

WHO TELLS THE STORY OF DIEPPE? - LESSON PLAN #2

MODULE INQUIRY QUESTION:

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

LESSON INVESTIGATION QUESTION(S):

Does propaganda positively or negatively impact our perspective of Canadian stories in the Second World War?

OBJECTIVE:

To examine Second World War propaganda in the exploration of multiple perspectives and to connect propaganda to the construction of historical narratives. Students will decide for themselves how they feel about the historic use of propaganda.

RATIONALE:

The narratives of the Second World War were constructed during the war and after by agencies (like the Government of Canada, and others). Propaganda illustrates how narratives can be created as proof of ideas that are meant to be nestled within the national identity, and reinforce the kind of story we want to tell about Canada's participation in the Second World War.

INQUIRY SUMMARY:

Formulate Questions	Gather & Organize	Interpret & Analyse
• What is propaganda?	• Examples of propaganda	• Group Propaganda Analysis

SUGGESTED LESSON ACTIVITIES: (SUGGESTED DURATION - 90 MINUTES)

SET UP

- Establish groups or 3-4 students in your classroom. Each group will need access to chart paper, a vertical whiteboard, or digital whiteboard (like Google Jamboard) or slide (like Google Slides).
- Print propaganda Posters (for analysis) **Appendix A**

Note: This entire lesson can be done digitally. Students can use cropping tools in Google Slides, or digital editing software (including free online tools like lunapic.com) to dissect and reconstruct posters as suggested in this lesson.

1 - COMMUNITY BUILDING (10 MINUTES)

Engage in community building activity and debrief with your class of historians.

a. **Activity:** What's the Story? Provide each group with 6-10 emojis (common to anyone's phone). Student groups will co-construct an untrue story about a member/members of their group using the emojis and share with the class.
b. **Debrief Discussion:**
    i. What did each group's story have in common? Why?
    ii. Which story was the most untrue? How did you know?
    iii. How do recognizable/shared images and symbols help to tell stories amongst those in a group?

2 - WHAT IS "PROPAGANDA"? (10 MINUTES)

Define the term propaganda with your historians.

a. Provide a dictionary style definition, and then ask students to create their own definitions in their own words with their groups. Responses can be recorded on chart paper, sticky notes, physical or digital white boards.
b. **Suggested Definition**: Propaganda is a communications product designed to promote or endorse a particular political cause or point of view. It utilizes information that may not be entirely true, depicting a bias, based on information selected to prove a point. Propaganda is used to convince the viewer of a political objective or idea often using imagery and text to support a one-sided truth.

3 - PROPAGANDA ANALYSIS (55 MINUTES)

a. **Teacher-led Example (10 minutes)**
    i. Select one of the Propaganda posters in Appendix A
    ii. Conduct an analysis of the chosen Propaganda poster.
    iii. Suggested Analysis Questions:

What is the overall message?

- Is there any language to decode or translate?
- is slang used and to what effect?
- What images and/or symbols are used to reinforce the message?

What is the purpose?

- Is it meant to convince, inform, promote or engage? Explain.
- Do you think this poster will have the intended effect? Why or why not?
- Do you think it is showing history truthfully?

Who is the intended audience?

- How do you know?
- Who is portrayed in the poster?
- Who isn't portrayed in the poster? What does that reveal to you?

What kind of story is this propaganda telling you about Canada in the Second World War?

b. **Group-led Analysis (45 minutes)**

i. Create groups of students in your classroom. (Suggested 3-4 students in each group).
ii. Each group of students will be issued a Second World War propaganda poster.
iii. Students will use the Propaganda Analysis questions (above). To annotate their propaganda as demonstrated by their teacher.
iv. Each group will present their propaganda to the class.

