

Conflict & Change: Canada at War

Table of Contents

For the Teacher:

Introduction	3
Knowledge and Skills	3
Teaching Suggestions	4
Classroom Organization	5
Suggestions for Evaluation	6

Part One: Preparation for Study:

Vocabulary .....	.7
Plagiarism .....	.8
Reading/Writing Poetry/Verse .....	.9
Poetic Devices	9
Kinds of poetry	10
Elements of Literature .....	.11
Writing "Friendly" Letters .....	.12
Research .....	.14
Assignment Planning and Execution	16
Presentations. Polishing Your Work .....	.17

Part Two: The Nature of Conflict / Revolution / War

Definition [Stanford Encyclopedia of Philosophy] .....	.18
Why Remember?	19
<i>In Flanders Fields</i> by John Macrae .....	.19
Critical Thinking/ Problem Solving	21.
Conflict, Revolution and Change .....	.22
Finding What You Need To Know .....	.23
The Deadliest Game: The Rules of War .....	.24
War Crimes .....	.25
Innocence Lost - Two Wartime Diaries by Young Girls .....	.27
Assignments for the Diaries	28
The Prologue/Preface/Introduction .....	.29
Diaspora .....	.31

Part Three: Major War Assignment

The French & Indian Wars

An Oral Practice-Assignment For The Entire Class to do with Teacher at the Board

1. Whole class practice assignment	33
a) <i>The Boy Captives</i> -An Incident of the Indian War of 1695 - by John Greenleaf Whittier .....	.34
b) Revealing Words. ....	.39
c) New and Unfamiliar Words .....	.40

2.	Planning Assignments and Presentations:	
	a) Core information that you seek in every Canada at War assignment	.43
	b) Choosing an appropriate way to present	.43
	c) Writing a Note	.43
	d). Displays	.44
	e) Polishing Your Work	.44
3.	Oral Reading	.45

Small Group Principal Assignments

Preparing your Project	.46
The Individual Assignments	.47

Part Four : Learning History From the Arts: An Entire Class Oral Activity

Learning History From the Arts:	.52
A. Poems and Lyrics:	
War of 1812: 1. <i>The Battle of New Orleans</i>	.53
Fenian Raids: 2. <i>Bold Fenian Men</i>	.54
3. <i>An Emigrant's Daughter</i>	.55
4. <i>Lament of the Irish Immigrant</i>	.56
Riel Rebellion and Assimilation of Metis: 5. <i>Ghost Children</i>	.57
6. <i>The Last Song of the Fur Trade</i>	.58
7. <i>Old Island Reel</i>	.59
World War I: 12. <i>Smile, Smile, Smile</i>	.60
13. <i>Anthem for Doomed Youth</i>	.61
14. <i>For the Fallen</i>	.61
World War II: 15. <i>High Flight</i>	.62
16. <i>Lili Marlene</i>	.63
17. <i>We'll Meet Again</i>	.64
18. <i>O Captain! My Captain!</i>	.64
Post WW II: 19. <i>Where Have All the Flowers Gone?</i>	.65
B. Poetry and Literature	.66
C. Paintings and Sculpture	.66

Back O' The Book

A. Review Sentences	.67
B. Review Paragraphs.	.67
C. Review writing five-paragraph essays	.67
D. Essay Format	.68
E. Review Preparing a Bibliography	.69
Sample Pages: Planning Spread Sheet	.70
Project Planning Checklist	.71
Purpose and Intended Audiences	.73
Comparing Novels and Diaries	.74
Student Tracking Sheets	.75
Peer Evaluation Sheet	.77
Self Evaluation Sheet	.78

Taking Sides

CRITICAL THINKING / PROBLEM SOLVING

Assignment # 6

In war, especially wars that demand a taking-of-sides by other countries not directly involved, it is sometimes easy and sometimes not, to decide who is your enemy.

Please research the following wars to discover **what the opposing sides stood for** and why they chose one side over the other when *the line was drawn in the sand*.

