



# THE 75<sup>TH</sup> ANNIVERSARY

ONE DAY THAT CHANGED  
EVERY DAY SINCE







## REMEMBERING OUR PAST - THE 75<sup>TH</sup> ANNIVERSARY OF D-DAY

Imagine. One day that changed every day since.

There aren't many such days in human history, but June 6, 1944 was one of them.

That day, the beginning of the end of the worst and costliest conflicts of all time began. It was called Operation Overlord. D-Day. And Canada played a pivotal role.

Amassed in the largest seaborne invasion of all time, Canadian, American and British troops landed on five beaches in Normandy, France, breaching the Nazi's vaunted Atlantic Wall and paving the way for the end of the Second World War 10 months later.

In honour of all those who sacrificed everything for their children, their grandchildren and great grandchildren, The Hamilton Spectator will be publishing a series of pieces focusing on the who, what, where, when and why of D-Day culminating with the publishing of a comprehensive special section on May 31 commemorating the 75th anniversary of D-Day.

Newspaper in Education is pleased to partner with the newsroom to bring students in grades 6 - 12 History, English and Media Studies classes an opportunity to learn more about this famous day in our world's history with the program *Remembering Our Past - The 75th Anniversary of D-Day*.



Canadians Arriving in Normandy in an Amphibious Craft.

Credit: Canada. Department of National Defence / Library and Archives Canada / ecopy



## ABOUT THIS PACKAGE

The following package outlines a number of suggested "Discussion Questions" and "Reading Response Questions" which can be used in elementary and secondary History, English and Media Studies classrooms. Both the "Discussion Questions" and "Reading Response Questions" have been developed considering grades 6-12 History, English and Media Studies curriculum expectations and are based on content found in eight weekly installments of The Hamilton Spectator's 'Remembering Our Past - The 75th Anniversary of D-Day' (Thursday, April 11 - Thursday, May 30). Finally, the special section publishing Friday, May 31, 2019 will allow the students to create culminating work.

## HOW TO USE THIS PACKAGE

There are a number of ways you can engage students with this package:

- Have students read the weekly articles and use the suggested discussion questions as a springboard for large group or small group discussions.
- Have students work independently or in pairs to choose and complete one reading response each week.
- Each week choose a specific response in accordance with expectations you wish to assess and assign to students.
- At the conclusion of the series, a comprehensive special section will be published (May 31) which will offer students the opportunity to create culminating work.

Should you have any questions/concerns, please don't hesitate to reach out to our Newspaper in Education team:

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Private C.L. Jewell  
 of The North Nova  
 Scotia Highlanders,  
 who wears a "D-Day"  
 beard, Normandy,  
 France, 22 June  
 1944.

CREDIT: Lieut. Ken Bell / Canada. Dept. of National Defence / Library and Archives  
 Canada / PA-140860



## SUGGESTED DISCUSSION QUESTIONS

**1a.** All newspaper articles begin with a “lead” (known as a lede in the newspaper world.)  
The purpose of the lead is to grab the reader’s attention and make them want to read on.

**There are several types of leads:**

- leads that make an impact
- leads that present a quote
- leads that ask a question
- leads that make an impression before moving on to the main details of the article.

With which type of lead does today’s article begin? What effect does it have on the reader?

**1b.** When would newspaper writers want to use the different types of leads?

**1c.** Check out the leads in different articles throughout the newspaper ([www.thespec.com](http://www.thespec.com)).  
What other types of leads can you find? Do you notice any patterns or trends?

**2.** The majority of news articles are written in a style known as an “inverted pyramid” (BLMs 1a - 1b).  
Following the lead, newspaper writers give details in descending order of importance. Large, important ideas are presented first and supporting details are presented later.  
Does today’s article follow the inverted pyramid style? If so, what are the most important ideas?  
What are the supporting details?

**3a.** When military forces are planning a mission or operation, the last thing they want is to communicate their plans to an eavesdropping enemy, who will take countermeasures, add to defenses, or remove the target.  
Therefore, instead of referring to “our invasion of German-held Europe” in WW2, the Allied command referred to “Operation Overlord.”  
(Taken from: <https://www.quora.com/Why-are-all-military-missions-given-code-names>)  
Why are military missions all given codenames? What purpose do codenames serve?

**3b.** Review the D-Day codes on BLM 2.  
Why do you think the different codenames were selected?  
Pick one or two code names and suggest alternatives.

**4.** Is there a photograph drawing or diagram included in today’s article?  
If so, discuss the image using the following prompts:

- Who are the people in the photograph? The places?
- What is the situation of the people in the photograph?
- What main idea is conveyed through the photograph?
- What emotion (if any) does the photograph evoke

**5.** Summarize the main points found in today’s Hamilton Spectator feature.  
What is the article trying to convey to its readers? What do you notice about the tone of the article?  
What feeling does the reader get from what the author has written?





- 6a.** World War II was fought between two major groups of nations. They became known as the Axis and Allied Powers. Make a list of all of the countries that were listed in today's Hamilton Spectator feature. Identify which countries were part of the Axis Powers and which countries were part of the Allied Powers.
- 6b.** What other countries were part of the Axis and Allied Powers that weren't mentioned in today's feature? Add these countries to your list.

*NOTE: You may need to do some research to make sure your information is correct.*

- 7a.** Locate each country on the map of Europe provided on BLM 3.
- 7b.** Why are Canada and the United States rarely shown on maps of World War II?
- 8.** Would you consider countries that were occupied by Nazi Germany part of the Axis or Allied Powers?
- 9.** The British leader, Winston Churchill used the expression, "soft underbelly" to convey his idea of attacking Germany through Italy before the invasion of Normandy. What do you think Winston Churchill meant by this saying?  
Refer to the map on BLM 3 to identify a route to Germany through Italy to help you when answering this question.
- 10.** There is a saying that '*Global issues require global action.*' How does this statement relate to the feature article today?

- 11a.** What role did radio play in the everyday lives of people during this time?
- 11b.** Using the newspaper article today, create a radio broadcast to share the news of Operation Overlord with the general public. Make sure to consider your audience and the purpose of your broadcast. Consider what might be being broadcasted on the radio in the Axis Power countries. How would it be different? How would it be the same? Consider splitting the class into two different groups: one group creating a broadcast from Canada, one group creating a broadcast from Germany.

Lieutenant John MacIsaac (left), 14th Field Regiment, Royal Canadian Artillery (R.C.A.), discussing D-Day fire plan tactics with Bombardier Charles Zerowel aboard a Landing Ship Tank, Southampton, England, 4 June 1944.



Credit: Lieut. Frank L. Duberville / Canada. Dept. of National Defence / Library and Archives Canada / PA-190936



BLM 1A

## THE INVERTED PYRAMID

### Most Newsworthy Facts

What's the story about?

### The Main Story

What are the  
main details?

### Supporting Content

What else is  
needed?



## BLM 1B

### THE INVERTED PYRAMID – ADDITIONAL INFORMATION

#### **'The Lead': The most important info.**

**Who? What? Where? When? Why? How?**

Approximately 30 words (1-2 thin paragraphs) May include a 'hook'  
(provocative quote or question)

#### **'The Body': The crucial info.**

Argument, Controversy, Story, Issue, Evidence,  
Background, Details, Logic, etc.

Quotes, photos, video and audio that support,  
dispute, expand the topic

#### **'The Tail': Extra info.**

Interesting/Related items  
May include extra context  
In blogs, columns and  
other editorials:  
The assessment  
of the  
journalist



## BLM 2

### D-DAY CODES

In the planning that lead up to the Allied invasion of Europe in 1944, secrecy was paramount. A huge security blanket covered every aspect of the operation, including the exact place and date.

Code names and acronyms became vital.

These are just a few.

**D-Day:** The date of the operation

**H-Hour:** The hour of the operation

**Bolero:** The build up to D-Day in Britain

**Operation Overlord:** the overall invasion plan

**Operation Neptune:** the seaborne invasion

**Fortitude:** A long-term operation to conceal the true location of the D-Day landings

**Mulberry:** artificial harbours towed across the Channel

**Ham & Jam:** the signal indicating the bridges at Benouville (Pegasus bridge) and Ranville were secured by Allied Forces.

**Utah:** Code name for most western beach between Pouppeville and La Madeleine, 3 miles long, assigned to the US 1st Army, 7th Corps. Casualties were lightest of all the landings - out of 23,000 troops, only 197 men were killed or wounded. It was divided into zones assigned Tare Green, Uncle Red and Victor.

**Omaha:** Code name for the beach between Sainte-Honorine-des-Pertes and Vierville-sur-Mer, 6 miles long (largest). Taking Omaha was the responsibility of the US 1st Army, 5th Corps, with sea transport provided by the US Navy and elements of the Royal Navy. The movie Saving Private Ryan portrays some of the events here. The 1st Infantry assault experiences the worst ordeal of the D-Day operation. The Americans suffered 2,400 casualties but 34,000 Allied troops had landed by nightfall.

Divided into Charlie, Dog, Easy and Fox zones.

**Gold:** Code name for beach from Longues-sur-Mer to La Riviere, 5 miles long and includes Arromanches where the Mulberry Harbour was established. British 2nd Army, 30th Corps landed here and by nightfall, 25,000 troops hand landed and pushed the Germans six miles inland. There were just 400 British casualties. Divided into How, Item, Jig, Kingzones.

**Juno:** Code name for beach spanning either side of the port of Courseulles-sur-Mer from La Riviere to Saint-Aubin-sur-Mer, 6 miles wide, Canadian 3rd Infantry Division & British 2nd Army, 1st Corps. Out of 21,400 men landed, there were 1,200 casualties. Divided into Love, Mike and Nan zones.

**Sword:** Code name for beach stretching 5 miles from Saint -Aubin-sur-Mer to Ouistreham at the mouth of the River Orne. British 2nd Army, 1st Corps with French & British commandos. It was nine miles north of the city of Caen - a major route centre of Northern France. The British landed 29,000 men and suffered just 630 casualties. Divided into Oboe, Peter, Queen and Roger zones.

