

# WWII Research Project and Presentation

Main skill: Demonstrate an ability to

- create an accurate, insightful product
- to explain the product
- choose and understand the most significant historical facts *so that the presentation is concise*
- analyze using the pillars of historical study
- write a one-page fact sheet with headings and bullets
- create a bibliography with sources

## Format

- ❖ All products require research, quotations, and a formal bibliography
- ❖ All products require an oral explanation of a product that you have created based on the historical pillars:  
**Structure: 1- Introduction with definition(s), 2- key facts, 3- causes, 4- effects, 5+6- two pillars with facts to explain the pillars, 7-conclusion**  
**Maximum time: 3 minutes per person**
- ❖ All products require a visual component that students can see
- ❖ Some products, ones not requiring a slideshow, require a one-page fact sheet, completed and shared on a Google Doc.

Product options:

### ***For the hands-on and creative learner:***

1- a paper-mache and paint diorama on a small board about 60 cm by 40 cm of a battle or significant site (fact sheet).

### ***For the academic, traditional learner:***

2- a research presentation in a Google Slideshow (images and text in 5x5 rule on slides)

### ***For the techie (if you want) and the dramatic, reflective learner:***

3- a short spoken word piece (recorded on an app if you prefer) on an aspect of the war (fact sheet, images on slides)

4- a short radio broadcast recorded on an app (fact sheet, images on slides)

### ***For the reflective, inquiring, investigative learner:***

5- a museum-type plaque piece about a relative who served in the war (fact sheet, images on slides)

### ***For the reflective, visual learner and confident presenter:***

6- research the background and subject of a film (fact sheet, 4 clips selected)

<b>Topics</b>	<b>name</b>	<b>Format</b>
Battle of Sicily, Italy		
Charles Tompkins- Code Talker- Secret Messages		
Paul Triquet – Victoria Cross for bravery in Nazi defeat		
Battle of Ortona, Italy		
Battle of Hong Kong		
Battle of Dieppe, France		
Battle of Normandy (D-Day), France		
Battle for the Liberation of the Netherlands		
Battle of Britain		
Battle of the St. Lawrence		
A Concentration Camp (choose 1)		
New technology: V1 + V2 rockets, radar		
Changing technology: planes, tanks		
The Lancaster Bomber		
Battle of the Atlantic		
Japanese Internment Camps in Canada		
Indigenous soldiers		
War Brides		
Evacuated Children		
War Measures' Act		
Camp X		
Merchant Navy		
British Commonwealth Air Training Plan		
Your Choice (Cleared with teacher)		

Films		
<i>Stalingrad</i>		
<i>Dunkirk</i>		
<i>Hacksaw Ridge</i>		
<i>Schindler's List</i>		
<i>Saving Private Ryan</i>		
<i>Defiance</i>		
<i>The Pianist</i>		
<i>Life is Beautiful (Italian)</i> or <i>In Darkness (Polish)</i>		

#### Historical Perspective

This concept requires students to analyse past actions, events, developments, and issues within the context of the time in which they occurred. This means understanding the social, cultural, political, economic, and intellectual context, and the personal values and beliefs, that shaped people's lives and actions. Students need to be conscious of not imposing today's values and ethical standards on the past. Students also learn that, in any given historical period, people may have diverse perspectives on the same event, development, or issue.

#### Related Questions

- What social attitudes were reflected in the forced removal of First Nations and Métis communities on the arrival of Loyalists or European immigrants? (Grade 7, B1.1)
- What were the major concerns of women's rights groups at the turn of the century? Which women did women's rights groups at this time represent? Who was included and who was excluded? (Grade 8, B1.3)
- How did different groups in Canada respond to the rise of the Nazis? What social attitudes and values are reflected in those responses? (CHC2P, C3.2)
- What were the positions of Africville residents, municipal politicians in Halifax, and other groups on the expropriation of Africville? How might you explain differences in these points of view? (CHC2D, D2.1)

## Historical Significance

This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, interaction, etc.) in the past. Historical importance is determined generally by the impact of something on a group of people and whether its effects are long lasting. Students develop their understanding that something that is historically significant for one group may not be significant for another. Significance may also be determined by the relevance of something from the past and how it connects to a current issue or event.

### Related Questions\*

- Why was the Battle of Saint-Eustache significant to French Canadians? (Grade 7, B3.1)
- What impact did Clifford Sifton's immigration policies and strategies have on Canadian heritage and identity? (Grade 8, B3.5)
- Why do you think that certain people or events become national symbols? (CHC2P, D3.1)
- What criteria would you use to assess the significance of wartime legislation? Who felt the greatest impact from such legislation? (CHC2D, B1.4)

## Cause and Consequence

This concept requires students to determine the factors that affected or led to something (e.g., an event, situation, action, interaction, etc.) and its impact/effects. Students develop an understanding of the complexity of causes and consequences, learning that something may be caused by more than one factor and may have many consequences, both intended and unintended.

### Related Questions

- What were some of the key social, economic, and political issues that led to the Rebellions of 1837–38? (Grade 7, B3.1)
- What order of importance would you assign to the various factors that led to Confederation? What criteria would you use to determine the ranking of these factors? (Grade 8, A1.1)
- What impact did medical advances such as the development of penicillin and improvements in blood transfusions have on Canadian forces during World War II? (CHC2P, C1.2)
- What impact did Canada's responses to the Second Gulf War and the military mission in Afghanistan have on our relationship with the United States? (CHC2D, E3.4)

## Continuity and Change

This concept requires students to determine what has stayed the same and what has changed over a period of time. Continuity and change can be explored with reference to ways of life, political policies, economic practices, relationship with the environment, social values and beliefs, and so on. Students make judgements about continuity and change by making comparisons between some point in the past and the present, or between two points in the past.

### Related Questions

- What can we learn from the ways in which people met challenges in the past? (Grade 7, Overview)
- What challenges would Ukrainian immigrants have faced on the Prairies at the end of the nineteenth century? ... What do these climate and landform maps tell you about the environmental challenges Prairie settlers faced at the beginning of the twentieth century? Do similar challenges still exist today? (Grade 8, B1.2)
- What was new about the teen subcultures that developed after World War II? In what ways were the lives of youth in the 1950s and 1960s different from those who lived in the 1920s? (CHC2P D1.1)
- What are some similarities and differences between the tech bubble of the 1990s and economic developments during the 1920s? (CHC2D, E1.3)