1. **The Seven Years War** (1756 - 1762) often called referred to as the French and Indian Wars.
2. **World War I** was the first war to involve so many countries.
3. In **WWII**, most of the countries of the world took one side or the other. The opposing factions were the Allies and the Axis. Please explain.
4. In **the War against Terrorism that began in 2001**, a multitude of countries have lined up on the side of the U.S.A. to form the Coalition for Enduring Peace. Explain the reasoning on both sides.
5. What is **N.A.T.O** and what has it to do with the choosing of sides when war is declared?.

Please locate the press release of which the following is a part and read to the class:

From: **"This is about Justice" - NATO Assembly President**
Ottawa, 9 October 2001

The Assembly voted through a tough Declaration on the Fight against Terrorism calling on all 19 NATO allies to redouble their efforts to meet the goal of the 1999 Defense Capabilities Initiative (DCI), and to use all available tools - legal, financial, and diplomatic, as well as military - in a coordinated international struggle to defeat terrorism.

<http://www.naa.be/publications/press/p011009a.html>

INNOCENCE LOST - Two Wartime Diaries by Young Girls

Using Diaries as a Resource to Research Information on War and Conflict

The following diaries were written by two young girls. They give details of what it was like to live through a war. Diaries, unlike novels, tell of events that really happened.

Two Wartime Diaries by Young Girls Reading and Research Assignments

Group One:

"I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more. In the meantime, I must hold on to my ideals. Perhaps the day will come when I'll be able to realize them!"

-- Anne Frank⁵, age 15, July 15, 1944

Anne Frank: Diary of a Young Girl by Anne Frank
Preface by Eleanor Roosevelt - 1942 - Bantam Books; ISBN: 0553296981

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Group Two:

It was September of 1991. Before long, war would break out in Sarajevo. Of course, when 11-year-old Zlata Filipovic began to keep a diary, she did not know or suspect anything about a war. She was just a little girl and in words of wisdom, such as we label "out-of-the-mouths-of-babes" she wrote of her life, the horrors of war, the deaths of her young friends, the hunger and the fear. Her book is not the philosophical treasure that is *The Diary of Anne Frank*, but still it calls out to every one of us to look and to see what we do to our children in wartime, and having seen, to change those things forever.

Zlata's Diary: A Child's Life in Sarajevo by Zlata Filipovich
Reprint Edition Paperback : Published by Penguin USA (Paper)
Publication date: February 1995 - ISBN: 0140242058

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⁵ <http://books.rpmdp.com/rated97/frank.htm>

Group Three:

During the Second World War, Japanese Canadians were rounded up, their possessions confiscated, and their lives totally disrupted. After the Japanese attacked Pearl Harbor on December 7, 1941 intolerance of the considerable Japanese population in Canada mushroomed out of control, and thousands of Japanese Canadians were forced from their homes and transported to Internment Camps. May it serve as a constant reminder of our past so that Canadians in the future will never again be denied their constitutional rights and may the remembrance of that experience serve to advance the evolution of the human spirit.

Plaque at the Poston Relocation Center

How could such a tragedy have occurred in a democratic society that prides itself on individual rights and freedoms?... I have brooded about this whole episode on and off for the past three decades.

[Milton S. Eisenhower in *The President Is Calling*]

In the entire course of the war, 10 Canadian people were convicted of spying for Japan, all of whom were Caucasian.

Studying the Diaries

1. Because presentations will expose the entire class to research done on the two girls' wartime diaries as well as the diary written by Group Three, it is respectfully suggested, that students from all three groups, each have a copy of each of the two diaries, and that they follow along as these are both read aloud to the entire class [by teacher or a student who has excellent reading skills.]
This provides all groups with the same backgrounds from which to build their work and starts all students off on an even playing field.
2. Three groups should be chosen **by the teacher**.
These groups will be operating at different levels of difficulty, depending on the Reading Proficiency required by their assignment.
3. Each group should include at least one relatively excellent reader and one relatively excellent writer, at the grade level of each assignment..
4. Groups One and Two will study one of the diaries.
5. The third group will write a fictional wartime diary.
Group Three's assignment is to research the sad and regrettable incarceration of Canadian Japanese people during WWII, and to express what you learn from your studies, as a diary, written by a 14 year old boy or girl imprisoned for years behind barbed wire.
6. Each student will work cooperatively with the others in his/her particular group.
7. At a convenient time, chosen by the teacher, individual students will be withdrawn from the