photobucket, etc.) to release the images of Women in WWII to students.
- Additional Resources for topics in this lesson are listed at the end of the lesson. There are options and varieties of source material to either expand or contract activities accordingly.

HISTORICAL THINKING CONCEPT & RATIONALE

HISTORICAL PERSPECTIVE

Understanding the historical perspective of an identifiable group of Canadians (in the past) is not easily accomplished without immersive and far-reaching research and consideration. This lesson will introduce students to the experiences and perspectives of several different identifiable groups as students explore the reasons why they did or didn't support Canadians effort in the Second World War. Please note, that no group is more or less important in Canada's contribution to the Second World War; they are only different, often because their identities or historical experiences in the Canadian context (and beyond) were dramatically different.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Propaganda Poster Analysis

Gather & Organize

Women in WWII (primary sources)

Interpret & Analyse

Canadians Supporting the War (manipulatives for analysis and ranking)

Evaluate & Decide

Communicate

Informal written response including evidence as note-taking

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

1. Activation: Can Propaganda help to build support for a war? (5-10 minutes)

Start the class by projecting (or distributing) an example (or several examples) of propaganda posters from WWII. If you have yet to do so in your course, you may want to define the term propaganda for students; (*“Official government communications to the public that are designed to influence opinion. The information may be true or false, but it is always carefully selected for its political effect.” <http://www.dictionary.com/browse/propaganda?o=1>.)

Lead the class in a discussion of the following:

- What is the message of this poster?
- What visuals are used to communicate/reinforce the message?
- Does this poster tell Canadians how to support the war effort? How?

Note: Below you'll find some sample posters and their sources as examples to choose from. Choose a topic and image that you think will hook your students into the concept of “support” in a war. Also note: I have included a French language poster but there are many more posters available in French that were designed to appeal to French Canadian audiences.

				
Homefront & Battlefield	A Canadian Symbol at work (French) - English available	Enlistment & Recruiting	Enlistment & Recruiting	A US example (fun too).
http://www.warmuseum.ca/cwm/exhibitions/propaganda/second_e.shtml	https://www.collectionscanada.gc.ca/posters-broadsides/026023-7200-e.html	https://www.collectionscanada.gc.ca/posters-broadsides/026023-7200-e.html	http://www.canadaatwar.ca/forums/showthread.php?t=2486	https://umedia.lib.umn.edu/node/43111

2. Exploration: Who was the “Ronnie the Bren Gun Girl”? (6 minutes)

Play this short video (from CBC originally) about the role of Women in WWII and “Ronnie the Bren Gun Girl” <https://www.youtube.com/watch?v=-EoKvWve-9g> (Video 5:20mins)

After viewing this short clip, students can ask questions about what they’ve seen. Additional resources on “Ronnie the Bren Gun Girl” are listed at the end of this lesson.

2. GATHER & ORGANIZE – Gathering Evidence from Primary Source Images (25 minutes)

Organize students into groups of 4 or 5. This is most easily done by grouping classroom desks into groups before the lesson begins.

3. Women in the War Effort - picture analysis (20 minutes).
 - a. Students will review the given collection of primary source images of Women in the Second World War to extrapolate and describe the ways in which women supported the Canadian war effort.
 - b. Groups of students will complete the following;
 - i. Create 3 categories to classify the primary sources into. Note: try not to classify them by the “type” of source (i.e. photograph, poster, etc.). Label each category with a sticky note for future reference. Sample Categories could include: “Military”, “At Home”, “Mom”, “Stereotypes” etc.
 - ii. Ask groups to swap their sticky note categories with a neighbouring group, requiring that this group now RE-classify their images under the categories given to them by another group. (This is an opportunity for students to consider and re-consider their categorization and the ways in which they are “organizing” their information in this stage of the inquiry process.)
 - c. Students will now work to create a list of ways in which Canadian women participated in the Second World War. They will use the images to create a list of jot notes that help them to describe the roles of women at this time.
 - d. The teacher will consolidate the participation of women in the Second World War into a class note on the white/blackboard. A simple list of jot-notes will be sufficient. The note may include:
 - i. Military Roles for Women (**Note: Women were given access to military enlistment between 1941 and 1942, but only in non-combat roles*).
 - Canadian Women’s Army Corps (CWACs)
21, 000 served (3 companies overseas in 1943)
 - Women’s Royal Canadian Naval Service (WRCNS)
7,000 served
 - Royal Canadian Air Force Women’s Division (RCAF-WDs)
17,000 served “We serve so that men may fly.”
 - Nurses
4500, some as officers
 - ii. Homefront Roles for Women (**Note: Canadian women demonstrated strength and fortitude as men went off to war. They were active on the “Homefront”, and supportive sisters, mothers, wives, daughters, and girlfriends of soldiers overseas*).
 - In Factories
 - Adhering to Rationing
 - Community Organizations

3. INTERPRET & ANALYSE – Thinking about Historical Perspectives on WWII (15 minutes)

4. “Canadians Supporting the War” manipulatives.
 - a. Students will work as a group to review the given set of manipulatives. Each manipulative describes the experience of a different identifiable group of Canadians during the Second World War with jot notes, personal stories, and other historical evidence.
 - b. Students will decide:
 - i. Whether or not each group supported the war (a simple checkmark or “x” will be added to the circle on each manipulative).
 - ii. WHY each group did or didn’t support the war effort (to justify their evaluation and identify the group’s historical perspective).

