

Honouring the Past:  
Canada's Role in Peace & Conflict

Pam Calvert  
Larry O'Malley

Halton District School Board

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## *My Six Servants*

I keep six honest serving men  
They taught me all I knew  
Their names were What and Why  
and When and How  
and Where and Who

--Rudyard Kipling

### *How a Newspaper Tells a Story:*

The paper uses a headline to capture our attention.

There is often a photo or other visual aid included.

It has a by-line (who wrote the story).

It is written in a style called the Inverted Pyramid Style.

**Activity One: The Growth of Prosperity**

In this opening activity of Unit Three, students will be working in groups of four to complete a “growth chart” (complex timeline) that identifies and explains the major developments in the Canadian economy in the post-war period (1945 – 1963). Through the research process and construction of the growth chart, students will recognize the importance of an economy that advances the well being of all people.

**The Task:**

Students will be placed in groups of four to complete this task. This lesson will cover two classes. Each group member must complete his/her portion of the work in order for the group to successfully complete the assignment. The evaluation rubric has been included so that everyone is well aware of what is expected.

**Step One:** Review the notes on the economy provided during the study of the Great Depression (“Boom and Bust”). The post-war era was a period of economic prosperity in Canada (a “boom” period).

**Step Two:** Each group is to identify and explain **five** reasons for the economic prosperity in Canada in the post-war era (that is, from 1945 to 1963). You are to record notes about the causes of any major event that contributed to the economic growth between 1945 and 1963. You **must** include the demand for Canada’s natural resources and the construction of the St. Lawrence Seaway project as major features of the research and completed growth chart. For each cause you are to record the “5Ws” --- **who, what, when, where and why**.

**Step Three:** After each member has completed his/her research they will neatly record it on paper (either written or typed) to form an information panel. These information panels must identify the event or cause (used as a heading or title for the panel) and the answers to the “5Ws” so that the event/cause is clearly explained. The group will organize their information into a growth chart. This will be done by gluing the individual information panels, in chronological order, to the bristol board. Be sure to align your information panels with the appropriate dates on the growth chart.

**NOTE:** The completed growth chart is to have the title: **Canada’s Economic Growth and Change: 1945 – 1963**. You must include pictures of the events on chart (make sure to label the pictures). Thought should be given to the organization of the boards and the amount of space needed for each information panel (you may want to sketch your layout before trying it and, of course, set the entire layout up before gluing it in place). It may be necessary to use more than one sheet of bristol board (ask the teacher if you require more bristol board).

**Resources:**

The following resources will be helpful in completing this assignment:

*Canadian History* (course text) pages 249 – 258

*The 1998 Canadian & World Encyclopedia*. CD-ROM. Toronto: McClelland & Stewart, 1998.

*Canadian Scrapbook Series*. “Years of Promise”

**Diefenbaker Web:**

Great Lakes St. Lawrence Seaway System:

Electric Library: (User Name: IONACA0300 Password: ELCA)

National Library of Canada:

## Creating a Pamphlet

Have the students create a pamphlet covering a topic (this could be in the form of a “guide” to summarize an historical event, person, site etc). Various programs are available to create the pamphlet (for example, Microsoft Publisher, pamphlet maker). Evaluation can be based on the expectations that you wish to accomplish (sample rubric below, can be modified to suit your assignment). Pamphlets work well when used in conjunction with a poster board (use a carousel format, the pamphlet becomes the student’s “notes” that they take away from the presentation). This format is very good for parent night.

### Pamphlet Evaluation Rubric

<b>Category</b>	<b>Level 1 (50 - 59%)</b>	<b>Level 2 (60 - 69%)</b>	<b>Level 3 (70 – 79%)</b>	<b>Level 4 (80 – 100%)</b>
<b>Style/format (application)</b>	--finished product demonstrated limited ability to follow the prescribed style/format	--finished product demonstrates some ability to follow the prescribed style/format	--finished product demonstrates considerable ability to follow the prescribed style/format	--finished product demonstrates a thorough ability to follow the prescribed the style/format
<b>Historical Accuracy</b>	--somewhat historically accurate --poor supporting evidence	--historically acceptable for the most part --fair supporting evidence	--historically sound --good supporting evidence	--historically accurate throughout --strong supporting evidence
<b>Knowledge/ Understanding</b>	--communicates understanding of a few aspects of the key events in the individual’s life --conveys little significant and/or thought-provoking information and ideas	--communicates understanding of some aspects of the key events in the individual’s life --conveys some significant and/or thought-provoking information and ideas	--communicates a thorough understanding of the key events in the individual’s life --conveys significant and thought-provoking information and ideas	--communicates a thorough, broad, insightful understanding of the key events in the individual’s life --conveys a wealth of significant, thought-provoking information and ideas
<b>Application (Preparation)</b>	--demonstrates limited ability to stay focussed on the task of preparation --demonstrates limited ability to work with others; limited initiative	--demonstrates some ability to stay focussed on the task of preparation --demonstrates some ability to work with others; some initiative	--demonstrates considerable ability to stay focussed on the task of preparation --demonstrates considerable ability to work with others; considerable initiative	--demonstrates thorough ability to stay focussed on the task of preparation --demonstrates thorough ability to work with others; constant initiative and leadership
<b>Communication</b> Ability to communicate the significance of the event studied	--written communication demonstrated limited effectiveness	--written communication demonstrated some effectiveness	written communication demonstrated considerable effectiveness	--written communication demonstrated a high degree of effectiveness

**Overall Level:**

**Student Name:**

**Strengths:**

**Areas to Review:**

**Next Steps:**

**Note:** A student whose achievement is below level 1 (50%) has not met the expectations for this assignment.

**The Great Canadian Newsletter**

Guidelines to Newsletter

**Time Frame: 4 classes**  
**Group Size: 4 students per group**

The guidelines listed below are to assist you in developing a Canadian newsletter of the 20<sup>th</sup> century. As you prepare each article and section, keep in mind that you want the best or most representative article for that category.

Since you are working in groups, you must share the work. Assign the tasks as follows:

1. General Editor: this person organizes the articles and checks that everything is done;
2. Typesetter: this person does the layout and, if using the computer, types the articles into the computer;
3. Cartoonist: this person creates the cartoon or selects the illustrations;
4. Fact Checker: this person reads all the articles and makes sure the facts (and spelling) are correct;
5. Writers: everybody in the group is a writer, some people may write more than others, everyone writes at least one (1) article. (Remember you can use the work you have already done in this unit as an article for a particular section.);
6. Assistant Typesetter: if needed, you can select someone to help type the articles into the computer.

Now that everyone has a job, here's what you have to do.

1. You must have a title for your newsletter ("Our Newsletter" is unacceptable)
2. You must include a list of all contributors and editors somewhere in the newsletter.
3. Your newsletter must be at least two (2) pages (both sides) long. If you wish to print it on coloured paper please see the teacher for colour options.
4. You must have one (1) article from each of the categories below:  
a) news      b) sports      c) art/literature      d) entertainment\*      e) politics  
f) lifestyles      g) classifieds\*      h) business      i) birth/death announcement  
j) editorial      k) cartoon/illustration\*  
You may choose to include two (2) or three (3) articles in categories a, b, e, or j.  
\*These categories may be done as ads and not as written articles (eg., movie listings, want ads, etc).
5. You must have at least one (1) articles from each decade of the 20<sup>th</sup> century.
6. All articles must have a by-line, at least ten (10) sentences, and a title. Follow the "Inverted Pyramid" style of news writing discussed in class. Some articles may be longer, have an illustration (picture or cartoon), and/or a sub-title.
7. All cartoons and illustrations must have a caption and the signature of the artist included.