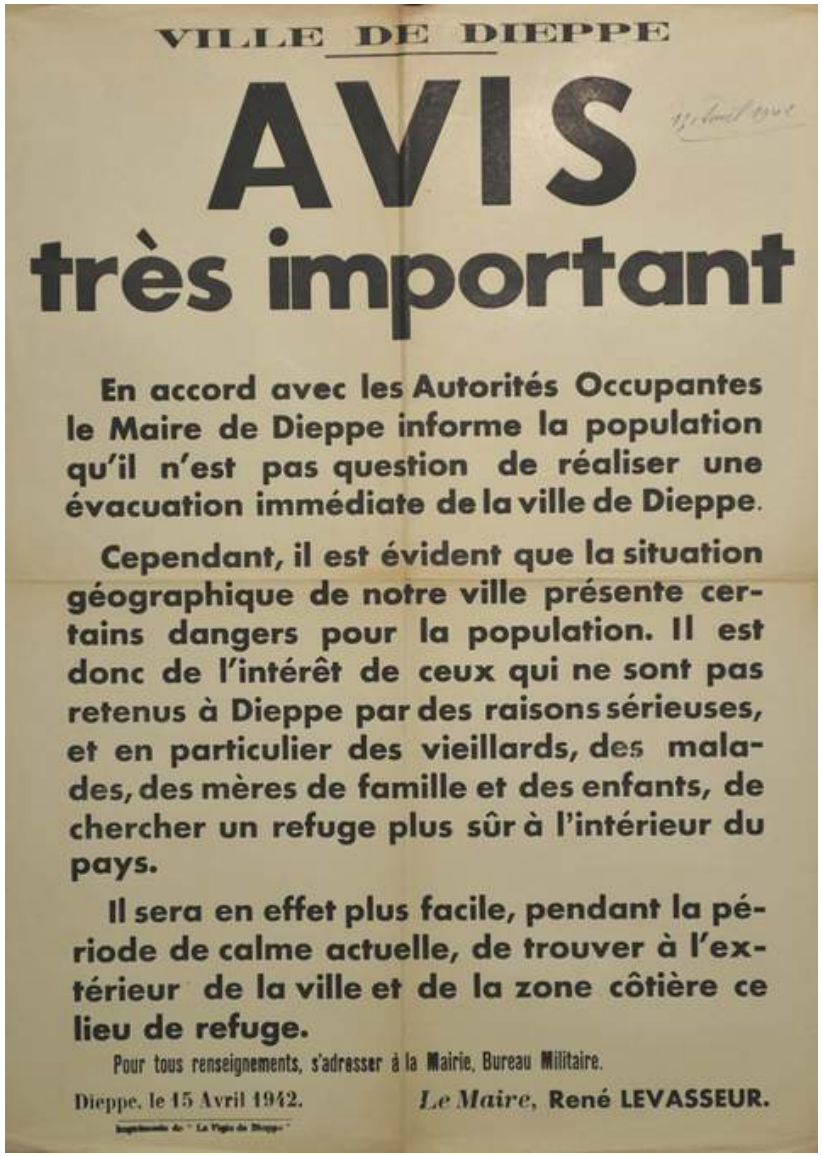
ASSESSMENT/CONSOLIDATION ACTIVITIES:

- Assess Student Analysis and Interpretation of Propaganda. Dissected/Presented analysis can be levelled on a simple rubric and recorded as part of your formative assessment data in this unit of study.

- Assess the communication and collaboration of students working through the inquiry process