[http://media.britishlegion.org.uk/Media/2167/rbl-dday-facts-figures.pdf?\\_ga=1.40678434.1850639927.1492006086](http://media.britishlegion.org.uk/Media/2167/rbl-dday-facts-figures.pdf?_ga=1.40678434.1850639927.1492006086)





### BLM 3

## MAP OF EUROPE IN APRIL 1944



Taken from: [http://ghdi.ghi-dc.org/images/English\\_map\\_5\\_bh-edit.jpg](http://ghdi.ghi-dc.org/images/English_map_5_bh-edit.jpg)



## SUGGESTED DISCUSSION QUESTIONS

- 1a. It was considered an honour for Canada to be given the responsibility of securing one of the target beaches, codenamed Juno on D-Day. What is an honour? What criteria would you use to determine if something was an honour? Brainstorm a list of criteria and have a class discussion to narrow the criteria down to the 2-3 most important.
- 1b. Using the class created criteria, assess whether it was an honour for Canada, in your opinion, to be given the responsibility of securing one of the beaches on D-Day.

2. There are five main reasons that Canadians started lining up at recruiting offices, ready to go to war: 1. they wanted a steady paying job, 2. they felt it their patriotic duty, 3. they were opposed to Germany's aggression, 4. they wanted some adventure and/or 5. they didn't want to be seen as a coward.

If you had lived in 1939, when the war was first declared, do you think you would have signed up? Which reason do you think would have compelled you to enlist? Read about **historical perspective** before answering the questions above.

*We cannot transport ourselves back in time, so it is difficult to understand what the past meant to the people who lived it. Though our goal in history is to understand bygone times, our attempts are often clouded by our current concerns, beliefs and values, which obscure our understanding of the concerns, beliefs, and values of the people we are studying. How then, do we understand a past that is so different from our present views and beliefs? Historical perspective involves viewing the past through the social, intellectual, and emotional lenses of the time in order to understand what life was like for those living then. (Taken from TC2- Learning about historical perspective)*

3. Significant events can contribute to the development of identities of countries. How would the experience of Canada securing one of the target beaches on D-Day contribute to the Canadian identity?
4. Different groups may experience the same event in different ways. How do you think the Americans and British experienced the responsibility of securing target beaches on D-Day? Do you think their experience was the same as Canadians?
5. Look at the newspaper photograph for today's article.  
**Discuss the photograph using the following prompts:**
  - What is the subject matter in the photograph?
  - Describe what you see.
  - What do you notice first?
  - What people and objects are shown?
  - How are they arranged?
  - What is the physical setting?
  - What other details can you see?
  - How do all of the above contribute to convey a message?



- 6a. What is the main idea of this article? What are the supporting details?
- 6b. Does the author provide enough factual material to support his/her ideas (quotes, witnesses, statistics, sources of information, etc.)?
7. Does this newspaper feature contain a specific point of view? If so, what do you think of the article and its point of view?
- 8a. Do you think it was important for Canada to be involved in securing one of the target beaches on D-Day?
- 8b. Explain the importance of Canada and Canadian citizens participating in this event, in the international arena.
9. Describe how Canada's involvement in World War II evolved from 1939 to 1944.
- 10a. If you had a map of the planned D-Day invasion, what would you like it to include? What would you want to learn from the map? What questions would you want to be answered?
- 10b. Take a look at the map provided on BLM 4 of the D-Day invasion plans of the Allied Powers. Does it include the information you wanted? What additional information did you learn from the map? Which of your questions are still unanswered?
- 10c. If this map had instead been created by the Axis Powers, what information do you think they would have included?
11. When the war first started, Canadian soldiers were considered "green." What does the term "green" mean? How would this impact the training of Canadian soldiers? How would this impact their performance in battle?
12. As mentioned in the discussion questions, there were five main reasons soldiers enlisted: 1. they wanted a steady paying job, 2. they felt it their patriotic duty, 3. they were opposed to Germany's aggression, 4. they wanted some adventure and/or 5. they didn't want to be seen as a coward. Imagine you are a Canadian soldier and you want more of your friends to head to the recruiting offices. Write a speech to persuade your peers to enlist. Consider your principal audience. What approach could you take in your writing to appeal to that audience? Will you use all of the five reasons above in your speech or will you just focus on a few?



Come On, Pal...Enlist!: recruitment campaign.

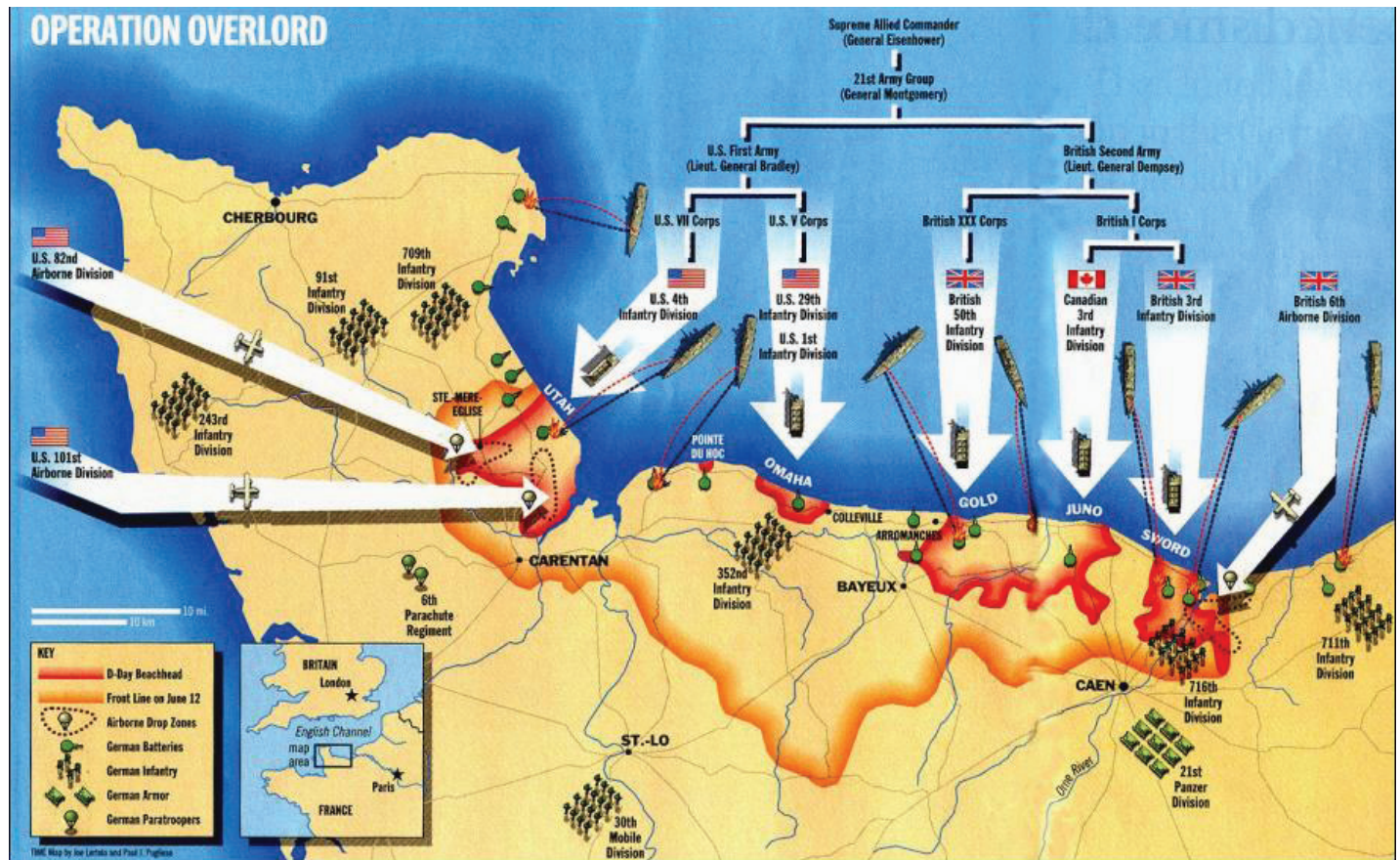
Credit: Library and Archives Canada, Acc. No. 1977-64-11





## BLM 4

### MAP OF NORMANDY INVASION WITH ALLIED FORCES



Taken from: <https://www.thecanadianencyclopedia.ca/en/article/normandy-invasion>



## SUGGESTED DISCUSSION QUESTIONS

General Henry Crerar was a senior officer in the Canadian Army from Hamilton. He became known as not just this country's leading field commander, but the best of all the Allied generals.

- 1a. What makes a good leader? Brainstorm a list of criteria.
- 1b. Using the brainstormed criteria, judge whether you believe General Henry Crerar was a good leader. Did you weigh all criteria equally? If yes, explain your reasons why. If no, explain your reasons why.
- 1c. Go back over the brainstormed list of criteria. Do you think those criteria are more reflective of a good leader during World War II or present-day time? Explain your thinking.
- 1d. If you think there would be different criteria with which to judge a leader during World War II, change your list and reassess the leadership of General Henry Crerar. Based on the two sets of criteria, when would he be considered the better leader?

*NOTE: You may need to do some additional research on General Henry Crerar before answering the above questions. Additional information can be found on BLM 5.*

- 2a. Time Magazine featured General Henry Crerar on the cover of its magazine on Sept. 18, 1944. What criteria do you think Time Magazine uses to determine who is worthy of being featured on the cover of their magazine?
- 2b. Take a look at the Time Magazine cover of General Henry Crerar on BLM 6.

*Before the invention of photography, a painted, sculpted, or drawn portrait was the only way to record the appearance of someone. But portraits have always been more than just a record. They have been used to show the power, importance, virtue, beauty, wealth, taste, learning or other qualities of the sitter. (Taken from: [www.tate.org.uk/art/art-terms/p/portrait](http://www.tate.org.uk/art/art-terms/p/portrait))*

What qualities do you think this portrait conveys to the viewer about General Henry Crerar?  
How does it accomplish conveying those qualities?

- 3a. Many places are named after General Henry Crerar as a tribute to him:
  - the Crerar neighbourhood on the Hamilton mountain
  - Crerar Park in Kingston, Ontario
  - Crerar Boulevard in Kingston, Ontario
  - Crerar Street in Regina, Saskatchewan
  - Crerar Avenue in Ottawa, Ontario
  - Crerar township close to Sturgeon Falls, Ontario
  - Crerar Elementary School in Scarborough, Ontario

What is a tribute? What purpose does it serve?

- 3b. Brainstorm a list of other tributes you know. For what reasons were those tributes given?