**Time Frame:**

Class time for this assignment will cover four periods (June 4, 5, 6 and 7). The final product is due **Tuesday June 11**

**Evaluation:**

This assignment is worth 10% of your final grade (see course outline handed out on the first day of class).

The evaluation rubric has been included with this assignment so that you are aware of how the final product will be evaluated.

If you have any questions be sure to see the instructor for help prior to the June 11 deadline.

### **Checklist for Submission**

1. Newsletter has a title.
2. All articles have titles.
3. All articles have by-lines.
4. All decades are represented somewhere in the newsletter.  
1900s 1910s 1920s 1930s 1940s 1950s 1960s 1970s 1980s 1990s
5. There is at least one (1) cartoon or illustration with caption and signature.
6. Names of the group members are listed in the newsletter.
7. You have all the categories of articles done.
  - news
  - sports
  - entertainment
  - politics
  - birth/death announcements
  - classifieds
  - art/literature
  - lifestyles
  - editorial
8. Newsletter has been fact-checked.
9. Newsletter has been proofread for spelling/grammar errors.

***Due Date:***

***Dieppe***  
***by John Spearn***

***Listening Test***

1. How did they arrive at Dieppe?  
\_\_\_\_\_
2. Who are the three men mentioned in the song  
\_\_\_\_\_
3. How many Canadians went to Dieppe?  
\_\_\_\_\_
4. What were the Canadians delivering?  
\_\_\_\_\_
5. What did Dave Mac do?  
\_\_\_\_\_
6. What obstacles were in his way?  
\_\_\_\_\_
7. Who took over the lead when Mac was killed?  
\_\_\_\_\_
8. With some luck he managed to knock out two or three what?  
\_\_\_\_\_
9. What was rolling very close to the Canadians?  
\_\_\_\_\_
10. Where was the third man (the storyteller) from?  
\_\_\_\_\_
11. How many men died in the Dieppe raid?  
\_\_\_\_\_

## Activities After Listening to the Song “Dieppe” by John Spearn

### Activity One

Use a number of resources to write a position paper based on the question: “Were Canadians sacrificed at Dieppe for the Sake of Canadian Nationalism?”

### Activity Two

The Big Debate: Use a debate format to have students examine the controversy of whether the sacrifices of Dieppe helped ensure the success of D-Day.

### Activity Three:

Role Play: Working in groups of five have students create a short video on the Dieppe Raid. They are to portray the Raid from the perspective of a Canadian soldier.

### Suggested Resources:

Archives and Library of Canada “Through a Lends: Dieppe in Photography” (available at [www.archives.ca/05/0534/053404\\_e.html](http://www.archives.ca/05/0534/053404_e.html))

J.L. Granatstein, “Nightmare of Death: Everything went wrong in the 1942 raid on Dieppe.” Maclean’s. August 19, 2002.

“Useless slaughter ... a valuable lesson”: Dieppe losses saved “countless more” two years later. Chatham Daily News. August 20, 2003.

Prelude to D-Day, Dieppe 1942 ([www.ospreypublishing.com/content/php/cid=101](http://www.ospreypublishing.com/content/php/cid=101))

Report on Dieppe Raid (<http://cap.estevan.sk.ca/ssr/documents/Dieppe%20Raid.html>)

For additional information and other historical songs, contact John Spearn at:

[www.canadasongs.com](http://www.canadasongs.com) or [jspearn@telusplanet.net](mailto:jspearn@telusplanet.net)

### Suggested Canadian History Music Resources

Artist	
Terry Kelly	The Power of the Dream CD “A Pittance of Time”
John Spearn	Northern Sightlines ( Edith Cavell) and Canada Song ( Dieppe, Ten Thousand Guns ( Vimy ) , Roy Brown and Wop May, The Corvettes of Halifax
John McDermott	A Time to Remember CD “Christmas in the Trenches”
Tragically Hip	Day for Night CD “Nautical Disaster” (Dieppe)
Great Big Sea	Recruiting Sergeant (Beaumont Hamel)
Mike Ford	<a href="http://www.mikeford.ca">http://www.mikeford.ca</a>
The Virtual Gramophone	<a href="http://www.collectionscanada.ca/gramophone/index-e.html">http://www.collectionscanada.ca/gramophone/index-e.html</a>
World War One Music and Songs	<a href="http://www.ww1photos.com/WW1MusicIndex.html">http://www.ww1photos.com/WW1MusicIndex.html</a>
Big Band Era: The Songs of World War II	<a href="http://members.aol.com/cle1019/ww2.html">http://members.aol.com/cle1019/ww2.html</a>
Vera Lynn: The Early Years 1936-1939	
Stompin’ Tom Connors	The Hockey Song
Gordon Lightfoot	Wreck of the Edmund Fitzgerald
History of Rock and Roll Collection/Beatles	

## The Corvettes of Halifax - John Spearn - *Canadian Songs*

On the icy Atlantic where the Merchant men sail  
From Canada's harbors to save England we can't fail  
We're putting the U-boats on the cold ocean floor  
We're the corvettes of Halifax . . . out to even the score  
We've signed on with Canada's navy  
From all over this land we've arrived  
We're tossing and losing our gravy  
But we've got to keep England alive, boys,  
We've got to keep England alive.  
And the horror we saw when our gunship St. Croix  
Took torpedoes from U305  
She burst like an egg . . . men left floating to freeze  
Sayin' good Lord, we're too young to die,  
Please, lord we're too young to die.  
And the U-boats that were putting our merchantmen down  
Soon were "the hunted" when the Sackville came around  
We're the sheep dogs out to guard the convoy boys  
And we're taking our wolf pelts to town.  
Taking our wolf pelts to town  
On the icy Atlantic where the Merchant men sail  
From Canada's harbors to save England we can't fail  
We're putting the U-boats on the cold ocean floor  
We're the corvettes of Halifax . . . out to even the score  
. . . out to even the score.  
© words and music by John Spearn

### Lesson

1. Students listen to "The Corvette of Halifax" as an introduction to our Canadian role in the Battle of the Atlantic.
2. Distribute the lyrics and have students discuss the following:
  - a. Who were the merchantmen? What was their role in WWII?
  - b. What year in WWII do you think this song is referring to? What evidence supports your answer?
  - c. What happened to the St. Croix? Use data projector or laptops to link to:  
[http://www.naval-museum.mb.ca/battle\\_atlantic/st.croix/tragic-saga.htm](http://www.naval-museum.mb.ca/battle_atlantic/st.croix/tragic-saga.htm)
  - d. What is the role of the corvettes in the Battle of the Atlantic? Use data projector or laptops to link to:  
<http://www.junobeach.org/e/4/can-tac-cor-e.htm>
  - e. Explain the metaphor of the "sheep dogs ....we're taking our wolf pelts to town"

## *Canada and Peace Operations*

Over the past 50 years, Canada's role in complex, integrated peace operations has evolved to meet new international challenges. Our steady activity in United Nations peace missions increasingly has expanded into regional or coalition missions mandated by the UN. Now, we support and participate in peace operations led by the [North Atlantic Treaty Organization \(NATO\)](#), the [European Union \(EU\)](#) and the [African Union \(AU\)](#).