APPENDIX A: ANALYSING PROPAGANDA POSTERS



VILLE DE DIEPPE

AVIS
très important

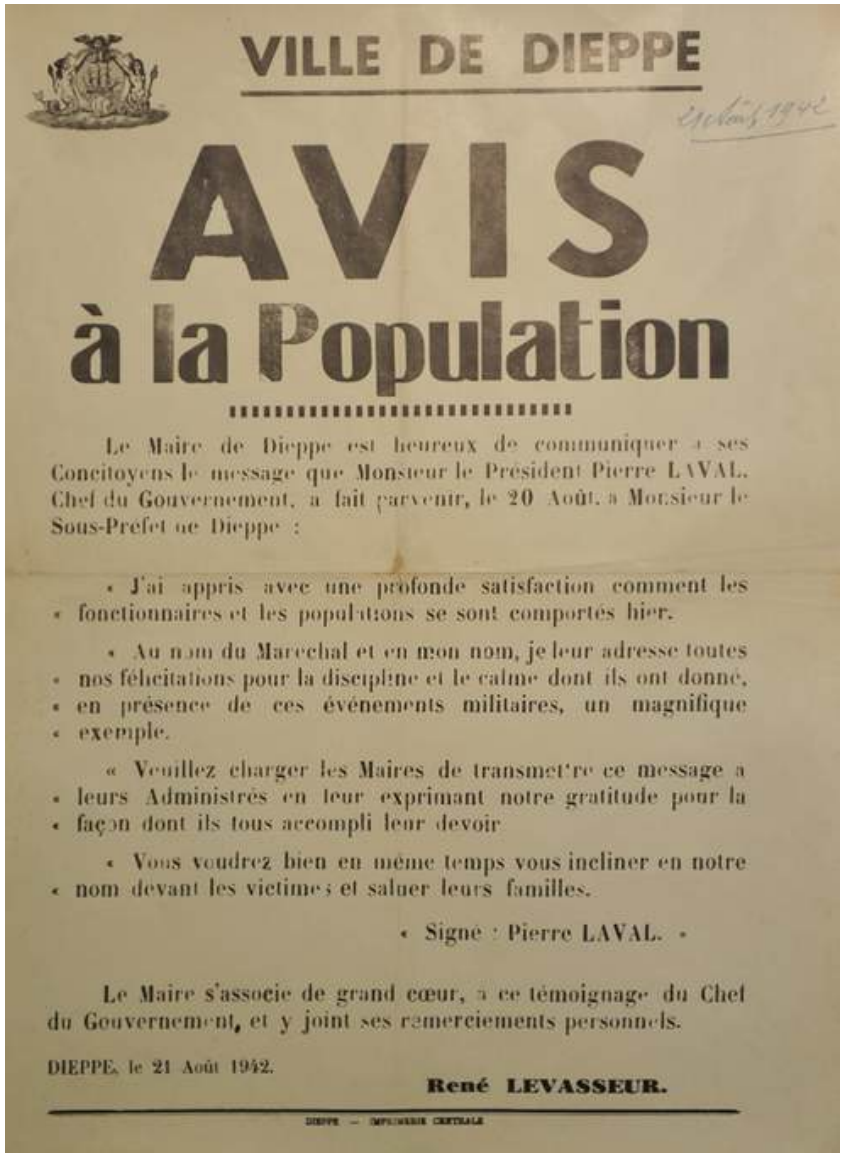
En accord avec les Autorités Occupantes le Maire de Dieppe informe la population qu'il n'est pas question de réaliser une évacuation immédiate de la ville de Dieppe.

Cependant, il est évident que la situation géographique de notre ville présente certains dangers pour la population. Il est donc de l'intérêt de ceux qui ne sont pas retenus à Dieppe par des raisons sérieuses, et en particulier des vieillards, des malades, des mères de famille et des enfants, de chercher un refuge plus sûr à l'intérieur du pays.

Il sera en effet plus facile, pendant la période de calme actuelle, de trouver à l'extérieur de la ville et de la zone côtière ce lieu de refuge.

Pour tous renseignements, s'adresser à la Mairie, Bureau Militaire.

Dieppe, le 15 Avril 1942. *Le Maire*, René LEVASSEUR.



VILLE DE DIEPPE

AVIS
à la Population

Le Maire de Dieppe est heureux de communiquer à ses Concitoyens le message que Monsieur le Président Pierre LAVAL, Chef du Gouvernement, a fait parvenir, le 20 Août, à Monsieur le Sous-Préfet de Dieppe :

« J'ai appris avec une profonde satisfaction comment les fonctionnaires et les populations se sont comportés hier.

« Au nom du Maréchal et en mon nom, je leur adresse toutes nos félicitations pour la discipline et le calme dont ils ont donné, en présence de ces événements militaires, un magnifique exemple.

« Veuillez charger les Maires de transmettre ce message à leurs Administrés en leur exprimant notre gratitude pour la façon dont ils tous accompli leur devoir

« Vous voudrez bien en même temps vous incliner en notre nom devant les victimes et saluer leurs familles.