4. EVALUATE & DECIDE – Making Decisions with a sense of Historical Perspective (10 minutes)

Continued from previous activity:

- c. Organize the manipulatives into a ranked order of support (from MOST supportive to LEAST supportive).
**Note: this is NOT to establish historical significance, as all contributions to the war effort should be regarded as important and also relevant to the historical treatment of peoples across the country.*
 - i. Ask groups to discuss the following to debrief their ranking. This can also be taken up or discussed as a class:
 - Why do some groups rank higher than others?
 - Which of the groups did you think was least supportive? Why did you say that? What reasons would prevent a person from supporting a war effort?
 - Would you have joined the Canadian armed forces in the Second World War? Why or why not?
 - What happens when we don’t have sufficient support for a war (like this one)? (*do we lose?).

5. COMMUNICATE – Personal Response: Who supported the war effort? Why? (15 minutes)

5. Students will need some time to reflect upon and consolidate their learning from today’s lesson. Ask them to write a short informal response to the lesson, including any jot notes of facts and information they learned in today’s activities. All activity materials should still be on their tables to support their note-taking and the explanation of their response to the investigation question.

Ask for a student volunteer (or 2 or 3 of them) to share their response with the class.

Ask another student to tell each volunteer what they liked about their response, and what they said that made it strong (focus on the qualities of a “good response,” not the content, if possible).

Further Work on the Same Inquiry Question: You could follow this lesson by exploring different Battles of WWI, adding depth of content to support the same investigation question by exploring the 2nd Battle of Ypres, The Battle of the Somme, The Battle of Vimy Ridge, and the Battle of Passchendaele.

Lesson Resources:

WWII Propaganda:

- Canadian Propaganda Posters from WWII - War Museum of Canada website
http://www.warmuseum.ca/cwm/exhibitions/propaganda/second_e.shtml
- Huffington Post - Remembrance Day article focussing on examples of the influence of propaganda in WWII
http://www.huffingtonpost.ca/2014/11/10/remembrance-day-canadian-war-propaganda-posters_n_6124542.html

Women in WWII:

- “Proudest Girl in the World” Recruitment Video
<http://www.cbc.ca/archives/entry/im-the-proudest-girl-in-the-world>
- Collected CBC Video Sources
<http://www.cbc.ca/archives/topic/on-every-front-canadian-women-in-the-second-world-war>
- Veterans Affairs Canada (website article) with summaries of Women’s Military Roles
<http://www.veterans.gc.ca/eng/remembrance/those-who-served/women-and-war/military>
- Women’s Roles on the Homefront (is of particular interest here)
<http://www.thecanadianencyclopedia.ca/en/article/women-and-war/>
- “Ronnie the Bren Gun Girl”
<http://www.cbc.ca/radio/thecurrent/income-splitting-unapologetic-abortion-and-the-threat-of-sand-mining-1.2907259/famous-across-canada-as-ronnie-the-bren-gun-girl-meet-veronica-foster-1.2907266>
Youtube Video (5:20mins) <https://www.youtube.com/watch?v=-EoKvWve-9g>
Toronto Star Article: http://www.thestar.com/opinion/editorials/2010/03/15/ronnie_the_bren_gun_girl.html
Library & Archives Canada: <https://www.collectionscanada.gc.ca/war-industry/025010-2014-e.html>
Wikipedia https://en.wikipedia.org/wiki/Veronica_Foster

First Nations in WWII:

- Veterans Affairs Canada (website article) including list of individuals and their contributions to WWII
<http://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/aborigin>
- Tommy Prince (Heritage Minute)
<https://www.historicacanada.ca/content/heritage-minutes/tommy-prince>
- Tommy Prince (CBC News Article)
<http://www.cbc.ca/news/aboriginal/decorated-first-nations-vet-tommy-prince-embodied-triumph-darkness-of-war-1.2730680>
- Tommy Prince (Canadian Encyclopedia)
<http://www.thecanadianencyclopedia.ca/en/article/tommy-prince/>

Conscientious Objectors

- Mennonite Conscientious Objectors (Article)
<http://www.mbhhistory.org/profiles/ww2co.en.html>

Chinese Canadian Soldiers:

- “Unwanted Soldiers” Stories (from UBC Library)
<http://ccs.library.ubc.ca/en/chronology/chViewItem/1/0/14/>
- “Unwanted Soldiers” short video (5mins)
<https://www.youtube.com/watch?v=82rKdQojFmA>