Canada's part in such peace operations helps bring security, stability and support to highly volatile situations, and helps to lay the ground for reconstruction and development. 'Peace operations' is a simple label for a huge range of connected military, diplomatic and humanitarian tasks, as diverse as reforming justice and security systems, disarming and demobilizing troops, reintegrating them into peaceful pursuits, and supporting humanitarian assistance. (Foreign Affairs and International Trade Canada)

### **Assignment: Project Peace Operations**

Expectations:

- Students will develop a timeline showing the progression of Canada's involvements in peace operations over time.
- Students will compare and contrast the concepts of peacekeeping, peacemaking, peace enforcement, peacebuilding and preventative diplomacy
- Students will research one United Nations Mission that Canadian troops participated in, and discuss which of the mandates above fits closest with what occurred in that country
- Students will debate Canada's future role in peace operations around the world

Suggested format:

- Library and internet research (partners/groups) on assigned peace operations e.g. Suez Crisis, Cyprus, Gulf War, Bosnia, Somalia, Rwanda, Afghanistan
- Class presentation suggestions: jigsaw, PowerPoint presentation, gallery tour, walk about, symposium, group presentation, role play

## Peace Operations Internet Resources

### *CBC Archives Lessons*

#### **Lester B. Pearson: From Peacemaker to Prime Minister**

[http://archives.cbc.ca/IDD-1-73-1265/politics\\_economy/lester\\_b\\_pearson/](http://archives.cbc.ca/IDD-1-73-1265/politics_economy/lester_b_pearson/)

#### **Peacekeeper to the World**

[http://archives.cbc.ca/IDD-1-71-1290/conflict\\_war/blue\\_berets/](http://archives.cbc.ca/IDD-1-71-1290/conflict_war/blue_berets/)

#### **Peacekeepers and Peacemakers: Canada's Diplomatic Contribution**

[http://archives.cbc.ca/IDD-1-71-659/conflict\\_war/diplomacy/](http://archives.cbc.ca/IDD-1-71-659/conflict_war/diplomacy/)

#### **Witness To Evil: Roméo Dallaire and Rwanda**

[http://archives.cbc.ca/IDD-1-71-1686/conflict\\_war/romeo\\_dallaire/](http://archives.cbc.ca/IDD-1-71-1686/conflict_war/romeo_dallaire/)

#### **The Future of UN Peacekeeping**

<http://archives.cbc.ca/294p.asp?IDCat=71&IDDos=659&ActProf=507&Nav=AvPr&IDLan=1>

#### **The Perils of Peacekeeping – Somalia**

<http://archives.cbc.ca/294p.asp?IDCat=71&IDDos=723&ActProf=513&Nav=AvPr&IDLan=1>

### *CBC News in Depth*

#### **The History of Canadian Peacekeeping**

<http://www.cbc.ca/news/background/cdnmilitary/peacekeeping.html>

#### **Canada: The World's Peacekeeper**

<http://www.cbc.ca/news/background/cdnmilitary/worldspacekeeper.html>

### *Veterans Affairs Canada*

#### **Peacekeeping - Internet Scavenger Hunt**

[http://www.vac-acc.gc.ca/youth/sub.cfm?source=feature/week2004/grades4\\_6/peace\\_hunt](http://www.vac-acc.gc.ca/youth/sub.cfm?source=feature/week2004/grades4_6/peace_hunt)

#### **Canada and Peacekeeping**

<http://www.vac-acc.gc.ca/youth/sub.cfm?source=feature/week/peacefact>

#### **Peacekeeper's Homepage**

<http://www.peacekeeper.ca/>

### *United Nations Peacekeeping*

<http://www.un.org/Depts/dpko/dpko/index.asp>

#### **50<sup>th</sup> Anniversary of the United Nations Peacekeeping Force 2006**

<http://www.vac-acc.gc.ca/general/sub.cfm?source=feature/week2006/peacekeeping&CFID=15159003&CFTOKEN=92117736>

#### **Where they Serve**

<http://www.vac-acc.gc.ca/remembers/sub.cfm?source=feature/vetweek/postpeace/serve&CFID=15159003&CFTOKEN=92117736>

### *THE MEMORY PROJECT*

#### **The Memory Project: Canadian Forces in Global Conflict**

<http://www.thememoryproject.com/Vol3teachtools.pdf>

#### **Romeo Dallaire: Peacekeeping in the New Millennium**

<http://www.thememoryproject.com/Vol3Dallaire.pdf>

#### **Canada and the United Nations**

[http://www.unac.org/en/link\\_learn/fact\\_sheets/peacekeeping.asp](http://www.unac.org/en/link_learn/fact_sheets/peacekeeping.asp)

## **Peace Operations Assignment Vocabulary**

### ***1. Peacekeeping***

The classical peace-support mission where an impartial third-party force (consisting of military and civilian personnel) intercedes in a conflict, with the consent of the belligerents, to help restore and maintain the peace. Such operations include deployed military units and/or groups of military observers.

### ***2. Peacemaking***

This is a diplomatic process where it is hoped that a negotiated settlement can be reached through “diplomacy, mediation, negotiation and such peaceful means as those foreseen under Chapter 6 of the Charter of the UN. Military involvement is generally limited to a few specialists.”

### ***3. Peace Enforcement***

Such missions, established under Chapter 7 of the United Nations’ Charter, involve the potential use of armed force by peace-support personnel in order to maintain or enforce law and order in the troubled area. Such a mandate might include the employment of economic sanctions or embargoes, the use of force to deliver humanitarian supplies, the armed patrolling of “no-fly zones” or the armed protection of “safe areas.”

### ***4. Peacebuilding***

These missions are begun after a conflict has been ended and the peacekeepers are sent in to assist the population with rebuilding trust and confidence between former enemies, support the development of peace in the area, or assist local citizens with their return to a peaceful way of life. Such missions might task peacekeepers with the monitoring of elections, demining, or training police or military personnel in democratic means of operating.

### ***5. Preventive Diplomacy***

Operations intended to prevent existing disagreements from escalating into full-scale fighting. The tasks assigned to personnel on such missions can range from small-scale investigation of claims to a large-scale deployment of troops as a buffer force between the potential belligerents