« Signé : Pierre LAVAL. »

Le Maire s'associe de grand cœur, à ce témoignage du Chef du Gouvernement, et y joint ses remerciements personnels.

DIEPPE, le 21 Août 1942.

René LEVASSEUR.

MEN *of* VALOR

They fight for you



MERCHANT NAVY——Fourth Arm of the Service.

Outfighting submarines and dive bombers in a three day battle, Capt. Fred S. Slocombe, M.B.E., and his heroic crew succeeded in delivering the icebreaker MONTCALM to Murmansk as a gift from Canada to the U.S.S.R.

JUNO BEACH CENTRE



JUNO BEACH CENTRE

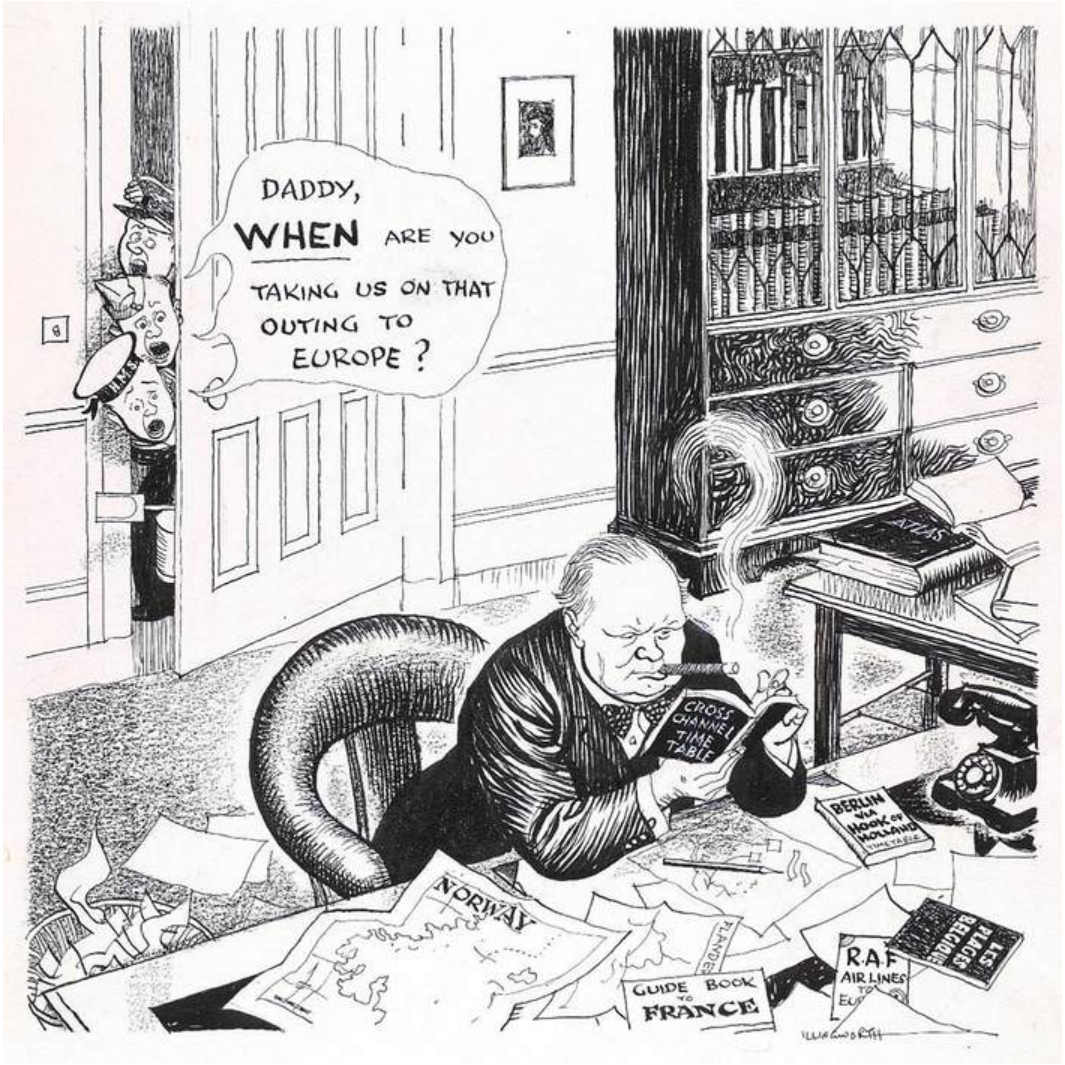
MEN *of* VALOR

They fight for you



"When last seen he was collecting Bren and Tommy Guns and preparing a defensive position which successfully covered the withdrawal from the beach." — *Excerpt from citation awarding Victoria Cross to Lt.-Col. Merritt, South Saskatchewan Regt., Dieppe, Aug. 19, 1942*

JUNO BEACH CENTRE


DADDY, WHEN ARE YOU TAKING US ON THAT OUTING TO EUROPE ?
ATLAS
CROSS CHANNEL TIME TABLE
BERLIN VIA HOOK OF HOLLAND
NORWAY
GUIDE BOOK TO FRANCE
R.A.F. AIR LINES



WHAT WERE YOU DOING WHILE I WAS AT Dieppe?



"Have you any idea what that night was like? A murderous storm of machine-gun bullets . . . the blasts of point-blank shell-fire . . . the bursts of bombs and hand-grenades . . . the desperate, hand-to-hand, life-or-death struggles in the darkness and smoke . . . the shock of seeing your pals hit. *For what? . . . For YOU!*

"Yes, for you, and your family and your home . . . and for my family and my home, too . . . to keep them safe from the beasts that would brutalize them. Aye, and for Canada . . . our country . . . clean and sweet and beautiful . . . and for all the lands where men must be free. And if you had seen your fellow Canadians fight that night, you would know how much we cared about all these things that you are enjoying now.

"So I'm asking you: Are you giving every last ounce of effort, making the personal sacrifices that will back us up over here? Are you going all out to get us the things we need . . . to pay for the weapons we want? If you are . . . we'll win! If you're not . . ."

