
LESSON PLAN 3



3: Why was the Battle of Vimy Ridge significant to the development of Canada's identity?

LESSON DURATION

1 class period
(75 minutes)

Can be expanded and lengthened according to interest and engagement

LESSON MATERIALS & PREPARATION

- Select and prepare learning resources for your classroom from the list provided (ie. Discovery Knowledge Video - 23 minutes)
- Historical Significance of Vimy Ridge Student Worksheet
- “Birth of a Nation” v. Mythmaking (duelling perspectives on Historical Significance of Vimy Ridge) Reading/handout

OTHER NOTES FOR EDUCATORS

- There are many ways to explore the topic of the Battle of Vimy Ridge and help students to learn the content relating to this event (from a Canadian perspective).
- Historical significance is unique to each student's evaluation of the past, but there are core questions that can help students to explore significance in more depth.

HISTORICAL THINKING CONCEPT & RATIONALE

HISTORICAL SIGNIFICANCE

Students will explore the historical significance of the Battle of Vimy Ridge by responding to prompting “thinking” style questions. Evaluating a topic's significance requires that students have built a foundational knowledge of the topic. Note: Significance can be different for every student. Encourage students to explore their own perspectives on history as they work to decide for themselves if Vimy was in fact important. Let students decide.

CLASSROOM INQUIRY PROCESS

Formulate Questions

Vimy's Victor's Photograph

5 W Questions about Vimy Ridge

Gather & Organize

Find the answers to the questions generated. (i.e. Watch a short video on The Battle of Vimy Ridge)

Interpret & Analyse

Use the student worksheet to explore the Historical Significance of the Battle of Vimy Ridge

Evaluate & Decide

Compare perspectives on the historical significance of Vimy Ridge and decide which one students agree with most.

Communicate

Write a brief response (i.e. Exit Pass, Journal Entry) to respond to our investigation question.

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

1. Activation: Does a picture tell a thousand words? (10 minutes)

Use the image of Canadian Soldiers after the Battle of Vimy Ridge to prompt students. What words can they list to describe what the picture is telling us?

- a. Use the original black and white or newly colorized version of this iconic photograph from Canadian history. <http://www.vimyfoundation.ca/learn/ww1-colourization-project/>
- b. You may also want to include the quotation from Jonathan Vance to clarify the tone of today's lesson and investigation. <http://www.histori.ca/peace/page.do?subclassName=Document&pageID=367>

2. Exploration: What do you want to know about the Battle of Vimy Ridge? (10 minutes)

Ask students to brainstorm (in small groups or as a whole class) questions that they are curious about in exploring the Battle of Vimy Ridge. You can prompt students with questions from the 5 Ws & How (Who, What, When, Where, Why & How).

2. GATHER & ORGANIZE – Gathering Evidence to Respond to Student Questions

The Battle of Vimy Ridge

This lesson includes a wide variety of resources on the Battle of Vimy Ridge. There are MANY resources available to classroom teachers online for this event in Canada's history.

3. Tell a Story (10 minutes). Use the Story of “The Oaks at Vimy Ridge” to introduce the concept of “memorialization” to students.
 - <http://www.vimyfoundation.ca/vimy-100/vimy-oaks/>
 - <http://www.thestar.com/news/gta/2015/01/24/on-vimy-ridge-mighty-oaks-will-grow-again-thanks-to-a-canadian-soldier.html>
 - a. Are “The Oaks” a memorial to the Battle of Vimy Ridge? How so?
 - b. Contrast the story of “The Oaks” with an image of the Vimy Ridge Memorial Today.
4. Use any (or a few) of the resources listed in “Lesson Resources” below. Students can use these to gather information about the Battle of Vimy Ridge to respond to the questions they created in Step 2 of the lesson (Formulating Questions: Exploration). As the teacher, you can expand and contract this lesson to respond to the engagement and curiosity of your students. This could easily span over 2 days, or be completed in a single 1 hour period.
 - a. For example; use the Discovery Knowledge Documentary Video (23 minutes) <http://www.dailymotion.com/video/x2jbfsk>
 - b. Allow students an opportunity to gather information (even divide up the questions they created around the classroom), while they view the video.
 - c. Students can access additional resources for any questions left unanswered, that you think should be answered, as part of the process of gathering good evidence.

