

Military Heritage Project

Topic: Training and Preparing for War

Sample Inquiry Questions:

- What types of training would be important as men and women prepare for war? Why would proper training be important?
- Where the training centers located across Canada?
- What was the training like for the new recruits?

Curriculum Connections:

Social Studies 6: Outcome DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Social Studies 8: Outcome PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians

Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian identity

Cross-Curricular Connections:

ELA 7 Heroes Gallery (Voices Through the Ages) – CR 7.2, CR7.5 (Create and Respond), CC7.5 (Compose and Create)

ELA 8 Heroic Ways (Adventures and Adventurers) – CR 8.2, CR8.5 (Create and Respond), CC8.5 (Compose and Create)

ELA 9 Doing the Right Thing – CR 9.2, CR9.5 (Create and Respond), CC9.5 (Compose and Create)

Math 6: Outcome P6.1 Extend understanding of patterns and relationships in tables of values and graphs. [C, CN, PS, R]

Math 7: Outcome P7.1 Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations. [C, CN, R]

Math 8: Outcome P8.1 Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically. [CN, ME, PS, R, T, V]

Arts Education 6: Outcome CP6.4 Initiate and develop roles in selected drama forms (e.g., contextual, improv, puppetry, radio drama).

Arts Education Outcome CP6.6 Collaborate on a drama that expresses ideas about identity and how it is influenced (e.g., factors such as pop culture, cultural heritage, peer groups, personal and family interests, gender).

Resources Required:

- Computer/Tablet and internet access
- KWL chart HO #1
- Video Note Taking Guide HO #2
- Assessment Rubrics
- Atlas of Saskatchewan and the world

Online Resources:

http://www.veterans.gc.ca/eng/remembrance/history/second-world-war/fact_sheets/britcom

<http://www.canadianwings.com/BCATP/organization.php>

http://esask.uregina.ca/entry/british_commonwealth_air_training_plan.html

http://www.veterans.gc.ca/eng/remembrance/history/second-world-war/fact_sheets/britcom

<http://www.militarybruce.com/history/wwiitrng.html>

<http://wartimecanada.ca/categories/training-manuals>

<http://www.canadaatwar.ca/content-7/world-war-ii/facts-and-information/>

Purpose of the Lesson:

The purpose of the lesson is to help the students to understand the challenges of preparation for war. The students will also experience the sense of duty and loyalty that the veterans felt as they trained for and served in the Second World War.

Pedagogy:

1. The lesson should start with the students completing the first two columns of a KWL chart (HO #1) about the training of Canada's men and women during the Second World War.
2. Once students have completed the first part of the KWL chart they are to watch the video resource entitled "Training and Preparing for War". While watching this video the students are to use the Video Note Taking Guide (HO #2) which has printed on it a series of questions that the veterans will answer as they are being interviewed.
3. In order to gain some understanding of the training experiences that Canada's airmen went through the students must understand some of the training of the men, the purpose of bombing, and the structure of the RCAF Bomber Command 6 Group. In order to do this the students will need to complete some research using the online resources linked above. Provide the students with HO #3 which has the questions the students will need to find the answers to.
4. Another program that was essential to the successful execution of the war effort was the British Commonwealth Air Training Program which was implemented to train not only the Bomber Command, but to train all men and women for all branches of the air forces of the British Commonwealth countries. A significant amount of that training took place here in Canada and most of it here on the prairies. To gain some understanding of the contributions made by Canada to this program the students could complete some research into the program. In order to facilitate this research a question guide is provided for the students to fill in as they research and read the information on the included websites. A second assignment would be for the students to plot the locations of the sites where the BCATP trained men in Saskatchewan. These locations are identified on a table found on the Saskatchewan Encyclopedia website (http://esask.uregina.ca/entry/british_commonwealth_air_training_plan.html). This map should be accompanied by a guide or key that would list what type of training took place at each of the locations.
5. All of the Canadian soldiers took training in Canada and there were many locations where the recruits were trained. Divide the class up into eight groups (making one group larger than the rest). Each group will be assigned one of the provinces from eight listed on the following website

(<http://www.militarybruce.com/history/wwiitrng.html>) with the large group being assigned Ontario. Have each group draw (or the teacher can provide each group with) a large map of the assigned province. Using either a hardcopy or electronic copy of an atlas and the table from the following link.

