Lest We Forget Project: Educator's Guide

How should we remember those who fought for Canada?

This educator's guide should help to inform your preparation and instruction of the Lest We Forget project. If you have further questions please feel free to contact Ian Duncan (duncani@hdsb.ca), Pam Calvert (calvertp@hdsb.ca), or Sandra Rogers (rogerss@hdsb.ca).

This is student inquiry at its fullest. An inquiry process is organic and flexible to the discoveries and ideas of those who are conducting the investigation; our students. Still, we have had much success focusing student activities in Grade 10 through a guided inquiry where the teacher plays a pivotal role in the process and progress of an investigation. Inquiry is at the very core of our history program and curriculum. Good inquiry engages students in experiential and authentic learning that both challenges and enhances learning and student achievement. In this inquiry, each student makes connections between themselves and "their soldier"; this lasting relationship has proven the impact of student learning from this project.

In this Inquiry Students will;

- Gather & Organize Evidence from Primary Sources
- Analyse & Interpret Evidence to Generate Research Questions
- Conduct Research Collaboratively to add more depth of understanding
- Communicate their learning in a Student-Teacher Conference
- Plan and Execute a Memorial to their assigned World War II soldier

The Lest We Forget Project (LWF) is special to our school, but we are confident that it can be special to your school too. We suggest you begin by exploring soldiers relevant to your student population. You will be building an archive of your own of soldier files. These files can represent the diversity of your student population, or local interests. Our own archive began with soldiers who were local to our town and region.

Notes on Accomodation (for Applied, ELL, IEP students):

We have had much success running this investigation with our Applied (CHC2P) students. Essentially they complete the same steps of the inquiry process with accomodations appropriate to their unique learning styles. Here are some accommodation suggestions:

- Consider asking other teachers or support staff to help students read the soldier file and complete the Soldier Profile Forms to the best of their ability. Educational Assistance, Special Education Resource Teachers, Teacher Librarians, Library Technicians, Administration and Parent Volunteers make this process easier.
- The formal student-teacher conference may be replaced with consistent informal coaching and support. I prefer to interview students about their learning closer to the end of the investigation.
- Rather than asking students to create research questions, I suggest our applied students identify research topics.
- I have had success with pairs assigned to individual soldier's, but have also accommodated for some applied classes by using small groups of 3 or 4 students working on a file. You could also consider working on a single soldier file as an entire class. Constructing success criteria, reading for traces and evidence, conducting research, and building a memorial together.

Getting Started with Soldier Files:

1. Building a Files Collection
   Generate a list of files for student access via Library Archives Canada. LAC is in the process of digitizing service files, so some will be accessible in PDF format via a hyperlink. The remainder of the files must be ordered in paper format. Instructions for searching/accessing digital and paper files are found on the LAC website here: http://bit.ly/1CUbVUI

   Things to Consider when Selecting Files:
   In order to develop a rich, diverse file collection for students to use, it may be necessary to limit a file search by a particular geographic region, ethnic background, military campaign or gender. The LAC database currently does not allow for these limiters in their search engine, so there is an intermediary step needed to source files in this way. In order to find names to place into the LAC database, the use of external websites is necessary. For example, for a record of Jewish casualties, the Canadian Jewish Congress Charities Committee National Archive site is excellent. For Aboriginal fallen soldiers, the Veteran's Affairs Canada site lists a selection of names. It can be as simple as a Google search to locate these rich websites. Remember, when searching to use the keywords "Canada" "World War 2" and "dead" when looking for a site that will give you a set of names based on a certain criteria.

2. Organizing Your Collection
   A key part of keeping your collection usable is organization. A living record, such as a Google Sheet, is invaluable in keeping track of your files. You can add to the sheet as you obtain more files. Columns can include: Service Number, Name, Service Branch, Ethnicity, Campaign, Hometown, Format (digital, paper) and Student Assigned.