## Canadian History Field Trips

<b>Destination</b>	<b>Contact Information</b>
1. Canadian Warplane Heritage Museum	<a href="http://www.warplane.com">http://www.warplane.com</a> 9280 Airport Road, Mount Hope at the Hamilton International Airport. \$9.00 per student
2. RCAF Memorial Museum	<a href="http://www.rcafmuseum.on.ca">http://www.rcafmuseum.on.ca</a> Take Exit 526 (Trenton) from Highway 401 and follow the signs! Free Admission
3. Holocaust Education and Memorial Centre	<a href="http://www.jewishtoronto.net/contact_us.html">http://www.jewishtoronto.net/contact_us.html</a> 4600 Bathurst Street Toronto, Ontario Phone: 416.635.2883 Free Admission
4. John McCrae House	<a href="http://www.guelph.ca/museum">www.guelph.ca/museum</a> 108 Water Street Guelph, Ontario 519-836-1482
5. HMCS Haida	<a href="http://hmcshaida.ca">http://hmcshaida.ca</a> Friends of HMCS HAIDA 658 Catharine St. N., Hamilton, Ontario 905-523-0682 e-mail: <a href="mailto:hmcshaida@bellnet.ca">hmcshaida@bellnet.ca</a> Free Admission
6. Camp X	<a href="http://www.camp-x.com">www.camp-x.com</a> 905-436-6325 Oshawa Airport \$4.00 per student
7. Banting House National Historic Site	<a href="http://www.diabetes.ca/Section_About/bantingIndex.asp">http://www.diabetes.ca/Section_About/bantingIndex.asp</a> London , Ontario 519-673-1752 \$3.00 per student
8. The Royal Canadian Regiment Museum	<a href="http://www.rcrmuseum.ca/">http://www.rcrmuseum.ca/</a> Wolseley Barracks 750 Elizabeth St. London, Ontario 519-660-5102
9. Benares House	<a href="http://www.mississauga.ca/portal/residents/benaresEducation">http://www.mississauga.ca/portal/residents/benaresEducation</a> Education Program and Tours 1507 Clarkson Road North Mississauga, Ontario \$3.75 per student
10. ROM School Visits	<a href="http://www.rom.on.ca/schools/visits/content">http://www.rom.on.ca/schools/visits/content</a> . Toronto, Ontario Canadian History in the 20 <sup>th</sup> Century -1 hour lab \$8.00 per student

## “Critical Task: Critique of WWI Interactive Websites

### 1. The Western Front 1914-1918 Animation

[http://www.bbc.co.uk/history/worldwars/wwone/launch\\_ani\\_western\\_front.shtml](http://www.bbc.co.uk/history/worldwars/wwone/launch_ani_western_front.shtml)

- Use data projector : classroom viewing during discussion/critical questioning
- Use for WWI group PowerPoint presentations
- Use in WWI research for seminar topics

### 2. Over the Top - Interactive Adventure

[http://www.warmuseum.ca/cwm/overtop/index\\_e.html](http://www.warmuseum.ca/cwm/overtop/index_e.html)

- Use data projector: classroom viewing during discussion/critical questioning
- Small group competition to see who wins/finished first
- Use data projector :classroom activity: each student writes down which option they would take when the question comes up and last person who survives wins
- Used for WWI group PowerPoint presentation: presenters ask class what they would do

### 3. Trench Warfare Interactive Game

<http://www.bbc.co.uk/schools/worldwarone/hq/trenchwarfare.shtml>

- Recommended for student viewing only

### 4. World War One Trench Panoramas

[http://www.bbc.co.uk/history/multimedia\\_zone/virtual\\_tours/trench.shtml](http://www.bbc.co.uk/history/multimedia_zone/virtual_tours/trench.shtml)

- Use for WWI group & PowerPoint presentation

### 5. World War One Trench Virtual Tour

[http://www.bbc.co.uk/history/worldwars/wwone/launch\\_vt\\_wwone\\_trench.shtml](http://www.bbc.co.uk/history/worldwars/wwone/launch_vt_wwone_trench.shtml)

- Use for WWI group & PowerPoint presentations
- Use data projector: classroom viewing during discussion/critical questioning
- Student viewing in computer lab or laptop cart
- Basis for model of trenches

### 6. WWI Interactive Quiz

[http://www.warmuseum.ca/cwm/quiz/quiz\\_ww1\\_e.html](http://www.warmuseum.ca/cwm/quiz/quiz_ww1_e.html)

- Class pre-quiz
- Class Practice Test
- Class participation: divide class into teams to answer questions

## Top 10 Activities

1. Invite veterans to your school (through Memory Project or local legions). Students submit letters to the Memory Project.
2. Research WWI and WWII casualties on school/ local cenotaph
3. School fundraiser for Juno Beach Brick
4. School trip to Ottawa (Remembrance Day at the National War Memorial, War Museum. Parliament Hill, National Gallery, Diefenbunker, Laurier House, Supreme Court)
5. Multicultural Day School Celebration
6. Field Trips to local historical sites ( Hamilton Canadian Warplane Heritage Museum, Camp X - Oshawa, Holocaust Education and Memorial Centre of Toronto, Banting House – London, HMCS Haida –Hamilton, The Royal Canadian Regiment Museum – London, Guelph Civic Museum McCrae House)
7. March Break Battlefields Tour to Belgium and France (Juno Beach Centre, Vimy Ridge, Dieppe, Ypres)
8. Recognition/display case celebrating  
January 11-Sir John A. Macdonald's Birthday  
February 15 - Flag Day, June 6 – D-Day
9. Terry Fox Walk School Fundraiser
10. Gr. 10 History Fair/display for Parent's Night

### **Apply to the**

**“Juno Beach Centre Summer 2008 Teacher Professional Development Program for Canadian Secondary History Teachers”**

[http://www.junobeach.org/Centre/english/education/teacher\\_trip.htm](http://www.junobeach.org/Centre/english/education/teacher_trip.htm)

# "Honouring Canada's Past": The Halton Juno Beach Memorial Brick Campaign



Juno Beach Centre, Normandy, France

## **COMMEMORATIVE RESOURCE GUIDE**

*Halton high school students remember the sacrifice of Halton  
WW II casualties*



Special thanks to the Halton teachers who worked to produce this document.

Developed by HDSB & HCDSB Teachers:

Pam Calvert, Franca Ianni, Nick Prideaux- Brune,  
Carol Pashkievich, Elaine Reynolds & John MacPhail

Coordinated by: Larry O'Malley & Kim Wallace

July 2007

## ~PART ONE~

# HOW HALTON SCHOOLS CAN HELP THE JUNO BEACH CENTRE



## "HONOURING CANADA'S PAST"

*Halton students remember the sacrifice of Halton WW II casualties*

### Rationale:

Both the Halton Public and Catholic District School Boards will honour the sacrifice of the 264 fallen Halton WW II soldiers by raising awareness and funds. The funds will be used to purchase one commemorative brick for each of those soldiers who paid the supreme sacrifice. This Halton pilot project will become the model for similar initiatives in many communities throughout Canada.

### How Can Schools and Communities Commemorate the Casualties of WWII?

Collecting funds to purchase commemorative bricks at the Juno Beach Centre in Normandy, France will preserve the memory of the 264 Armed Forces casualties. The "brick" will be an engraved plaque in a Kiosk wall at the site in Normandy, France. The donation cost is \$250.00 per brick.

### Why Support this Campaign?

- "Brick by Brick" Halton students will build a permanent **remembrance** at the Juno Beach Centre for the 264 Halton WWII casualties.
- These funds will ensure the continuation of the Juno Beach **educational program**.

## THE JUNO BEACH CENTRE

"A Learning Centre and Tribute to Canadians"



## **WHAT IS THE JUNO BEACH CENTRE?**

The **Juno Beach Centre** is a museum and cultural centre, which opened at Courseulles-sur-Mer, France on June 6, 2003. The Centre presents the war effort of all Canadians, civilian and military alike, both at home and on the various fronts during the Second World War. The Juno Beach Centre was established in Canada as a non-profit organization. A Board of Directors based in Burlington, Ontario runs the Association.

- President and Director - *Garth Webb, M.S.C. a D-Day Veteran*
- Vice President and Director - **Bill Granger, BA**

The Minister of Canadian Heritage has designated the Juno Beach landing site to be a site of **national historic significance to Canada**.