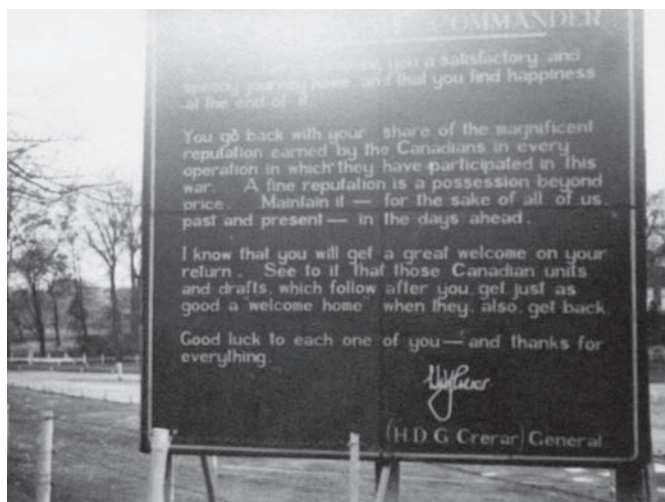




- 3c. Is there any present day person that you believe deserves a tribute? Explain your reasoning.
4. Below is a farewell sign posted on behalf of General Henry Crerar to troops of the First Canadian Army departing the Netherlands in 1945. What can you learn about General Henry Crerar's character from what he wrote on the sign?

Taken from:

[https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uCo/wiki/Harry\\_Crerar.html](https://ipfs.io/ipfs/QmXoypizjW3WknFiJnKLwHCnL72vedxjQkDDP1mXWo6uCo/wiki/Harry_Crerar.html)



*'Here's wishing you a satisfactory and speedy journey home, and that you find happiness at the end of it. You go back with your share of the magnificent reputation earned by the Canadians in every operation in which they have participated in this war. A fine reputation is a possession beyond price. Maintain it — for the sake of all of us, past and present — in the days ahead. I know that you will get a great welcome on your return. See to it that those Canadian units and drafts, which follow after you get just as good a 'welcome home' when they also get back. Good luck to each one of you — and thanks for everything.*

*(H.D.G. Crerar) General<sup>[4]</sup>*

5. What have you learned about General Henry Crerar from reading today's Hamilton Spectator feature article? Summarize the key points and supporting details.
6. General Henry Crerar played a significant role in leading the First Canadian Army in the liberation of Holland. What does it mean to liberate a country? To read more about Canada's involvement in the liberation of Holland please visit; <https://www.veterans.gc.ca/pdf/cr/pi-sheets/netherlands.pdf>.
7. Ottawa, Canada is home to a world-famous tulip festival every year. There are over a million tulips on display. Ottawa has received these expensive tulip bulbs from Holland free of charge. In fact, Holland sends Ottawa a shipment of tulip bulbs ever year. Visit <http://modernnotion.com/why-the-dutch-send-canada-thousands-of-tulips-every-year/> to find out more about why Holland started sending tulips to Canada. Write a summary of the article to share with your class.





8. Why should people read texts about other times and other people? Why would reading about World War II and D-Day be considered an important part of the history curriculum for schools?
- 8a. What does it mean to leave a legacy?
- 8b. What is the legacy of General Henry Crerar?
- 8c. Brainstorm a list of other Canadians that you feel have left a positive legacy. Make sure to state what has led to their positive legacy.
- 8d. Have you considered what legacy you are leaving? Read the information about legacies below and have a discussion about what type of legacy you are creating. Is it the type of legacy you want to leave?

*A legacy is something bigger than who you are today. It is more than you did this week, this month, or even this year. A legacy is something you are creating today, whether you realize it or not. There are two types of legacies that one can leave behind, a positive or a negative legacy.*

*(Taken from: <https://humanoptions.org/legacies-happen-even-when-youre-not-trying/>)*

9. Do some additional research on Hamilton's General Henry Crerar and write a biography. Determine which type of biography would best suit your subject matter and intended purpose. Use one of the biography templates located on BLMS 7a-c to guide your writing.

## BLM 5



Henry Duncan Graham Crerar CH CB DSO CD DCL LLD was born in Hamilton, Ontario (ON), and was educated at Upper Canada College, Toronto ON, Lausanne Switzerland and Royal Military College, Kingston ON. After graduating from the Royal Military College, he later took a position with the Ontario Hydro Electric Commission in Toronto.

At the outbreak of WW1 he went to Canada's First Division as an artillery officer; he finished the war as a Lieutenant-Colonel. Serving in various capacities between WW1 and WW2, he became commandant of the Royal Military College and held the rank of Brigadier during 1938-39. At the outbreak of WW2, Crerar was promoted to Chief of the General Staff.

On December 22, 1941 Crerar assumed command of the 2nd Canadian Infantry Division in the UK. On April 6, 1942 he was promoted to Lieutenant General to command the 1st Canadian Corps in the UK and later in Italy. On March 20, 1944 he was appointed General Officer Commanding-in-Chief, First Canadian Army, which he commanded during the operations in North West Europe in 1944-45. This was the largest field formation that Canada had ever provided and it achieved a most enviable fighting record.

He became the first Canadian to gain the rank of full General while still in active service at the front. The contribution to victory in Europe of the Canadians and Allied troops under General Crerar was immense. His victories had great bearing on the advances of Allied forces through France, Belgium, Holland and into Germany.

He retired from the Canadian army in October 1946 and in 1947 served as head of a mission in Japan to advise the Canadian government on the Japanese Peace Settlement.

Taken from: <http://www.canadaveteranshallofvalour.com/CrerarHDG.htm>



BLM 6

## GENERAL HENRY CRERAR



Taken from: <http://content.time.com/time/covers/0,16641,19440918,00.html>



## BLM 7A

### BIOGRAPHY OUTLINE TEMPLATE #1

1. Early life
  - Name
  - Place and date of birth
  - This person's parents and what they do/did
2. Childhood
  - Place of living and school
3. Adulthood
  - Further education, if applicable
  - First and other jobs
  - Name of person's wife (wives)/husband(s) and date of marriage, if applicable
  - Number and name of children, if any
  - Place of living
4. Fame
  - What this person is famous for
  - When he/she first become interested in this field
  - When he/she was first recognized
  - Most important events
  - Most challenging and exciting times
  - Trips abroad and people he/she met, if any
  - Awards, if any
5. Current life (if this person is still alive)
  - Current place of living
  - Age
  - What he/she is doing now
  - Upcoming important event Later life (if this person isn't alive now)
  - Things he/she did at the end of his/her life
  - Place and date of death
  - Place of burial
  - Remembrance
6. Author's feeling about this person
  - Kind of feelings and why you feel them
  - Your thoughts on his/her most important things

Taken from: <http://biographytemplate.org/biography-outline-template/>





## BLM 7B

### BIOGRAPHY OUTLINE TEMPLATE #2

- Introduction
  - Name
  - Things and reasons for his/her fame
- Childhood
  - Date and place of birth
  - A couple of important events that happened in his/her childhood
- Influences and challenges
  - People, events, or/and ideas that affected this person
  - The most important decisions
  - Challenges and how he/she overcame them
- Achievements and accomplishments
  - The most important things he/she did
  - What and/or who helped him/her succeed
- Conclusion
  - Influence of this person on his/her contemporaries and the entire world
  - How this person affects you personally

Taken from: <http://biographytemplate.org/biography-outline-template/>



Private C.R. Rizza of The Highland Light Infantry of Canada cleans his rifle during the regiment's visit to Juno Beach, Normandy, France, ca. 7-8 July 1944.

Credit: Lieut. Ken Bell / Canada. Dept. of National Defence / Library and Archives Canada / PA-136954



## BLM 7C

### BIOGRAPHY OUTLINE TEMPLATE #3

1. Early life
  1. Name, date and place of birth
  2. Family background
  3. Hobbies and interests
  4. Two or three important childhood events or facts
2. Education, career and accomplishments
  1. Date and place of studying and major
  2. What kind of jobs he/she did and what made him/her famous
  3. Achievements, awards and other facts
3. Later life
  1. Marriage and children
  2. Some interesting facts
  3. Date and place of death

Taken from: <http://biographytemplate.org/biography-outline-template/>



Pte. F. Madore with  
 Nursing Sister M.F.  
 Giles waiting for an  
 air-evacuation from an  
 R.C.A.F. Spitfire base,  
 Normandy, France, 16  
 June 1944.

Credit: Lieut. Ken Bell / Canada. Dept. of National Defence /  
 Library and Archives Canada / PA-131427



## SUGGESTED DISCUSSION QUESTIONS

- 1a.** Some foreign governments were practising isolationist and appeasement policies after World War I. Read over the definitions of the two policies below. Have a conversation about what each one means and how it might have applied in the lead up to World War II.

### ISOLATIONIST POLICY:

Isolationism is a foreign policy used by leaders who believe that their nations' best interests are best served by keeping the affairs of other countries at a distance.

### APPEASEMENT POLICY:

Appeasement is a foreign policy used by leaders who will make political or material concessions to an aggressive power in order to avoid conflict.

- 1b.** Foreign governments were accused of having some information about what Hitler and other Axis Powers were doing in the lead up to World War II but many turned a blind eye due to their isolationist and appeasement policies. If this was the case, how responsible were foreign governments for the deaths and destruction during World War II?
- 2a.** Propaganda was used widely during World War II. Propaganda is an art form that sends a message to people visually and silently. Take a look at the propaganda posters on BLMs 8a-8b. What message is the government trying to send to its citizens?
- 2b.** Discuss the propaganda posters using the following prompts:
- Who is the intended audience of each poster?
  - What are the media techniques used in each poster?
  - Are there any special techniques to maximize effect?
  - What emotion does each poster evoke?
  - What do you think the audiences' reaction would be to each poster?
- 2c.** How are the propaganda posters similar but different?
- 3a.** Why do you think secrecy was so important in the lead up to Operation Overlord?
- 3b.** How might secrecy have been easier to maintain during World War II compared to nowadays?
- 3c.** How do you think military operations maintain secrecy in today's world of advanced technology?





