

WHO TELLS THE STORY OF DIEPPE? - LESSON PLAN #4

MODULE INQUIRY QUESTION:

Does Canada's journey from Dieppe to D-Day matter to you?

LESSON INVESTIGATION QUESTION(S):

What do we need to write a better narrative of Canada's journey from Dieppe to D-Day?

OBJECTIVE:

Students will explore the ongoing memorialization and commemoration of the Dieppe Raid in Canada to better understand the construction of national historical narratives, and the purposes that they serve. Students will create a new narrative of Canada's journey from Dieppe to D-Day that contains the learning that they have collected in previous lessons.

RATIONALE:

It is important for students to consciously acknowledge the idea of constructed historical narratives, and to participate in writing historical stories for themselves as a way to understand and also make history relevant to them today.

INQUIRY SUMMARY:

Gather & Organize	Interpret & Analyse	Evaluate & Decide	Communicate
• Memorialization	• They Walk With You: video & Deconstructing Questions	• Constructing a Historical Story Arc	

JUNO BEACH CENTRE

SUGGESTED LESSON ACTIVITIES: (SUGGESTED DURATION - 90 MINUTES)

1 - EXPLORING MEMORIALS (20 MINUTES)

a. Define the terms Memorial and Commemoration with your class. Suggested definitions are found below:
   i. Memorial
   ii. Commemoration
b. What makes an effective memorial? Work with your class to construct a criteria-set that you will use to assess memorials that exist for Canada in the Second World War.
c. What memorials exist to honour the service and sacrifice of Canadians at Dieppe and on Juno Beach on D-Day? Students can use the internet to gather examples of commemoration for Second World War service. These may include: The Books of Remembrance, Local Cenotaphs, The Canadian Virtual War Memorial, Military Cemeteries overseas, The Juno Beach Centre
d. Is this an effective memorial? Student groups will use the criteria set to analyse one of the existing memorials (listed or collected in the previous step). Student groups can share/present their findings informally to the class.

2 - THEY WALK WITH YOU VIDEO & DECONSTRUCTING QUESTIONS (40 MINUTES)

a. Watch the Video documentary “They Walk With You” (13 minutes).
b. While students watch, they can gather ideas and information into a simple Y-Chart planner; recording details of what they HEAR, SEE, and FEEL while watching the video.
c. Deconstructing Questions: Students can work in groups or as an entire class to debrief their viewing and deconstruct the video’s contents using the discussion questions below.
   i. Start by sharing what was gathered in the Y-Chart planner.
   ii. What story does Canada want you to know about D-Day?
   iii. What do you know beyond that story? What truths can you add to this narrative to present a fuller picture of the events of D-Day and beyond as explored through the video?
   iv. The Video is called “They Walk With You”. What does that mean to you? Is that an important message to you personally? Why?

3 - CONSTRUCTIONG A HISTORICAL STORY ARC (60 MINUTES)

a. Students will work in groups to construct an improved narrative Story Arc for the Dieppe Raid. This will culminate and consolidate learning from the preceding lessons. Start with the Story Arc Planner (Appendix A)
b. Students will begin by deciding where their narrative will begin and where it will end. It is suggested that students may start with the preparations for the Dieppe Raid (acknowledging cause) and end with the return to Dieppe (liberation) in 1944 following D-Day and part of the larger Normandy Campaign.
c. Then, students will begin layering in the basic elements of the Story of the Dieppe Raid. These can be the essential Who, What, When, Where, Why details that they learned to start their investigation in Lesson 1.
d. Students will add to the story arc by adding primary sources and information acquired from those sources. This may look like propaganda, and information from occupied Dieppe, as well as first hand testimonials of men and women involved in the larger story of the Dieppe Raid. Our lessons have given them information and sources to help them build a fuller understanding of this event in history.

ASSESSMENT/CONSOLIDATION ACTIVITIES:

- Assess the Story Arc in progress; student work is always improved when formative feedback, encouragement, and new information is provided to enrich the learning in process and to challenge students.

- The final Story Arc will conclude this learning module, and may be assessed and evaluated in the progress of student achievement.



APPENDIX A: SAMPLE STORY ARC PLANNER