For more information, download the Juno Beach Centre Brochure:

[http://www.junobeach.org/Centre/pdf/depliant\\_Centre\\_Juno\\_Beach.pdf](http://www.junobeach.org/Centre/pdf/depliant_Centre_Juno_Beach.pdf)

## **AN EDUCATION CENTRE**

The Juno Beach Centre in Normandy, France also serves as an education centre telling Canada's story from 1939 to 1945 and provides visitors a glimpse into contemporary Canada as well. Educators are invited to become aware of the Juno Beach Centre and to use its educational content to support and to complement their classroom history programs.

## **TEACHER PROFESSIONAL OPPORTUNITIES**

In August 2005, 2006 and 2007 the Juno Beach Centre was able to offer Canadian history teachers a professional development opportunity to discover the Canadian WWI and WWII

historic sites in France. During the ten day tour, the teachers visited Vimy Ridge, the Juno Beach Centre, the D-Day beaches and various other sites in Normandy. Some highlights of the tour include meeting many locals who lived through D-Day and the Battle of Normandy, the kind Normandy hospitality and sharing teaching ideas with history teachers from across Canada. Our own Halton teachers have participated in this program with great success, bringing their experiences back to their classrooms to share with their students.

## STUDENT OPPORTUNITIES

The Juno Beach Centre Student Guide Program is a wonderful opportunity for young Canadians to experience life in Normandy, France while sharing Canada's rich military history with visitors from all over the world. Information and application forms for the program are sent to all Canadian universities and colleges.

To download the application details, click on the link below:

[http://www.junobeach.org/Centre/pdf/Guide\\_Program\\_pub\\_GB\\_2007.pdf](http://www.junobeach.org/Centre/pdf/Guide_Program_pub_GB_2007.pdf)

## SUPPORT

The Juno Beach Centre is heavily dependent upon donations to keep the programs mentioned above alive. The **"Honouring Canada's Past": The Halton Juno Beach Memorial Brick Campaign** will raise money to help the Juno Beach Centre in its role as Museum and Education Centre, while keeping the memory of Halton's WWII Veterans alive.

*"It makes us feel so humble that Canadians came from so far and yet were ready to give their lives for us. Our freedom and present day life is something we are indebted to them forever."* - a member of the Dutch Association for Air War Historians, June 8, 1999

### A Timeline of World War II

Year	Date	Event
1939	September 1	German invasion of Poland
	September 10	Canada declares war on Germany
1940	May-June	French defenses

		collapse and British troops flee from Dunkirk
	June 22	France surrenders to Germany
	July-September	Battle of Britain - German air attack is defeated (many Canadians in RAF)
1941	June 22	Germany invades its former ally. Russia
	November 16	Canadian troops arrive in Hong Kong
	December 7	Japanese attack U.S. fleet at Pearl Harbor
	December 8	U.S. and Canada declare war on Japan - three days later the U.S. declares war on Germany and Italy as well
	December 18-25	Battle of Hong Kong - in a fierce attack, Japanese overrun British, Indian and Canadian positions.
1942	January	Canadian government interns Japanese Canadians
	April 27	Canadians vote to allow conscription
	August 19	Dieppe Raid
1943	July-August	Allies invade Sicily
	September	British, U.S. and

		Canadians troops land in Italy
	November	Conscription begins in Canada
	December 21-28	Battle of Ortona
1944	June 6	D-Day: Armies under Britain, U.S. , and Canada storm the shore of France
1945	January	Liberation of Auschwitz by Soviet troops
	February-March	Canadians push Germans across the Rhine
	April	Liberation of Netherlands by Canadians
	April 22	Russian troops reach the outskirts of Berlin
	May 7	VE Day (Victory in Europe):Germany surrenders
	August 6	U.S. drops an atomic bomb on Hiroshima, Japan - three days later, a second bomb falls on Nagasaki
	August 14	VJ Day (Victory in Japan): Japan surrenders

~PART TWO~

# HOW HALTON SCHOOLS CAN HELP THE JUNO BEACH CENTRE

## "HONOURING CANADA'S PAST": The Halton Juno Beach Memorial Brick Campaign and Proposed School Remembrance Week Program

### **This Section Includes:**

- *General Guidelines for Remembrance Day Services*
- *How to Get the Campaign Started*
- *Incorporating the "Honouring Canada's Past" Campaign into your existing Remembrance Week program.*
- *Share the Stories*
- *Extension ideas for Fundraising*
- *Further Suggestions for Teachers*
- *Resource List*
- *How to Arrange a Veteran Visit*

**A General Guide to Commemorative  
Services: Veterans Affairs Canada**



(Excerpt taken and modified from the **Veterans Affairs Canada** web site)

*This web site contains information that may be of assistance when planning a commemorative ceremony. Holding ceremonies, and passing on the traditions of remembrance, is one of the important ways we have of showing our appreciation to the Veterans of Canada, and their families, for the losses and sacrifices they have endured. The Veterans Affairs web site covers the basic steps of a ceremony. However, organizers should decide what to include to best meet their needs. The basic steps are:*

1. Opening Remarks
2. Poems
3. Prayer
4. Act of Remembrance
5. Last Post
6. Two Minutes of Silence
7. Reveille
8. Lament
9. Wreath laying or optional hymn
10. Blessing
11. National Anthem

**NOTE:** Each of the steps above has hyperlinks to resources on the Veterans Affairs web site:  
[http://www.vac-acc.gc.ca/remembers/sub.cfm?source=feature/vetweek/comm\\_guide#service](http://www.vac-acc.gc.ca/remembers/sub.cfm?source=feature/vetweek/comm_guide#service)

## How to Get Started



**Helpful Hints For Getting this Campaign Organized in Your School:**

- Contact Larry O'Malley (Halton Juno Beach Memorial Brick Committee Chair) at [omalleyl@hdsb.ca](mailto:omalleyl@hdsb.ca) to indicate participation in campaign.
- Gather a team (staff, student council, leadership class, history class, and civics class, etc) for the purpose of creating a display, reading daily announcements and collecting donations.
- Prepare a bulletin board/display using the material from Veteran's Affairs annual publications and programs. Also include the Juno Beach Centre Information Sheet and pictures.
- Decide on a system for collecting donations. You may want to consider targeting a different class period each of the four different days or collecting money in a central location such as the main office etc.
- Email all classroom teachers to alert them about this campaign and provide them with proper notice that their classes will be interrupted for donation collection. Remember that all school principals have received their respective School Board's approval to proceed with this campaign.
- Go to the **Share the Stories** resource page and select your daily stories that will be read on the announcements. Students from your team will read the daily announcement and accompanying story over the PA system.
- When all funds are collected please confirm the total number of brick donations with [omalleyl@hdsb.ca](mailto:omalleyl@hdsb.ca).
- fill out the DONATION FORM available on the Juno Beach Centre web site at: <https://secure.junobeach.org/english/donations-e-2.cfm>

## Incorporating the "Honouring Canada's Past" Campaign into your Existing Remembrance Day Program



Every school has its own method for commemorating Remembrance Day. This may be done over the P.A. system and/or through an assembly.

The suggestions below can be incorporated into your pre-existing program.

Simply begin five school days before November 11<sup>th</sup> with announcements about the "HONOURING CANADA'S PAST": The Halton Memorial Juno Beach Brick Campaign and

culminate on Remembrance Day itself with your P.A. program of commemoration and/or your school assembly.