4. Look at the newspaper photograph for today's article.

**Discuss the photograph using the following prompts:**

- Why might photographs be a good source of information if you were investigating the build-up to D-Day?
  - What kinds of information do you think you can get from photographs?
  - Why might studying photographs showing the build-up to D-Day help you understand the perspective of the different parties involved?
5. What main ideas would you include in a five-sentence summary of this article?
6. Why do you think England became the training ground and staging ground for all the troops and equipment that would be used on D-Day?  
Use the map provided on BLM 9 to guide your thinking.
- 7a. A fake invasion force was built up in Great Britain. It was positioned directly across from Pas de Calais, the spot where Hitler presumed an eventual attack would come. It included thousands of inflatable rubber tanks and trucks. Refer to the map provided on BLM 10.  
What purpose did the fake invasion force serve? Do you think it was successful? What makes you think that?
- 7b. Do you believe the same fake force would be successful nowadays? Explain your thinking.
- 7c. Soldiers didn't even have any idea about where and when the inevitable invasion would be coming? Do you think it was right to keep soldiers in the dark?
- 8a. What are the different ways Canadian soldiers communicated to loved ones at home? What are the pros and cons of each type of communication? Make a list and determine the best form of communication used during that time period. You may have different answers depending on the purpose of the communication.
- 8b. What are the different ways Canadian Armed Forces communicate to loved ones at home now? What are the pros and cons of each type of communication? Make a list and determine the best form of communication used during that time period. You may have different answers depending on the purpose of the communication.
- 8c. How have the advancements in technology improved communication? What impact do these advancements have on the daily lives of those serving in the Canadian Armed Forces?
- 9a. When the war first started, Canadian soldiers were considered "green." What does it mean to be "green."
- 9b. Imagine you were a soldier. How would your point of view change from enlisting, training, being shipped overseas to battle and being in battle for a long period of time. Write several diary entries to capture a soldier's possible feelings and point of view at different points.  
Feel free to choose a different perspective from which to write your diary entries: a nurse, a medic, a commanding officer, a townspeople in an occupied country, etc. Use the tips from BLM 11 to guide your writing.



BLM 8A

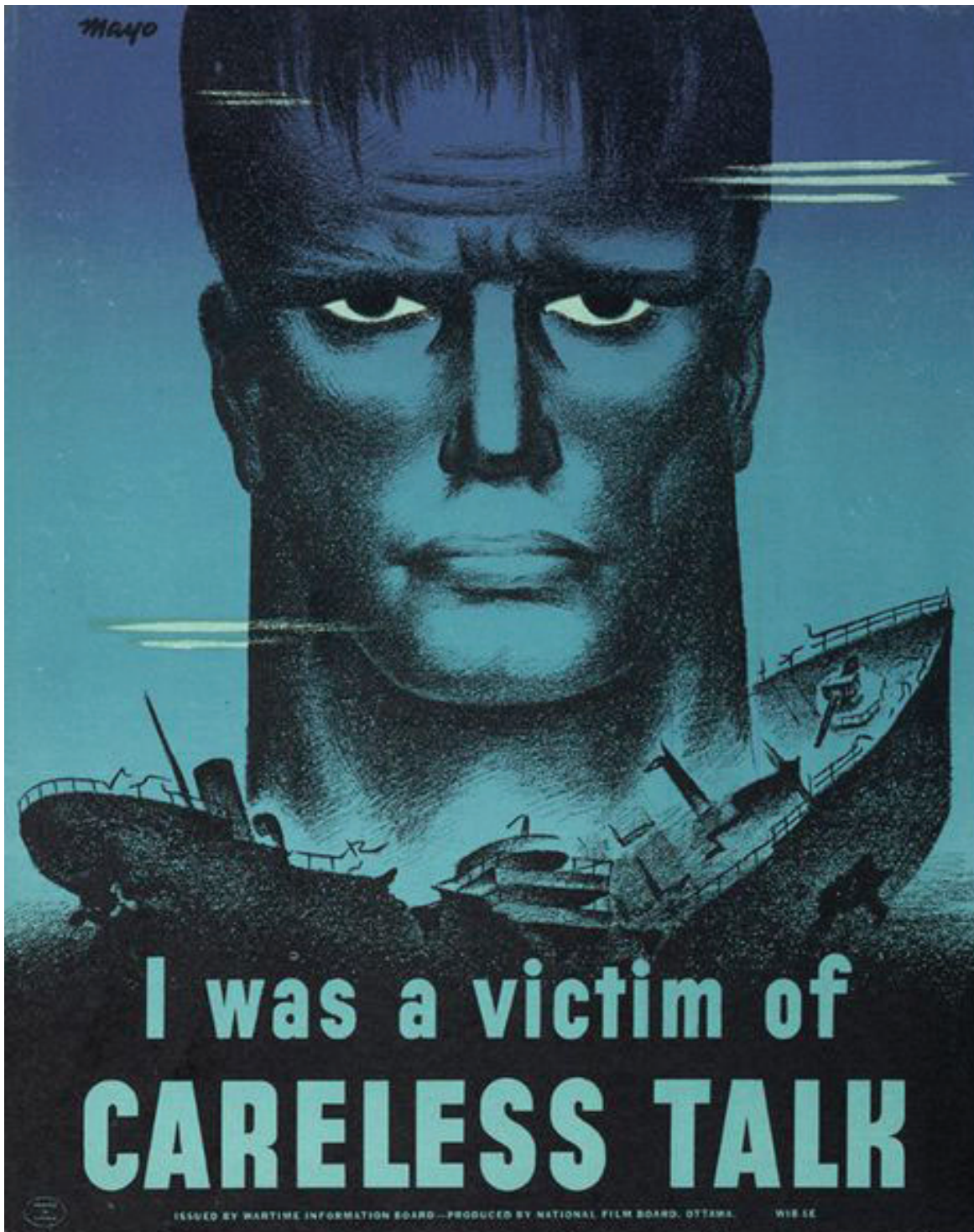


Taken from: [https://www.warmuseum.ca/cwm/exhibitions/propaganda/poster12\\_e.html](https://www.warmuseum.ca/cwm/exhibitions/propaganda/poster12_e.html)





BLM 8B



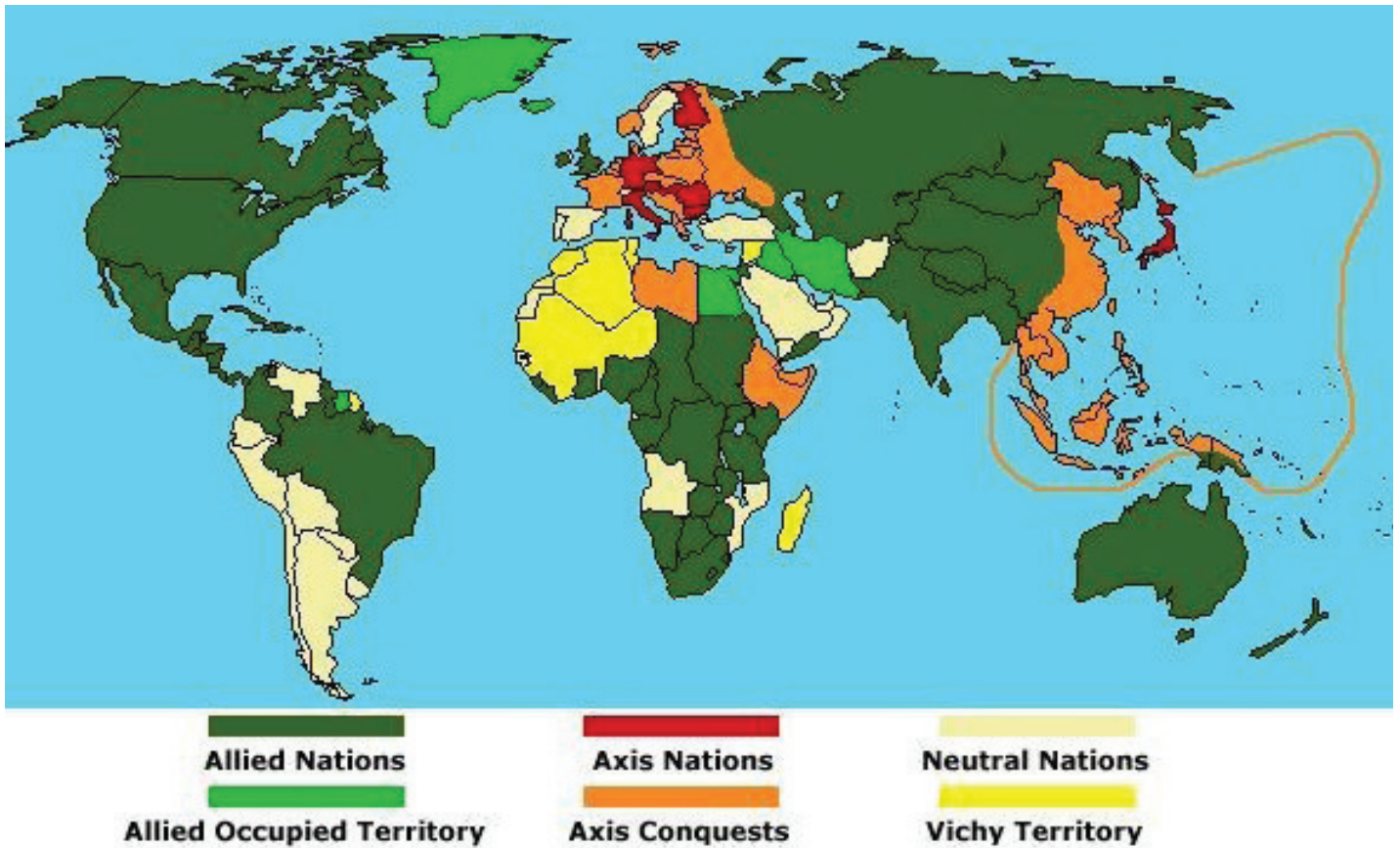
Taken from: [https://www.warmuseum.ca/cwm/exhibitions/propaganda/poster13\\_e.html](https://www.warmuseum.ca/cwm/exhibitions/propaganda/poster13_e.html)