"Soldier . . . count me in! I know what you're doing . . . and I'll do *all I can*. Sure, taxes are heavy, but besides what you're risking, this is a picnic. So I'm giving up things . . . personal things I can do without until the war is over, and you and all the others are back home, victorious.

"Yes . . . I know how lucky I am! I'm only asked to *lend* . . . but if I had to choose between the way we live in Canada, and the way *they'd* make us live if they won . . . why I'd *give* all that I've got to keep that from happening! As it is, when I buy the new Victory Bonds I will be laying up for myself the best of all investments. VICTORY BONDS are backed by all the resources of the Dominion of Canada; they yield a fair rate of interest; I can borrow against them; and they are readily saleable when I need the cash."



HOW TO BUY

Give your order to the Victory Loan salesman who calls on you. Or place it in the hands of any branch of any bank, or give it to any trust company. Or send it to your local Victory Loan Headquarters. Or you can authorize your employer to start a regular payroll savings plan for you. Bonds may be bought in denominations of $50, $100, $500, $1,000, and larger. Salesman, bank, trust company or your local Victory Loan Headquarters will be glad to give you every assistance in making out your order form.



LOCAL VICTORY LOAN HEADQUARTERS

Local Committee Address

Local Committee Phone Number

Canada Needs $750,000,000

WEAR YOUR COMMANDO DAGGER

It is a symbol indicating that you have bought the new Victory Bonds.

NOTHING MATTERS NOW BUT VICTORY . . .

BUY THE NEW *Victory Bonds!*

NATIONAL WAR FINANCE COMMITTEE

JUNO BEACH CENTRE

Zeichnung von W. Fuchs



„Was habt ihr also gelernt, Jungs, bei dem Angriff auf Dieppe?" — „Davonlaufen!"

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JOHN COLLINS
DEATH LIST
REVENGE


LISTS OF CANADIAN ARMY CASUALTIES ON DIEPPE
Third List
Fourth List
MY TAXES ARE AWFUL
AND WAGES ARE TOO LOW
THERE'S NO PROFIT ANY MORE
AND GAS AN' TIRES!!
JOHN COLLINS