3. INTERPRET & ANALYSE – Explaining the Historical Significance (10–15 minutes)

5. Students will work in small groups to respond to the given set of questions; this will help them to explore the historical significance of the Battle of Vimy Ridge, and build this important Historical Thinking skill.
 - a. A student worksheet is provided that will help students to explore:
 - i. IMPACT - in quality (profundity), quantity, and duration
 - ii. RESONANCE - lessons we learn
 - iii. RELEVANCE - links to today
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4. EVALUATE & DECIDE – Assessment of Learning (10 minutes)

6. Extension/Homework: “Birth of a Nation” v. Mythmaking - Student Handout/Worksheet
Here are two perspectives on the Historical Significance of the Battle of Vimy Ridge.
 - a. Students will read the two perspectives provided (handout) and decide which of the perspectives they agree with most.
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5. COMMUNICATE – Written Assessment/Exit Pass: (10 minutes)

7. Students can now write a short response to the investigation question. This can also be done in class discussion.
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Lesson Resources:

- Photos of the Battle of Vimy Ridge
 - <http://ww1.canada.com/battlefront/images-the-battle-of-vimy-ridge>
 - Veteran’s Affairs Canada - Website with Downloadable PDF for the Battle of Vimy Ridge
 - http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/fact_sheets/vimy
 - Discovery Knowledge Documentary - Great Battles: The Battle of Vimy Ridge
 - <http://www.dailymotion.com/video/x2jbfsk>
 - Canadian War Museum - Site About Battle of Vimy Ridge
 - http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml
 - Historica Canada - Vimy Ridge Heritage Minute (Video)
 - <https://www.historicacanada.ca/content/heritage-minutes/vimy-ridge>
 - Veteran’s Affairs Canada - Story Gallery: Vimy Ridge (collected images)
 - <http://www.veterans.gc.ca/eng/remembrance/memorials/overseas/first-world-war/france/vimy/story-galleries>
 - Multimedia Resources for the Battle of Vimy Ridge (including Video footage)
 - <http://www.canadaatwar.ca/page9.html>
 - The Vimy Foundation - Event Synopsis and (other resources)
 - <http://www.vimyfoundation.ca/learn/vimy-ridge/>
 - National Defense and Canadian Forces Website - Details of Ellis Wellwood Sifton (awarded Victoria Cross for actions at Vimy Ridge)
 - <http://www.cmp-cpm.forces.gc.ca/dhh-dhp/gal/vcg-gcv/bio/sifton-ew-eng.asp>
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- Canadian Encyclopedia Online - Vimy Ridge
 - <http://www.thecanadianencyclopedia.ca/en/article/vimy-ridge/>
- The Oaks of Vimy Ridge
 - <http://www.thestar.com/news/gta/2015/01/24/on-vimy-ridge-mighty-oaks-will-grow-again-thanks-to-a-canadian-soldier.html>
- “Birth of a Nation” v. Mythmaker
 - <http://www.thecanadianencyclopedia.ca/en/article/vimy-ridge/>
- Colourized Photo of Victors After Vimy
 - <http://www.vimyfoundation.ca/learn/ww1-colourization-project/>



THE SYMBOL OF VIMY

<http://www.histori.ca/peace/page.do?subclassName=Document&pageID=367>

VANCE, Jonathan F. *Death So Noble: Memory, Meaning, and the First World War*. Vancouver, UBC Press, 1997, p. 233
It was the image of provincial unity that gave the Battle of Vimy Ridge such import. The four divisions of the Canadian Corps, operating as a unit for the first time, brought together battalions from across the country. For many people, that battle came to symbolize the potential of Canada if such cooperation could be realized on an ongoing basis. In 1925, Viscount Byng told an audience in Vancouver that the “boys at Vimy Ridge represented Canada as whole. It was then that all the nine provinces walked up the hill as one, all with the same ideal before them and the same goal in mind”