(<http://www.militarybruce.com/history/wwiitrng.html>) Each group is to locate the training centers on the map for the province each student group is assigned.

Alongside the centers' locations on the map or in a key the students are to indicate the type of training that took place at each of these locations. The maps should be colourful, accurate, and neatly presented before being mounted on the classroom or hallway walls.

6. Using the following website create a chart that shows how many Canadians joined the Royal Canadian Navy, Canadian Army, and Royal Canadian Air Force by province. These figures can be graphed using a bar graph to compare the numbers by province. Have the students note the percentage of the male population that joined by province also. <http://www.canadaatwar.ca/content-7/world-war-ii/facts-and-information/>
7. At the end of the lesson "Training and Preparing for War" have the students complete the final column of the KWL chart.

Culminating Activities:

1. An activity that the students could undertake would be to have them create a training manual that they believe would cover the types of training that they think that all soldiers should have had prior to going to war. In the manual they are to include diagrams or pictures where possible. These manuals could be created using software such as MS Publisher which has a large variety of templates from which to select. The students could import some images into the manual according to the teacher's requirements. If this is an activity that is chosen some time should be taken to brainstorm the types of training that the students think would be important to have. The teacher should be prepared to direct the students to ensure that they have included the following: Physical training, maintaining Rifles/Pistols/Machine Guns, Shooting, using Explosives/Grenades, Camouflage, Map reading, Digging Defenses, and Tactics. These could then be compared to the manuals that are available in PDF format from the following website: <http://wartimecanada.ca/categories/training-manuals>

Assessment and Evaluation:

Students should be assessed for the completeness of the answers to the questions provided on the handout sheets that they are to use while researching. Maps should be evaluated for accuracy, completeness, and attention to detail.

The graph of recruits should be evaluated for both neatness and accuracy.

The training manual can be evaluated using the attached rubric.

If the teacher would like to create their own rubric there are the following free online rubric creation sites:

<http://rubistar.4teachers.org/>

<http://www.teach-nology.com/>

HO #1 "Soldiers Return Home"		
Student Name: _____		
How were the troops trained for the Second World War?		
<u>KNOW</u>	<u>WANT TO</u> <u>KNOW</u>	<u>LEARNED</u>

HO#2 "Training and Preparing for War"

Student Name: _____

Answer the following questions while watching the video

<p>There are seven veterans on this video segment. List their names and the units or branch of service that they served with.</p>	
<p>Veteran 1: What advice did his father give as a Veteran of WWI? Why?</p>	
<p>How old was he when he enlisted?</p>	
<p>What is 'sense of duty'?</p>	
<p>What could be lost?</p>	
<p>Where did all recruits start out? Why would some recruits get assigned somewhere other than infantry?</p>	
<p>What are the Regina Pats hockey team named after?</p>	

Veteran 2: What type of guns did he use at Indian Head?	
What was life in the Petawawa huts like in winter?	
Where did the 60/76 Battery go to in England?	
What was his training?	
Veteran 3: What ship was he assigned to?	
How did he get through the tests in the Royal Canadian Navy?	
What secret effort was he trained for in Ottawa?	
What was his next ship (in Dartmouth)?	

What was the class of ship he was assigned?	
Veteran 4: How old was he when he enlisted?	
What was he assigned to?	
How many people did they rescue from the blown up theater?	
Veteran 5: Why did he join?	
Where did he say the infantry served?	
Where was his basic training? How long was it?	
Where did he serve? Why didn't he go overseas to where the war was fought?	