## **Sample Morning Announcements**

### **DAY ONE"**

**Announcement:** As you know, Remembrance Day is fast approaching and we would like students to be thinking about honouring our World War Two war dead. This year, (enter name of school) has decided to focus our attention on the 264 men and women from our Halton Community, that made the ultimate sacrifice. After our Remembrance Day Assembly, volunteers will be coming to your class to collect a donation in the hope of purchasing a commemorative brick to be placed on the Juno Beach Centre in France. This gift of remembrance will be our way of demonstrating that, "*Halton high school students remember the sacrifices of Halton WWII casualties.*"

To find out more about the Juno Beach Center, please visit the display located in the (location?) of the school.

**Reading:** Select and read one story from the suggested list on the "Share the Stories" resource page.

### **DAY TWO:**

**Announcement:** They remember. Though their numbers grow thinner each year, our veterans remember. They remember their friends who did not return. They want us to know that the Remembrance Day messages this week are about sacrifice, just causes, having to fight for freedom, liberating strangers and about bringing peace. This year, (enter name of school) has decided to focus our attention on the 264 men and women from our Halton Community, that made the ultimate sacrifice. After our Remembrance Day Assembly, volunteers will be coming to your class to collect a donation in the hope of purchasing a commemorative brick to be placed on the Juno Beach Centre in France. This gift of remembrance will be our way of demonstrating that, "*Halton high school students remember the sacrifices of Halton WWII casualties.*"

To find out more about the Juno Beach Center, please visit the display located in the (location?) of the school.

**Reading:** Select and read one story from the suggested list on the "Share the Stories" resource page.

### DAY THREE:

**Announcement:** Every November 11<sup>th</sup>, thousands of Canadians gather at the National War Memorial in Ottawa and local cenotaphs. They stand with bowed heads and a poppy on their coats. In two minutes of silence, they pay tribute to the more than 100,000 Canadians who were killed in war. Many of those Canadian casualties were not much older than you are today. What can you do to honour and remember them? This year, (enter name of school) has decided to focus our attention on the 264 men and women from our Halton Community, that made the ultimate sacrifice. After our Remembrance Day Assembly, volunteers will be coming to your class to collect a donation in the hope of purchasing a commemorative brick to be placed on the Juno Beach Centre in France. This gift of remembrance will be our way of demonstrating that, "*Halton high school students will remember the sacrifices of Halton WWII casualties.*" To find out more about the Juno Beach Center, please visit the display located in the (location?) of the school.

**Reading:** Select and read one story from the suggested list on the "Share the Stories" resource page.

### DAY FOUR:

**Announcement:** Canada is:

- First to recognize its responsibilities - not only in war but in peace.
- First to serve without fanfare, but quietly with resolve.
- Always doing what needs to be done. Going where others fear to tread.
- A country that enjoys freedom and democracy because of the sacrifices of others.

This year, (enter name of school) has decided to focus our attention on the 264 men and women from our Halton Community, that made the ultimate sacrifice. After our Remembrance Day Assembly, volunteers will be coming to your class to collect a donation in the hope of purchasing a commemorative brick to be placed on the Juno Beach Centre in France. This gift of remembrance will be our way of demonstrating that, "*Halton high school students remember the sacrifices of Halton WWII casualties.*"

To find out more about the Juno Beach Center, please visit the display located in the (location?) of the school.

**Reading:** Select and read one story from the suggested list on the "Share the Stories" resource page.

## DAY FIVE: REMEMBRANCE DAY

Proceed with your P.A. Remembrance Day Service. For a reminder as to order of events, please refer to the first page of this section, entitled, " A General Guide to Commemorative Services: Veterans Affairs Canada"

You may want to read the "Warren Story" or the poem entitled, "You Bought Me Time" included in this package. Other possibilities include a playing of Bryan Adams's "Remembrance Day" and Terry Kelly's "A Pittance of Time."

Today, volunteers will be coming to your class to collect a donation in the hope of purchasing a commemorative brick to be placed on the Juno Beach Centre in France. Please consider this worthy donation. This gift of remembrance will be our way of demonstrating that, *"Halton high school students remember the sacrifices of Halton WWII casualties."*

If you would like to continue the campaign, see the suggestions provided below.

## SHARE THE STORIES



The following links will bring you to actual stories that can be used in the following ways:

- Read on the announcements
- Placed on a school bulletin board in keeping with the Veterans Affairs annual Remembrance Day theme
- Used as part of a power point for a school assembly
- Read by individual students/teachers in class
- Integrated into History, Civics, and English curriculum

These stories involve Canadian soldiers and their experiences during World War Two. **Hard copies** are included in the packages sent to each school.

## **1. Veterans Affairs Canada: For Valour**

This site contains stories about Sixteen Canadian Servicemen awarded the Victoria Cross for conspicuous bravery during the Second World War 1939-1945. Suggested stories: **Foote, Mynarski, Hornell, Merritt, Currie.**

<http://www.vac-acc.gc.ca/remembers/sub.cfm?source=history/secondwar/citations&CFID=7578353&CFTOKEN=33965582>

## **2. Memory Project:**

This site contains numerous stories submitted by WWII veterans. Highlighted below are two Burlington veterans:

- Gordon Hendery

<http://www.thememoryproject.com/digital-archive/profile.cfm?collectionid=144&cnf=wwII>

- Emerson Lavender

[http://www.thememoryproject.com/veterans\\_showdetail.asp?ID={277E2053-9661-40B3-ABB8-E25A1987A0D6}&SID={503C6D6E-F1AF-45D5-9E22-881EAF9AD9B](http://www.thememoryproject.com/veterans_showdetail.asp?ID={277E2053-9661-40B3-ABB8-E25A1987A0D6}&SID={503C6D6E-F1AF-45D5-9E22-881EAF9AD9B)

## **2. Warren Letter (see proceeding page)**

This touching story was written by **Emerson Lavender** as a tribute to his high school friend, Warren Morrill. It appears in Peter Gzowski's book, *The Morningside Years*. Mr. Lavender has given teachers permission to use his work in support of the Halton Juno Beach Memorial Brick Campaign.

Mr. Lavender is a resident of Burlington, former Director of the Halton Board of Education and a World War Two veteran. He is willing to assist teachers with Remembrance Day programs and can be contacted at:

[maddieandemlavender@cogeco.ca](mailto:maddieandemlavender@cogeco.ca)

### The Warren Letter by Emerson Lavender

His name was Warren but we called him Bing. Oh, he didn't look like Bing Crosby; his face was too round and he was too tall, but we thought he could sing like Bing Crosby. He was always singing. And if he wasn't singing, he was whistling. Often as I lay in my bed at night, I could hear Warren whistling his way home down the darkened street of our little town.

He was always volunteering. At the school dances he was the one boy who always volunteered to dance with Miss Davidson. He was one of those kids who make a school live. The year he was our student council president was a very happy one for all of us.

In 1942 Warren was eighteen and in grade twelve. The war was on and he volunteered for the air force and was accepted on condition that his teachers certify that he had earned the equivalent of a grade-twelve diploma.

Now, Warren was just an average student and he was failing Latin. Faced with Warren's enthusiastic desire to join the air force, the Latin teacher called him in and asked Warren to tell him all the Latin he knew. It didn't take long. The next day Warren wrote a Latin exam and found questions that were remarkably close to his small store of knowledge.