BLM 9

## MAP OF THE WORLD - WORLD WAR II

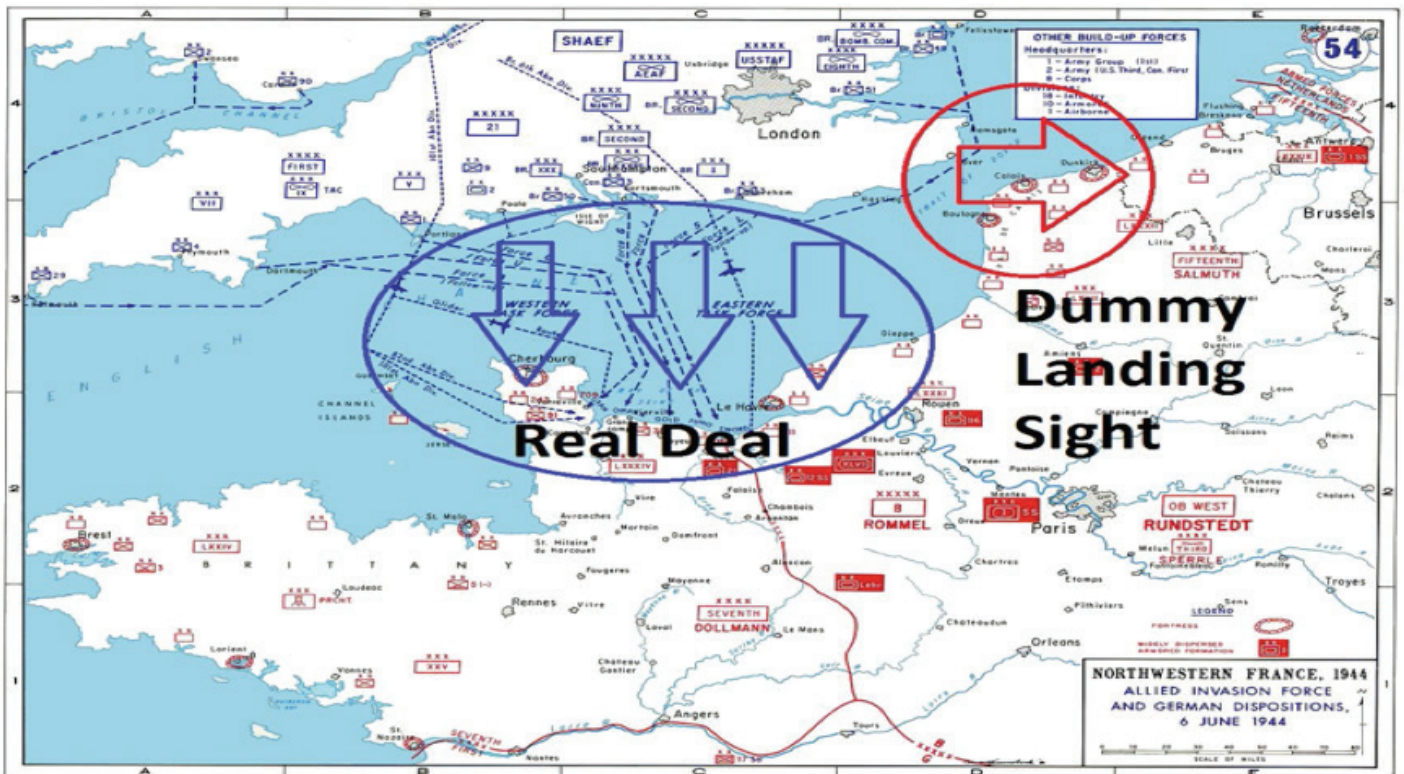


Taken from: google images



BLM 10

## FAKE INVASION SITE - PAS DE CALAIS AND THE REAL INVASION SITE - NORMANDY



Taken from: google images



## BLM 11

# TIPS FOR WRITING DIARY ENTRIES FROM A CHARACTER'S POINT OF VIEW

### 1a. Date your entries

Since your diary entries span over a period of time, each of your entries should be dated based on when you imagine your character has written them.

### 2. Pick a topic

Like chapters in a book, you want your diary entry to have some sort of theme or direction. Is it about what you did today? Is it about an upcoming event? An event that already happened? Try and stay focused when writing.

### 3. Write naturally

Diary entries are only for the eyes of the writer, so they are not written to impress. They should contain natural language and sound like the writer is speaking to themselves

### 4. Be truthful

Try to capture your character's true feelings at each particular moment. A diary is a place to write down your honest feelings.

### 5. Be friendly

When you're writing, try and write as if you're character is writing to a friend. How would your character tell a story to his/her best friend? That is how you should be writing about it in your diary.

Taken and adapted from: <https://penzu.com/what-are-diary-entries>







## SUGGESTED DISCUSSION QUESTIONS

1. Make a list of questions that occur to you as you read today's Hamilton Spectator feature article. Use these questions to guide your class discussion. Which questions do you think could be answered by doing some research? Which questions would be better answered by speaking with someone who was part of Operation Overlord? Which questions do you think won't be able to be answered? Why?
- 2a. What impact would it have on soldiers to know about all of the actions the German army had taken to prevent a successful invasion?
- 2b. Why would commanding officers want soldiers to know all the actions?
- 2c. Why wouldn't commanding officers want soldiers to know all the actions?
- 2d. If you were a soldier preparing for invasion, would you want to know?
- 3a. If you were planning Operation Overlord in 1944, which of the following maps would you find helpful:
  - political map
  - demographic map
  - flow map
  - issue based map
  - landform map
  - climate map
  - road map

Why would the maps you selected to plan the invasion be helpful? Are there any other types of map that are missing from the list above that you would find helpful?

- 3b. If you had a different purpose and instead you were writing a research paper on Operation Overlord, which of the maps above would you find helpful? Why would the maps you selected to write a research paper be helpful? Are there any other types of maps that are missing from the list above that you would find helpful?
- 3c. Is your list of maps the same for planning the invasion and for researching Operation Overlord? If yes, explain why? If no, explain why?
- 4a. General Erwin Rommel, the legendary German general who commanded the Panzer tanks lying in wait to pounce where and when the invasion came, had the nickname, "Desert Fox." It was given to him due to his leadership of German and Italian forces in the North African Campaign during World War II. What does the nickname "Desert Fox" imply about him?
- 4b. What is the purpose of a nickname?
- 4c. What effects can different nicknames have on different people?
- 4d. What nicknames have you had? Did they have a more positive or negative impact on you?
- 5a. Look at the newspaper photograph for today's article but don't read the caption yet. What does this picture tell you by itself, without the caption? How does the addition of the caption clarify the story?



- 5b. What if a new caption is written? Does the caption change how the photograph is viewed?
- 5c. How many different captions can you write that are still truthful but that change how the photograph is viewed?
- 6a. Just like General Henry Crerar, General Erwin Rommel was featured on the cover of Time Magazine. His portrait was featured on July 13, 1942 - View his portrait on BLM 12.  
What qualities do you think this portrait conveys to the viewer about General Erwin Rommel?  
How does it accomplish conveying those qualities?
- 6b. Compare General Henry Crerar's Time Magazine cover (BLM 6) to that of General Erwin Rommel. What do you notice? What might surprise you?
7. Describe significant people, events and developments in today's feature article.
- 8a. Identify the actions that were taken by the German army in response to the threat of invasion from the Atlantic Ocean. Make a list of each action.
- 8b. Describe how each action taken by the German army would cause difficulties for the Allied Powers.
9. What are some ways in which physical geography influenced the German's defense strategy?  
Use the Landform Map of Europe provided on BLM 13 to inform your thinking.
10. What revolutionary vehicles did the Allied forces come up with to counter the enemy forces?  
What was unique about each different vehicle. What problems could each vehicle help the soldiers overcome?
11. How has the information you learned from this article changed your view on the complexity of the invasion?
- 12a. Was General Erwin Rommel, the Desert Fox, an honest soldier or just another Nazi? There is controversy surrounding this famous general. Do some research to determine if Rommel was an honest soldier who was just surrounded by tyranny or if that is just a myth and he was a loyal subject of Hitler.
- 12b. Create briefing notes for an oral debate outlining both sides of the argument concerning General Erwin Rommel's character. Make sure to include appeals to both logic and emotion.
- 12c. As a class, hold a debate. In the end, determine which point of view is the most believable.
- 12d. ADDITIONAL ASSIGNMENT:  
Write an opinion piece once you have determined your stance on General Erwin Rommel's character. Refer to the checklist provided on BLM 14 to make sure you are on the right track.



BLM 12

## GENERAL ERWIN ROMMEL



<http://content.time.com/time/covers/0,16641,19420713,00.html>





BLM 13

## LANDFORM MAP OF EUROPE



[www.worldatlas.com/webimage/countrys/eu.htm](http://www.worldatlas.com/webimage/countrys/eu.htm)

## BLM 14

### OPINION PIECE CHECKLIST:

1. Focus tightly on one issue or idea – in your first paragraph. Be brief.
2. Express your opinion, and then base it on factual, researched or first-hand information.
3. Be timely, controversial, but not outrageous. Be the voice of reason.
4. Be personal and conversational; it can help you make your point. No one likes a stuffed shirt.
5. Be humorous, provided that your topic lends itself to humour. Irony can also be effective.
6. Have a clear editorial viewpoint – come down hard on one side of the issue. Don't equivocate.
7. Provide insight, understanding: educate your reader without being preachy.
8. Near the end, clearly re-state your position and issue a call to action. Don't philosophize.
9. Have verve, and "fire in the gut" indignation to accompany your logical analysis.
10. Don't ramble or let your op-ed unfold slowly, as in an essay.
11. Use clear, powerful, direct language.
12. Emphasize active verbs, forget adjectives and adverbs, which only weaken writing.
13. Avoid clichés and jargon.
14. Appeal to the average reader. Clarity is paramount.

Taken and adapted from: <https://writetodone.com/how-to-write-a-strong-opinion-piece-for-your-blog/>



## SUGGESTED DISCUSSION QUESTIONS

1. As investigated in Week 1 - All newspaper articles begin with a "lead" that's purpose is to grab the reader's attention and make them want to read on.

There are several types of leads:

- leads that make an impact
- leads that present a quote
- leads that ask a question
- leads that make an impression before moving on to the main details of the article.

Do all the articles start with the same type of lead? If so, why would this be the case?

- 1b. If not, what different types of leads are used in the different articles? What impact does each type of lead have on the reader?
- 2a. What are the differences in the way the various sources cover events leading up to D-Day? What do the differences tell you about each news source?
- 2b. Are there any major differences between stories and reports from Europe and at home?
- 3a. Are all points of views represented in these articles? If not, what points of view are missing? What might they say?
- 3b. Why is it important to consider various perspectives when analyzing events or issues?
4. What social attitudes, if any, can you detect in the different articles featured today?  
(Social Attitudes: people's values, beliefs and perceptions.)
5. Look at the newspaper photographs for today's articles.

**Discuss the photographs using the following prompts:**

- What can you learn from examining the images accompanying today's feature articles?
  - If someone took these pictures today, what would be different? What would be the same?
  - Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.
  - What message do you think the different photographers were trying to get across with each photograph?
6. Compare the newspaper reporting during World War II to present day reporting. Locate and read several newspaper articles that centre on some form of conflict in today's Hamilton Spectator and compare them to the different newspaper articles featured today. Identify key differences between stories and reports from the past and present.
  7. What conclusions can you draw from the events or information presented in the different texts in today's Hamilton Spectator?