Veteran 6: How old was she when she joined?	
Why did she want to join?	
What branch of service did she join?	
Why did she feel lonely and distressed?	
What was her ship named?	
What was her first experience like?	
How many women were there, and where did they work?	
Where did they learn to march? Why did they learn to march?	

After the cooks course, where was she stationed?	
How did her experiences in the Second World War change her life? What did she learn?	
Veteran 7: Why didn't the Royal Canadian Navy accept him?	
How did he get into the Royal Canadian Air Force?	
What course interested him enough in the RCAF that he chose to enroll?	
Where did he go for his first and second training courses?	
What type of radar training did he take?	
Where was he attached in the Royal Air Force?	

What did he do in his job?	
What happened on their third night?	
Why did they need their 'tin hats' (helmets)?	
What was the radar like in the aircraft?	
What did he volunteer for? Where was he sent?	
What happened on the trip on the ocean?	

HO #3 "Training and Preparation for War"

Student Name: _____

Answer the following questions about the BCATP using the link included.

http://www.veterans.gc.ca/eng/remembrance/history/second-world-war/fact_sheets/britcom

What does BCATP stand for and when was the deal signed to begin the program?	
Why was Canada an ideal location for this program?	
What needed to be done in Canada to prepare for this program?	
What did U.S. President Roosevelt call Canada and what does this mean?	
How many aircraft were used, how many air force personnel, and how many civilian employees were a part of the program?	
How many buildings were constructed and what were they used for?	

<p>Most schools had runways. How many did each school have and what were their dimensions?</p>	
<p>How much was Britain, Australia, and New Zealand to pay originally and what was the final cost? How much did Canada actually pay?</p>	
<p>What type of training was conducted at these schools?</p>	
<p>Of those trained how many were trained in each of the categories identified in the questions above.</p>	
<p>Explain what roles civilians played in supporting the program.</p>	

<p>List the countries that trainees came from and how many came from each.</p>	
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Training Manual Rubric				
Category	4	3	2	1
Appearance of the Project	The project's appearance is professional and polished without distracting elements. Uses the required elements of the project to efficiently show the topic.	The project's appearance is quite professional and polished few distracting elements. White space is efficiently used. Contains all the requirements of the project.	The project's appearance is somewhat poor. Some distracting elements. Missing some of the requirements of the project.	The project's appearance is quite poor. Many distracting elements. Does not include the proper requirements for the project
Content Facts	The project content is exemplary and suggests the student has discovered the important ideas of his/her topic.	The project content is good and suggests the student has discovered most of the important facts of his/her topic.	The project content is fair/poor and suggests the student has not discovered most of the important facts.	The project content is poor and suggests the student has not done sufficient research.
Images	All images are effective.	All images are effective, but there appear to be too few, too many or some that are irrelevant.	Some images are effective.	Too few images are used to be an effective presentation.
Style & Organization	Display is interesting and attractive. Materials are complete and organized to present the ideas well.	Display is interesting and attractive. Materials are complete and well organized. Presentation has sequence and plan evident.	Some parts of the display are interesting. Some materials are complete but lack organization. Presentation has some sequence and plan evident.	Display is uninteresting, not tidy. Materials are incomplete and not organized. Presentation has no sequence or plan evident.
Creativity & Appearance	Project is excellently presented reflecting creativity and a lot of thought.	Good creative effort. Project is neat and shows evidence of time spent on it.	Some attempt made to add color and originality. Project is neat, but appears to be rushed.	Little attempt to add color or originality. Project has sloppy appearance. Rushed to complete.
Knowledge	Scrapbook demonstrates a thorough knowledge of the subject investigated	The scrapbook demonstrates good knowledge of the subject investigated	The scrapbook demonstrates some knowledge of the subject investigated.	The scrapbook demonstrates very little knowledge of the subject investigated.