He passed his Latin exam, joined the air force and became an air gunner, first with 424 Squadron flying in Halifax and then, in May 1944, he and his crew transferred to 405 Squadron, flying Lancasters. By June 1944 he had safely completed more than twenty missions, including the disastrous raid on Nuremberg on March 30, 1944. On that one night more Allied airmen were lost than during the whole Battle of Britain. However, though attacked by a German night-fighter, Warren and his crew evaded attack and returned to base safely. On June 6 the Allies invaded Normandy. By the middle of June, allied forces were facing stiff German resistance. It was crucial that German supply lines be cut in Lens, near Arras, in

northern France. On June 16 Warren's crew successfully bombed the railway lines at Lens; but on the way back, his plane was hit by shells from a German night-fighter.

From the window of their farmhouse on the edge of the little French village of Carency, Monsieur Galvaire and his wife and young daughter watched the flaming aircraft struggle across the sky. On the opposite side of the village, Madame Corneille saw it explode, break into two pieces and crash in a farmer's field.

When she got to the burning plane, Madame Corneille saw that three airmen were still in the wreck. Warren and three others were thrown clear, with their parachutes unused. One of the crew was missing.

The next afternoon, as he was working in his field, Monsieur Galvaire discovered the pilot, unharmed except for a slight cut on his hand, hiding in the woods nearby. At great personal risk, Monsieur Galvaire hid the pilot in his house for three days until he could be safely escorted back to England.

Meanwhile, at the crash site, Madame Corneille had given all that she could of love and her nurse's training. But it was not enough.

On a beautiful June evening, in a field near a French village that he had never heard of, at the age of twenty, Warren died.

Today is Remembrance Day. In Carency, Madame Corneille lies peacefully in the village church yard. Until her death in 1976 she prayed daily for "her Canadian Boys." On the edge of the village, Monsieur Galvaire more than eighty will think again of the young Canadian life he saved. From his kitchen window he can see the tower of the French war memorial of Notre Dame de Lorrette and, beyond the tips of the twin towers of the Canadian memorial on Vimy Ridge, each a reminder of the sacrifices of an earlier war.

Not far away, on the French coast of Calais, Warren lies with his five crew members and eight hundred other Canadians in a military cemetery. On a clear day from this place, one can see the sparkling waters of the English Channel and beyond, the white cliff of Dover.

Today is Remembrance Day. Across the nation people will gather and remember. Somewhere a middle-aged ex-bomber pilot will again remember

June 16, 1944. In truth he will never be able to forget it. In Richmond Hill, a successful young businessman may pause to ask his father again about the young airman after whom he was named. In Toronto, an elderly retired Latin teacher will reflect again about that examination and his fateful decision in 1942.

Young people who gather at cenotaphs on November 11 will note that most of us who are there seem old. And perhaps they will conclude that we are remembering old events and old people who lived or died in them. But, in bittersweet intensity, we are remembering our youth. We are remembering friends like Warren. He was twenty and he sang like Bing Crosby.

*Emerson Lavender*  
Burlington, Ontario

## You Bought Me Time



You gave your lives in World War II,  
And even though I fought with you  
I lived - was it my due?  
You bought me time!

Time to see my family grow,  
See my grandkids' faces glow -  
Things that you will never know,  
You bought me time!

Time to work and time to play,  
Watch a sunset after day,  
Watch my garden grow in May,  
You bought me time!

Stanley Cups and Super Bowls,  
Worked at my job - achieved my goals,  
Wore many hats - played many roles,  
You bought me time!

Sixty years and even more,  
I've lived since that so costly war,  
No aircraft whine, no cannon roar,  
You bought me time!

And now I'm over eighty,  
I've had a life both full and free,

I thank you all eternally -  
You bought me time

Author unknown

## Extension Ideas for Fundraising



Schools who wish to extend the "**HONOURING CANADA'S PAST**": The Halton Juno Beach Memorial Brick Campaign might consider the following:

### *Develop a Theme for each month*

For example: November: "Remembrance Month", December: "A Gift For Our Fallen", January: "In The Cold of Winter, We Will Not Forget", February: "In Our Hearts We Remember", March: "Bring The Bricks Home", April: "Art and War"; May: "Music and War", June: "Victory."

### *Challenge the following groups or organizations to participate*

Individual students/families, parents on behalf of their children (e.g. Parents Night), group of students, individual classes (e.g. Canadian History/Civics classes), Student Council, School Departments (Math Department), whole staff at school, school teams, school clubs/associations, school band, school drama club/productions, community organizations, service clubs, local businesses, etc.

### *Approach your Parent Council for their support*

They may have suggestions for brick fundraising. They may have stories to share about their parents during WWII or know a WWII veteran who would come speak at your school

### *Newsletter*

Send information home in your school newsletter about the "**HONOURING CANADA'S PAST**": The Halton Juno Beach Memorial Brick Campaign.

## FURTHER SUGGESTIONS FOR TEACHERS



1. Invite a veteran to your classroom or school assembly. See Resource list for contact information. Find out about your veteran before he or she comes in allowing classes to do research in advance.
2. For schools that existed in wartime, students could do research on previous students who served and outline what happened to them. These older schools will usually have a cenotaph to honour those students killed in war. Your Remembrance Day service could recognize those students.
3. Students could research the wartime activities of Canadian Veterans through the Memory Project or Victoria Cross Winners (e.g. role in the war, branch of the military, battles participated in, injuries sustained, medals earned, etc.) and present their findings to the class in the first person. (i.e. My name is Ernest "Smokey Smith" and in WWW II ...).
4. Adopt a Canadian military unit on a peacekeeping mission and write them a letter of support. See the following web site for the letter writing campaign from National Defence Canada: [http://www.forces.gc.ca/site/community/messageboard/index\\_e.asp](http://www.forces.gc.ca/site/community/messageboard/index_e.asp)
5. Plan a field trip for a class to go to the local cenotaph and take part in the Remembrance Day service. Make a wreath to place at the cenotaph.
6. Organize a Remembrance Day Ceremony and arrange to have a class conduct their ceremony at a local veterans/retirement home.
7. As a veteran, write a letter home describing their experiences.

8. Write a film script/prepare a video on the life of John McCrae explaining his motivation for writing in Flanders Fields.
9. Have students conduct research and bring in examples of war art (paintings, posters, literature, poetry, music...). Discuss the messages of art and try to determine what is unique about it. Students could create their own posters.  
<http://www.civilization.ca/cwm/canvas/cwint01e.html> - Canvas of War - online gallery of images from war artists from Canada.
10. Students could research and prepare a map of the community, indicating where war memorials/statues/monuments are located. What do they commemorate? When were they erected and by whom and why? Students could design their own monuments.
11. Create a map locating sites for Remembrance Day such as Vimy Ridge, Juno Beach, Dieppe, Beaumont Hamel, Ypres and Flanders. Make another map showing all of the places in the world that Canadian forces have served as peacekeepers.
12. Choose a Canadian military unit (with local significance if possible) and make a report on its involvement in the World Wars and/or peacekeeping missions.
13. Discuss Veteran's Prayer: "They shall not grow old, as we that are left grow old. Age shall not weary them, nor the years condemn. At the going down of the sun and in the morning, we WILL remember them."
14. Students could write a script/prepare a video on the life of a significant figure in their local or global community who made contributions during conflict or peace.
15. Create tableaux of peace vs. conflict.
16. Dramatize/write a monologue in the roles of various general conflict response agents: member of the armed forces, navy, pilot, navigator, nursing sister, sailor/merchant mariner, infantryman, engineer, driver, member of the Canadian Women's Army Corps, artilleryman, stretcher bearer, mechanic, doctor, forester, scout, signalman, factory worker, Red Cross volunteer, UN peacekeeper, etc.