8. When exploring the history of D-Day, why is it important to look at newspaper accounts from different parts of the world?
9. How do you think the Canadian people would have responded to these articles when they were originally published? How would their responses differ from reading them today?
10. Different perspectives were presented today in the collection of articles from home and Europe. How and why would the perspective of a soldier and a person back home differ?
- 11a. Readers of newspapers see photographs and headlines before they read the articles. When readers first look at today's Hamilton Spectator feature articles, what will catch their eye first on the page? How will that influence the way they approach reading the articles?
- 11b. What will catch the reader's eye in each individual feature? How will that influence the way they will approach each individual article?
- 12a. Create a World War II crossword puzzle using the free online generator at <https://worksheets.theteacherscorner.net/make-your-own/crossword/>. Generate clues and word answers. Try your best to include important ideas and information.
- 12b. Exchange crosswords with classmates. What made some crosswords easier or harder than others?
- 13a. From reading the articles today, you got to learn a little bit of what was being said around the world and at home in the press in the days leading up to the invasion. What might a Canadian soldier be thinking in the days leading up to the invasion? What might a Canadian soldier want a German soldier to know before going into battle? What might a German soldier want a Canadian soldier to know? Make a list of information they make like each other to know.
- 13b. Write a letter from one of the perspectives above: a Canadian soldier writing to a German soldier or a German soldier writing to a Canadian soldier. It would be great to have both perspectives represented and shared. See BLM 15 for tips on how to write a letter about how you feel.
- 13c. How might the Canadian and German soldiers' thoughts be similar? How might they be different?
- 13d. Do you think the Canadian and German soldiers' thoughts would be more similar or different? Explain your thinking.

## TIPS FOR WRITING SOMEONE A LETTER ABOUT HOW YOU FEEL

### 1. Use "I feel" statements

These statements are profound because they phrase the situation so that it reflects your perspective and emotional needs without putting direct blame on the other person. When you frame the letter from your perspective rather than presenting a biased narration of the scenario, you avoid attacking the person you're addressing. In doing so, they are less likely to react defensively and more inclined to cooperate with you and understand you.

### 2. Explain the situation succinctly

It's important to explain the main issues without getting too much into the unnecessary details. The goal of this letter is to get your point across. Writing excessively may come across as off-putting or neurotic, and I find that a paragraph or two is more than sufficient to communicate my thoughts effectively.

### 3. Be as honest and truthful as possible

Although your letter should be succinct, the most convincing letters are the ones that are incredibly honest. I find this to be the hardest component of writing a letter: it involves writing about your feelings and vulnerabilities to someone so that you and they can better understand how you've been affected by the situation.

It takes a lot of courage to do this, but it's worth it in the end. Once you acknowledge your feelings and communicate them, you will find a great weight lifted off your shoulders.

Taken from: [www.elephantjournal.com/2015/09/mindful-communication-3-tips-for-writing-someone-a-letter-about-how-you-feel/](http://www.elephantjournal.com/2015/09/mindful-communication-3-tips-for-writing-someone-a-letter-about-how-you-feel/)



## SUGGESTED DISCUSSION QUESTIONS

1. As stated in Week 1's Suggested Discussion Questions, the majority of news articles are written in a style known as an "inverted pyramid" (BLMs 1a - 1b).  
Does today's article follow the inverted pyramid style? If so, what are the most important ideas? What are the supporting details?
- 2a. Soldiers that were not part of the D-Day invasion but instead fighting in Italy somehow got the nickname "D-Day Dodgers." This name implied cowardice and an intentional avoidance of what people considered the real war in France. Do you think this nickname was appropriate?
- 2b. How might some people try to justify the nickname of "D-Day Dodgers" in referring to the soldiers fighting in Italy?
- 2c. How might soldiers fighting and dying in Italy feel about the nickname? How would this nickname impact them?
- 3a. In response to the nickname "D-Day Dodgers," a song was written. Read over the Canadian lyrics provided on BLM 16. What is the tone of the song lyrics? What can you infer about how soldiers felt about the "D-Day Dodger" nickname. What other inferences can you make?
- 3b. Investigate the different versions of the D-Day Dodgers song on YouTube. How does the music impact the meaning of the song? What emotion does the music evoke in the listener?  
**NOTE: Please be advised that some versions contain offensive language and should be screened by teachers prior to viewing depending on students' ages.**
- 4a. Fighting was happening throughout Italy. What would life have been like for young people your age living in Italy? Would they be in school? Would they be working? What might they have done in their spare time?
- 4b. What would some of the challenges people your age faced living in Italy at that time? Brainstorm a list.
- 4c. Out of all of the challenges you have identified, which two do you think would be the hardest? Explain your thinking.
- 4d. Do you think everyone in your class would select the same two challenges as the hardest? Why or why not?
- 4e. What would be the possible responses to those challenges? How would people respond to those challenges nowadays?





5. If you further study the Canadian forces that fought in Italy, who would it be important to talk to? What questions would you ask them? Generate a list of important questions you would like answered.
6. Look at the newspaper photograph for today's article.  
**Discuss the photograph using the following prompts:**
  - What does the camera angle tell us about the photograph? A low angle might make the subject seem larger than reality, while a high angle makes the subject look very small.
  - What does the framing tell us about the photograph?
  - What is the main focal point of the photograph?
  - How is the subject framed within the photo? A close-up might convey more power than a wide shot might.
  - What does the background tell us about the photograph?
  - What is in the background of the photograph, and does that background add to the photo's overall message?
- 7a. What is the effect or mood created by today's Hamilton Spectator feature article?
- 7b. What words contribute to that effect? Would that effect be enhanced or diminished if different words were used instead?
8. Soldiers fighting in Italy were called "D-Day Dodgers." Do some research to determine why they were given this nickname.
- 9a. During World War II, the Canadian Government started rationing certain essential goods. This was done to make sure there were enough supplies to meet military needs but also civilian needs.

*Food rationing came into effect for Canadian civilians in 1942. More than 11 million ration books were distributed. Typical items that were on the ration list included meat, butter, sugar, tea and coffee. Gasoline was rationed in April 1942 and some Canadians put their cars in storage for the rest of the war. (Taken from: <http://sites.rootsweb.com/~canmil/ww2/home/ration.htm>)*

Make a list of all of the above items that were rationed. Determine how limiting each item would impact Canadian families.

- 9b. Take your list from above and determine on a scale of 1-10 (1 being the worst) how hard it would be to go with less of each item. Do you think everyone would agree with your rating? Why or why not?
- 9c. Share your ratings with your classmates. Share your reasoning for each rating.
- 9d. Rationing made a lot of Canadians feel like they were doing their part to support the war effort. Were they justified in feeling this way? Explain your thinking.



- 10a.** Investigate the rationing propaganda posters on BLMS 17a-d. Identify the target audience of each poster. Discuss the different methods used to convince viewers to ration.
- 10b.** Create your own rationing propaganda poster. Which audience will you target? What methods will you use to make your poster convincing?



Private L.G. Kenny, Royal Canadian Regiment.  
 Castropignano, Italy, 23 October 1943.

Credit: Lieut. Jack H. Smith / Canada. Dept.  
 of National Defence / Library and Archives  
 Canada / PA-114483



BLM 1A

## THE INVERTED PYRAMID

### Most Newsworthy Facts

What's the story about?

### The Main Story

What are the  
main details?

### Supporting Content

What else is  
needed?





## BLM 1B

### THE INVERTED PYRAMID – ADDITIONAL INFORMATION

#### **'The Lead': The most important info.**

**Who? What? Where? When? Why? How?**

Approximately 30 words (1-2 thin paragraphs) May include a 'hook'  
(provocative quote or question)

#### **'The Body': The crucial info.**

Argument, Controversy, Story, Issue, Evidence,  
Background, Details, Logic, etc.

Quotes, photos, video and audio that support,  
dispute, expand the topic

#### **'The Tail': Extra info.**

Interesting/Related items  
May include extra context

In blogs, columns and  
other editorials:

The assessment  
of the  
journalist



## BLM 16

### D-DAY DODGERS SONG - CANADIAN VERSION

We're the D-Day Dodgers out in Italy -  
Always on the vino, always on the spree.  
Eighth Army scroungers and their tanks  
We live in Rome - among the Yanks.  
We are the D-Day Dodgers, over here in Italy.  
We landed at Pachino, a holiday with pay  
Jerry brought a band out, to cheer us on our way  
Showed us the sights, and gave us tea  
We all sang songs, the beer was free  
We kissed all the girls in Napoli.  
For we are the D-Day Dodgers, over here in Italy.  
The Moro and Ortona were taken in our stride  
We didn't have to fight there. We just went for the ride.  
Anzio and Sangro were all forlorn.  
We did not do a thing from dusk to dawn.  
For we are the D-Day Dodgers, over here in Italy.

Taken from: <https://www.mysteriesofcanada.com/military/lady-astor-dday-dodgers/>