3. Supplementing the Files
   i. The Library Archives Canada "Lest We Forget" page provides links to many important student resources such as the Canadian Virtual War Memorial, the Commonwealth Graves Commission and Military Abbreviations used in Service Files. http://bit.ly/1BzyfOX
   ii. Regimental Diaries are very useful in providing context around a soldier's movements during his service. Currently, many can be found on the regimental websites. These can be collected into a bookmark for your classes, or a LiveBinder such as this: http://bit.ly/1F1m8hk, or simply have your students look up the Regimental site for their particular soldier.
   iii. Often, the most difficult piece of the file to decipher is the Record of Service. It uses many abbreviations, acronyms and can be frustrating for students. Additionally, many students need a visual organizer of the Organization of the Canadian Army in the Second World War. This Google presentation addresses both of those issues: http://bit.ly/1HXK5GC

4. Library Collaboration
   As noted on page 54 of Ontario Curriculum, CWS, 2013, your Teacher-Librarian is a valuable resource in the Lest We Forget journey. From ordering files, to searching for names, to housing your paper files, there are many ways to collaborate with your library. The space and technology afforded by a Learning Commons is especially conducive to an inquiry of this scope

Project Synopsis (including Inquiry Steps, Student Tasks, Instructional Hints, Assessment, and

Inquiry Phase & Duration	Task	Instruction	Assessment	Resources
Teacher Preparation	- Use the Library and Archives Canada website to research and submit requests for soldier files for your school. - Assign a soldier file to a pair of students. Pairs work well for the purpose of support and collaboration. - You can decide to give student's choice of campaign, branch of service, ethnicity, or specific battles when assigning the files. - Enlist the support of your school Librarian and/or Library Technician for their experience with archival materials.	A unit of study in WWII history can help support student understanding of campaigns and battles relevant to their investigation	All work is evaluated individually though students work in pairs on a soldier's file for the purpose of collaboration. A rubric and success criteria are included to assess students at each stage of the inquiry.	Library and Archives Canada website Soldier Files (paper or digital)
Gather Information: Soldier Files 2 x 70 minute periods	- Students use their soldier file to complete a single set of profile forms. - We ask students to create a google doc of their profile form and to share this with their teacher and partner. This can be done just as easily using folders and paper documents if the technology is not available for you to use.	Teacher should instruct the gathering of trace evidence from the files. Supporting lesson powerpoints are included.	Use the co-constructed success criteria Project Rubric Teacher checks in on the progress of gathering using the Google doc	LWF Profile Forms Google Doc
Formulate Research Questions 40 minutes	- Students explore their Soldier's Experience and make connections between the file and topics related to a soldier's experience. - Students create research questions that go beyond your Soldier File. Each student should create 4 research questions each. - Research questions are recorded in the shared Google Doc for assessment.	Use the Assessment as Learning "Good Research Questions" to support the creation of better Research Questions.	Use the co-constructed success criteria Project Rubric	The Soldier's Experience Web (worksheet) Formulating Research Questions (guide and worksheet) Google Doc
Analysis & Reflection Outside of classroom instruction students make 15 minute appointments/pair	- Conduct a student-teacher conference with each pair of students - Identify areas of need and students self-assess learning skills	Use Student-Teacher conference document to prepare students for their Conference.	Project Rubric Teacher checks the progress of inquiry using the Google doc.	Checklists (Learning Skills, and Areas of Need identified) Reflection Questions
Go Further with Research 2 x 70 minute periods	- Students conduct research to respond to their research questions. - Research will include links and descriptions of videos, images, other primary sources etc. - Students add research (as notes) to their Google Doc. Each student must contribute and identify their own research.	A short lesson may be required to explore the idea of "good research" and "quality evidence"	Use the co-constructed success criteria Project Rubric teacher checks in on the progress of research using the Google Doc.	Students use a variety of resources for their research. Google Doc
Communicate: Your Memorial 2 x 70 minute periods	- Draft a proposal for your memorial to be approved by the teacher - Create a Memorial for your soldier - Class Memorial Visuals - Other Memorial work chosen by you		Use the co-constructed success criteria	Proposal Document Other Materials for memorials