17. Students could write in role as a specific veteran or significant peace activist like Colonel John McRae or Mahtma Ghandi.
18. Students could write a letter home in the voice of someone involved in conflict or working toward peace. On the Veteran Affairs website are some primary documents of wartime letters.
19. Research Canada's history as a peacekeeping nation. Alternatively, students could research what children and adolescents do to support peace initiatives, or efforts during conflict.
20. Power Point/Photo Essay of images of peace vs. conflict to be displayed during Remembrance Day assembly.
21. Interview a veteran who was involved in a conflict or peacekeeping. What kind of things do they remember? What is difficult to share? What did you learn from them?
22. Collect popular or folk songs (also see list of songs) written about peace. Create an arrangement on CD with different selections to play.
23. Write new words for a familiar song to describe war and promote peace.
24. Lesson plan- " Remembrance by making a Student Minute"  
<http://www.histori.ca/prodev/lp.do?id=15235>
25. Use CBC TV-News in Review (December 1990) segment and activities on Remembrance Day.
26. Play and show Terry Kelly's "A Pittance of Time."

## RESOURCE LIST

## WEBSITES



**Veterans Affairs Canada:** Postcards for Peace initiatives and many more valuable programs - free resources - get on their list for early distribution next year <http://www.vac-acc.gc.ca/remembers/>

**Juno Beach Centre:** [www.junobeach.org](http://www.junobeach.org)

**Juno Beach Centre: Teacher Resources**  
<http://www.junobeach.org/Centre/english/education/plans.html>

**CBC Archives: Conflict and War**  
[http://archives.cbc.ca/IDT-1-71/conflict\\_war/](http://archives.cbc.ca/IDT-1-71/conflict_war/)

**CBC News on-line: Remembrance Day**  
<http://www.cbc.ca/news/background/remembranceday/>

**Canada Info: Remembrance Day**  
[http://www.craigmarlatt.com/canada/symbols\\_facts&lists/remembrance\\_day.html](http://www.craigmarlatt.com/canada/symbols_facts&lists/remembrance_day.html)

**Remembrance Week at the Canadian War Museum**  
[http://www.warmuseum.ca/cwm/remember/remembranceday\\_e.html](http://www.warmuseum.ca/cwm/remember/remembranceday_e.html)

**Canadian War Museum: D-Day Newspaper story**  
[http://www.warmuseum.ca/cwm/newspapers/canadawar/canadawar\\_e.html](http://www.warmuseum.ca/cwm/newspapers/canadawar/canadawar_e.html)

**Commonwealth War Graves Commission** [www.cwgc.org/](http://www.cwgc.org/)

**The Dominion Institute - The Memory Project**  
<http://www.thememoryproject.com/index.asp>

**Royal Canadian Legion** - information on the poppy, Legion's Remembrance Day Poster and Literary Contests, download free teacher's guide with activities  
[http://www.legion.ca/asp/docs/rempoppy/allabout\\_e.asp](http://www.legion.ca/asp/docs/rempoppy/allabout_e.asp)

**Canvas of War** :online gallery of images from war artists from Canada  
<http://www.civilization.ca/cwm/canvas/cwint01e.html>

UNESCO endorsed database of peace songs [www.newsongsforpeace.org](http://www.newsongsforpeace.org)

**United Nations Education Scientific and Culture Organization** - encourages international peace and respect by promoting collaboration among nations [www.unesco.org](http://www.unesco.org)

**Pittance of Time: Video and song lyrics**  
<http://www.terry-kelly.com/introduction.htm>

**HISTORICA Minutes: Juno Beach (video clips with synopsis)**  
<http://www.histori.ca/minutes/minute.do?id=14746>

**Download Remembrance Day Music**  
[http://legion.ca/asp/docs/home/home\\_e.asp](http://legion.ca/asp/docs/home/home_e.asp)

**Music: Taps**  
<http://www.bobsedulinks.com/downloads/taps.wav>

**Last Post**  
<http://www.bobsedulinks.com/downloads/lastpost.mid>

**Songs:**

"Soldier" - Shawn Hlookoff - free downloadable song and video honouring Canadian Service Members, has been endorsed by Canadian Forces and Canadian War Museum, find at [www.CanadaRemembered.com](http://www.CanadaRemembered.com) or [www.hlookoff.com](http://www.hlookoff.com)

"Imagine" - John Lennon

"Last Night I Had the Strangest Dream" -

"If I Had A Hammer" - Peter, Paul, and Mary

"Turn, Turn, Turn" - the Byrds (Pete Seeger)

"Where Have All the Flowers Gone?" - Pete Seeger

"One Tin Soldier" - Joni Mitchell

"Blowin' in the Wind" - Bob Dylan

"Peace" - Cat Stevens

"Give Peace a Chance" - John Lennon and Yoko Ono

"I Remember" -

"What A Wonderful World" - Louis Armstrong

"What The World Needs Now (Is Love)" - Burt Bacharach

"Bridge Over Troubled Water" - Simon and Garfunkel

"Put a Little Love in Your Heart" - Jackie DeShannon, Jimmy Holiday, Randy Myers

"I'd Like to Teach the World to Sing (In Perfect Harmony)" (Roger Cook and Roger Greenaway)

"Man in the Mirror" - Michael Jackson - conservation theme  
"Remembrance Day" - Bryan Adams  
"Where is the Love?" - Black Eyed Peas  
"Miss Sarajevo" - U2  
"Teach Your Children Well" - Crosby, Stills, Nash, and Young  
"Both Sides Now" - Joni Mitchell (Judy Collins)  
"Universal Soldier" - Buffy St. Marie  
"Mon Pays" - Gilles Vigneault  
"Un Canadien errant" - Folk Song (anon.)



**THREE WAYS TO ARRANGE A SPEAKER FOR YOUR  
SCHOOL**



## 1. CONTACT YOUR LOCAL LEGION

Royal Canadian Legion Branch 60 Burlington	Phone: Bar (905)639-6060 Office (905)639-6400 Fax: (905)632-6060 Email: rcl60@lara.on.ca
Royal Canadian Legion Branch 114 Oakville	Phone: 905-827-4722 Fax: 905-827-4522
Royal Canadian Legion West Oakville Branch 486	905-827-4722
Royal Canadian Naval Association - Naval Memorial Spencer Smith Park	905-634-9927
Burloak Naval Veterans	Phone: Bar (905)639-6060 Phone: Bar (905)827-4722
Halton Naval Veterans Association	905-336-3326
Royal Canadian Legion Georgetown Branch 120	Office phone 905-877-5741 Club phone 905-877-4413
Royal Canadian Legion Milton Branch 136	905-878-9005
Royal Canadian Legion Acton Branch 197	519-853-0910

## 2. EMAIL THE MEMORY PROJECT

[http://www.thememoryproject.com/request\\_speaker.asp](http://www.thememoryproject.com/request_speaker.asp)

JUNO BEACH CENTRE KIOSKS