BLM 17A

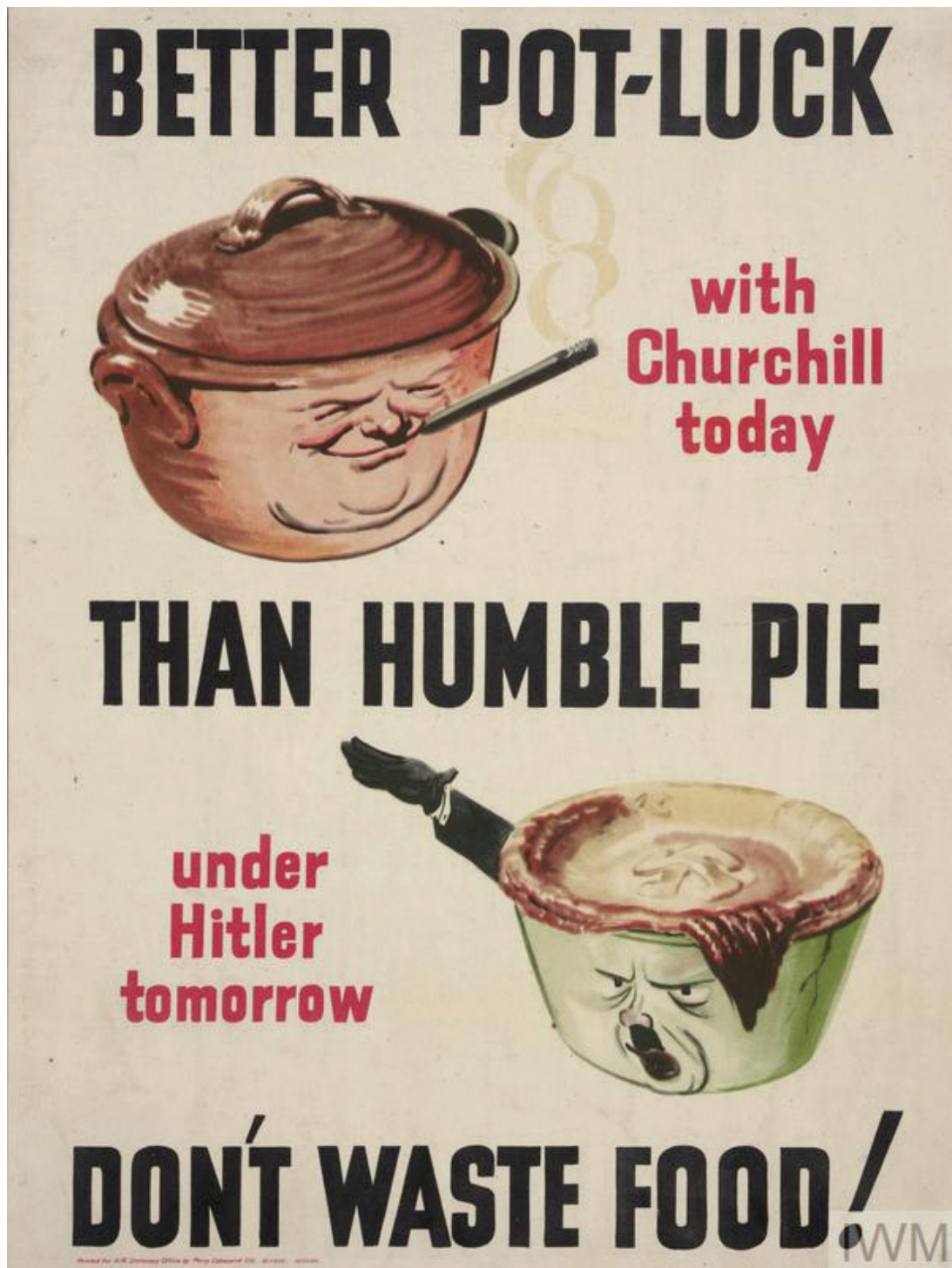


Taken from: google images





BLM 17B



Taken from: google images



BLM 17C



Taken from: google images





BLM 17D



Taken from: google images





## SUGGESTED DISCUSSION QUESTIONS

- 1a. Describe how the bad weather impacted the launching of the D-Day operation?
- 1b. In your opinion, did the weather work more in favour of the Allied or Axis Powers?
- 2a. Supreme Allied Commander, General Eisenhower had to decide whether to launch the invasion or postpone due to weather concerns.  
What are the different things he might have considered when making his decision? Make a list.
- 2b. Looking over your list, weigh each thing you think General Eisenhower might have considered when making his decision. What items on your list do you think were major considerations and which ones were minor considerations. Rank each item as either a major or minor consideration.
- 2c. Does everyone have the same ranking? Discuss reasons for different rankings
- 3a. Why would the Supreme Allied Commander, General Eisenhower have written a letter taking full responsibility for a catastrophic failed invasion even before launching the D-Day invasion?
- 3b. What does the action of writing the letter, before launching the invasion, say about General Eisenhower's character?
- 4a. What criteria would you use to determine if a military mission was successful? Brainstorm a list of criteria. Determine the top three most important criteria for judgement.
- 4b. Using the criteria for judgement, determine to what extent, the D-Day invasion should be considered a success.
5. Look at the newspaper photograph for today's article.  
**Discuss the photograph using the following prompts:**
  - What is the main focal point of the photograph?
  - How is the subject framed within the photo?  
(A close-up may convey more power than a wide shot might.)
  - What is in the background of the photograph, and does the background add to the photo's overall message?
  - What did you find out from this photo that you might not learn anywhere else?
- 6a. Based on the information found in the Ontario Curriculum stated below, how should historical significance be determined? What needs to be considered when determining historical significance?

*This concept requires students to determine the importance of something (e.g., an issue, event, development, person, place, process, interaction). Students come to understand that significance often depends on the context or situation: for example, what is important to one person or group of people may not be important to others. The significance of something is generally determined by its short -and/or long -term impact on people and or places. (Taken from The Ontario Curriculum).*



- 6b.** Considering the information provided above, what would be most historically significant about D-Day to the world? To Canada more specifically?
- 7a.** Is it fair for us in the 21st century to judge the actions of people and past governments in WW II? Remember back to Week 2's investigation into historical perspective.
- We cannot transport ourselves back in time, so it is difficult to understand what the past meant to the people who lived it. Though our goal in history is to understand bygone times, our attempts are often clouded by our current concerns, beliefs and values, which obscure our understanding of the concerns, beliefs, and values of the people we are studying. How then, do we understand a past that is so different from our present views and beliefs? Historical perspective involves viewing the past through the social, intellectual, and emotional lenses of the time in order to understand what life was like for those living then. (Taken from TC2- Learning about historical perspective)*
- 7b.** If we are going to judge the actions of people and governments in the past, what is important to keep in mind?
- 8a.** What have you learned about D-Day from reading today's Hamilton Spectator feature article? Summarize the key points and supporting details.
- 8b.** Make a list of questions you still have after reading the article.
- 8c.** Which two questions from your list do you most want answered? Research the answers to those questions.
- 9.** Take a look at the Facts and Figures of D-Day found on BLM 18. What additional information does it provide you about the D-Day Invasion?
- 10a.** Why do you think Canada celebrates D-Day?
- 10b.** How have the actions of Canadians involved in D-Day helped to shape the Canadian identity here and around the world?
- 11a.** A lot of soldiers lost their lives during World War II and were buried in cemeteries in Europe, never to be returned home to their families. How do you think the families of the fallen soldiers felt about their children not being buried at home?
- 11b.** Take a look at the Canadian War Cemetery at Beny-sur-Mer in France found on BLM 19. What is the purpose of a military cemetery? What do the graves symbolize?
- 11c.** What are the different reasons people would want to visit military cemeteries?
- 12a.** In what ways do war memorials, contribute to an understanding of identities in Canada?
- 12b.** Take a look at the D-Day Memorial at Courseulles-sur-Mer in France found on BLM 20. What does this monument tell you about the ways the country viewed the event it commemorates?
- 13a.** Members of the Canadian military have a much different experience nowadays with all of the advancements in technology. Design your own app that would have improved the life of the military during World War II.
- 13b.** Write a report describing your app, detailing how it will improve the lives of the Canadian military.
- 13c.** Include pictures and diagrams of your app.



## BLM 18

### FACTS AND FIGURES OF D-DAY

D-Day was the biggest seaborne invasion and the greatest military campaign the world has seen.

<b>Allied troops landed in Normandy</b>	<b>156,115</b>
American (Omaha & Utah beaches + airborne).....	73,000
British (Gold & Sword beaches + airborne).....	61,715
Canadian (Juno Beach).....	21,400
<b>Airborne troops (Included in figures above)</b>	<b>23,400</b>
Aircraft supporting the landings .....	11,590
<b>Sorties flown by Allied aircraft</b>	<b>14,674</b>
Aircraft lost.....	127
<b>Naval vessels in Operation Neptune</b>	<b>6,939</b>
Naval combat ships.....	1,213
Landing ships and landing aircraft.....	4,126
Ancillary aircraft .....	736
Merchant vessels.....	864
<b>Personnel in Operation Neptune</b>	<b>195,700</b>
American.....	52,889
British.....	112,824
Other allied .....	4,988

By the end of 11 June (D + 5), 326,547 troops, 54,186 vehicles and 104,428 tons of supplies had been landed on the beaches.

As well as the troops who landed in Normandy on D-Day and those in supporting roles at sea and in the air, millions more men and women in the Allied countries were involved in the preparations for D-Day. They played thousands of different roles, both in the Armed Forces and as civilians.

(Courtesy of D-Day Museum, Portsmouth)

Taken from: [http://media.britishlegion.org.uk/Media/2167/rbl-dday-facts-figures.pdf?\\_ga=1.40678434.1850639927.1492006086](http://media.britishlegion.org.uk/Media/2167/rbl-dday-facts-figures.pdf?_ga=1.40678434.1850639927.1492006086)





BLM 19

## THE CANADIAN WAR CEMETERY AT BENY-SUR-MER IN FRANCE



Taken from: <https://www.thecanadianencyclopedia.ca/en/article/normandy-invasion>



BLM 20

## D-DAY MEMORIAL AT COURSEULLES-SUR-MER



*The simple epitaph on this D-Day memorial at Courseulles-sur-Mer reads: Here on the 6th of June 1944, Europe was liberated by the heroism of the Allied forces.*

Taken from: <https://www.thecanadianencyclopedia.ca/en/article/normandy-invasion>



## CULMINATING TASK OPTIONS:

### Option A:

Write a news report about one of the pivotal Canadian battles from a specific character's point of view.

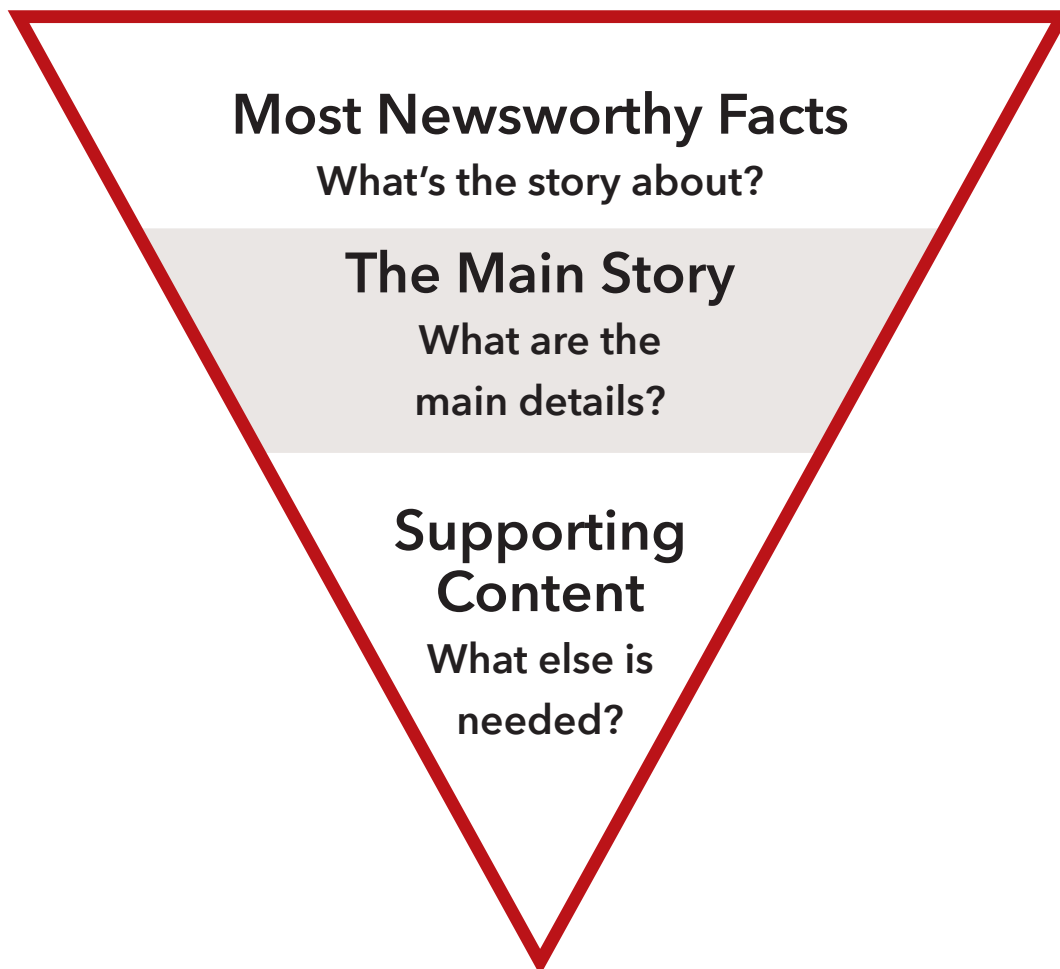
Follow the inverted pyramid format (BLMs 1a and 1b). The article should include quotes from your character that will describe his/her reaction to the battle.

See BLM 21 for additional information.

See BLMs 24a and 24b for assessment.

### BLM 1A

## THE INVERTED PYRAMID







## BLM 1B

### THE INVERTED PYRAMID – ADDITIONAL INFORMATION

#### **'The Lead': The most important info.**

**Who? What? Where? When? Why? How?**

Approximately 30 words (1-2 thin paragraphs) May include a 'hook'  
(provocative quote or question)

#### **'The Body': The crucial info.**

Argument, Controversy, Story, Issue, Evidence,  
Background, Details, Logic, etc.

Quotes, photos, video and audio that support,  
dispute, expand the topic

#### **'The Tail': Extra info.**

Interesting/Related items  
May include extra context

In blogs, columns and  
other editorials:

The assessment  
of the  
journalist

## BLM 21

### NEWS REPORT INFORMATION

Write a news report about one of the pivotal Canadian battles from a specific character's point of view.

#### IMPORTANT ELEMENTS OF A NEWS REPORT

**1. Headline:**

It catches your eye and sums up the story.

**2. Byline:**

This tells you who wrote the article and sometimes gives you the writer's occupation or the journalist's specialty.

**3. Lead:**

This gives the most important information very briefly (usually who, what, when and where).

**4. Body:**

It provides extra information, divided up into small paragraphs with the more important information presented first.

**5. Facts:**

Make sure to include simple, true statements about what happened.

**6. Quotations:**

These retell, word for word, what someone actually said. Your quotations should come from your character about what he/she witnessed at the scene and his/her reaction to the events.

**7. Optional:**

A photograph depicting the battle.

*Taken and adapted from:*

<http://schools.peelschools.org/sec/fletchersmeadow/studentlife/OSSLTprep/Documents/Elements%20of%20an%20news%20report.pdf>



## BLM 24A

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>





## BLM 24B

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication – (continued)</b>				
	The student:			
<b>Communication for different audiences</b> (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., mapping and graphing conventions, communication conventions), <b>vocabulary, and terminology of the discipline</b> in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
	The student:			
<b>Application of knowledge and skills</b> (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>



**Option B:**

Create a travel brochure for a 75th D-Day Anniversary Tour listing all the major tour spots. Choose 3-5 important locations, describing the significance of each location. Make sure to include engaging photos.

See BLM 22 for additional information.

See BLMs 24a and 24b for assessment.



## BLM 22

### TRAVEL BROCHURE INFORMATION

Create a travel brochure for a 75th D-Day Anniversary Tour listing all the major tour spots. Choose 4-6 important locations, describing the significance of each location. Make sure to include engaging photos.

#### IMPORTANT ELEMENTS OF A TRAVEL BROCHURE

**1. Catch the viewer's attention with the cover**

(e.g., Include an image that stands out, your company's logo, and a phrase that makes the viewer want to learn more.)

**2. Keep the viewer's attention with interesting text**

(e.g., Arouse the reader's curiosity to look further by asking a question on one page and answering it on the next page. Starting a phrase on the cover and continuing it inside the brochure.)

**3. Set the mood with colour**

(e.g., Consider whether you want to create a calming affect with complimentary colours or will you want to draw attention with contrasting colours. Perhaps you will use both types of colour combinations on different parts of your brochure.)

**4. Choose the right font and font size**

(e.g., Use different font sizes to draw your reader's attention to important information. Make sure your font is appropriate for your purpose and is easy to read.)

**5. Use white space strategically**

(e.g., You don't want your brochure to be visually overwhelming and/or cluttered. Plan out your white space to draw attention to important photos and/or information.)

**6. Organize your brochure with boxes**

(e.g., Divide different information into a variety of sized boxes to draw additional attention to important photos and/or information.)

**7. Choose an appropriate fold**

(e.g., There are two popular types of folds: Z-fold and trifold. Determine which fold best suits your needs.)

**8. Bring the brochure to life with photographs**

(e.g., Pictures and images are a must have on brochures. Choose pictures that make the reader want to travel to the various destinations.)

*\*Consider using an online brochure generator when creating your travel brochure.*

*Below is a website for readwritethink printing press. It is a free site that doesn't require students to create an account. It provides simple designs. Investigate other sites for more options.*

*[www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html](http://www.readwritethink.org/classroom-resources/student-interactives/printing-press-30036.html)*

*Taken and adapted from: [www.printplace.com/articles/key-brochure-design-elements](http://www.printplace.com/articles/key-brochure-design-elements)*





## BLM 24A

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>



## BLM 24B

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication – (continued)</b>				
	The student:			
<b>Communication for different audiences</b> (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., mapping and graphing conventions, communication conventions), <b>vocabulary, and terminology of the discipline</b> in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
	The student:			
<b>Application of knowledge and skills</b> (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>



**Option C:**

Create a memorial for the 75th D-Day Anniversary to honour Canada's contribution. There are many different types of memorials from which to choose: statues, monuments, fountains, parks, sculptures, plaques, etc. On-line memorials like websites and social media are another option and have risen in popularity lately as it allows easy access for most people.

See BLM 23 for additional information.

See BLMs 24a and 24b for assessment.



## BLM 23

### MEMORIAL INFORMATION

Create a memorial for the 75th D-Day Anniversary to honour Canada's contribution. There are many different types of memorials from which to choose: statues, monuments, fountains, parks, sculptures, plaques, etc. On-line memorials like websites and social media are another option and have risen in popularity lately as it allows easy access for most people.

#### IMPORTANT ELEMENTS TO CONSIDER WHEN CREATING A MEMORIAL

1. **Choose your memorial type:**  
statue, monument, fountain, park, sculpture, plaque, online website, social media, etc.
2. **Determine a location for your memorial:**  
city and location within the city.
3. Determine the **message** you want the memorial to convey.
4. Determine the **target audience** for the memorial.
5. How will the memorial **communicate your ideas?**
6. What **specific materials**, forms, imagery, or words will it include.
7. **Create a physical representation of your memorial:**  
sketch, model, park map, mock website or social media, etc.
8. Title your **memorial**.
9. Write a **brief description** or **artist's statement** of your memorial.

*Taken and adapted from: [www.facinghistory.org/sites/default/files/Creating\\_a\\_Memorial.pdf](http://www.facinghistory.org/sites/default/files/Creating_a_Memorial.pdf)*



## BLM 24A

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Knowledge and Understanding</b> – Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
<b>Knowledge of content</b> (e.g., facts, terms, definitions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
<b>Understanding of content</b> (e.g., concepts, ideas, theories, interrelationships, procedures, processes, methodologies, spatial technologies)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
<b>Thinking</b> – The use of critical and creative thinking skills and/or processes				
	The student:			
<b>Use of planning skills</b> (e.g., organizing an inquiry; formulating questions; gathering and organizing data, evidence, and information; setting goals; focusing research)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
<b>Use of processing skills</b> (e.g., interpreting, analysing, synthesizing, and evaluating data, evidence, and information; analysing maps; detecting point of view and bias; formulating conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
<b>Use of critical/creative thinking processes</b> (e.g., applying concepts of disciplinary thinking; using inquiry, problem-solving, and decision-making processes)	uses critical/creative thinking processes with limited effectiveness	uses critical/creative thinking processes with some effectiveness	uses critical/creative thinking processes with considerable effectiveness	uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> – The conveying of meaning through various forms				
	The student:			
<b>Expression and organization of ideas and information</b> (e.g., clear expression, logical organization) in oral, visual, and written forms	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>



## BLM 24B

# ONTARIO CURRICULUM ACHIEVEMENT CHART

Categories	Level 1	Level 2	Level 3	Level 4
<b>Communication – (continued)</b>				
	The student:			
<b>Communication for different audiences</b> (e.g., peers, adults) and purposes (e.g., to inform, to persuade) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
<b>Use of conventions</b> (e.g., mapping and graphing conventions, communication conventions), <b>vocabulary, and terminology of the discipline</b> in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application – The use of knowledge and skills to make connections within and between various contexts</b>				
	The student:			
<b>Application of knowledge and skills</b> (e.g., concepts, procedures, spatial skills, processes, technologies) in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
<b>Transfer of knowledge and skills</b> (e.g., concepts of thinking, procedures, spatial skills, methodologies, technologies) to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
<b>Making connections within and between various contexts</b> (e.g., between topics/issues being studied and everyday life; between disciplines; between past, present, and future contexts; in different spatial, cultural, or environmental contexts; in proposing and/or taking action to address related issues)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Taken from: <http://www.edu.gov.on.ca/eng/curriculum/elementary/social-studies-history-geography-2018.pdf>