

**Title**

Getting to know a Juno Beach Contributor

**Topic**

Selecting and Gathering Research

**Subject area/discipline**

Interdisciplinary

**Grade level**

6 to 11

**Suggested time**

80 to 120 minutes

**Overarching critical inquiry question**

How can we best honour the lives of those who contributed to Juno Beach and the Battle of Normandy?

**Overarching critical inquiry task**

Design a meaningful digital commemoration to honour the contributions and sacrifices of an individual (from your local community) who contributed to Juno Beach and the Battle of Normandy.

**Lesson critical inquiry question**

What is the most useful information for creating a meaningful commemoration?

**Lesson critical inquiry task (critical challenge)**

Gather and organize useful and relevant information about someone you have selected to highlight their contribution to Juno Beach and the Battle of Normandy and, when possible, to their community after the war.

**Central ideas/learning goals**

Students will identify a focus for their research and gather direct evidence about the individual's experiences and make inferences from more general sources. Students will practice selecting useful and relevant information and organize their research to create a meaningful story.

**Related concepts**

- Inference
- Evidence

## Key competencies

- developing a research focus
- gathering *appropriate* evidence
- *effectively* evaluating the evidence in light of criteria
- organizing information for *effective* story telling
- developing *sound* conclusions consistent with the evidence and criteria

## Lesson overview

In this lesson, students first come to understand the vital importance of the success of Juno Beach and the Battle of Normandy to the outcome of the Second World War. They then select an individual who contributed to Juno Beach and the Battle of Normandy. Once students have selected the individual and understand the nature of their contribution, they gather information from a variety of sources both specific to the individual and more general to the Juno Beach landing experience. Students then select the most useful information and begin to organize it using the 7 Sentence Story Structure.

## Materials and preparation required

- Maps of Europe in 1939 and 1944
- List of Online Data Bases of Canadians in WWII
- Defining Moments “Stories from Juno” Summary Chart
- Activity sheet: Gathering Research on Your Contributor
- Activity sheet: Juno Beach Commemoration Research

## Teaching Notes

### Note to teachers:

This lesson is structured to allow for multiple entry points for students/classes. Ideally, the intent is for students to engage in local history by researching an individual from their community who contributed in some way to the success of Juno Beach and the Battle of Normandy. In practical terms, identifying a local individual who contributed may be very time consuming and challenging for intermediate students. Most online data bases dealing with the military role of Canadians in the Second World War (WWII) focus on those who died in the war which makes identifying surviving personnel more challenging. This is further compounded by the fact that it may be difficult or impossible to search by community or region. Consequently, students need to have identified the person they wish to research prior to using many online sites.

This lesson offers 3-entry points to ensure that all classes and students can successfully engage with the project:

**1. Locate and research a local contributor:** This may be the most time consuming and complex option. Students first must explore their local community to find the name of an individual whom they would like to research in order to build a digital commemoration. Students will then need to gather information about that individual using sources both within the community and online.

**2. Locate an individual who contributed using an online database:** If locating a local person who contributed is beyond the time or ability of the students, the process can be shortened by directing students to visit one of several sites in the *List of Online Data Bases of Canadians in WWII* and selecting a contributor from the information found on these sites. Students will still create a meaningful digital commemoration. However, the individual might possibly be from a community other than their own.

**3. Select an individual from the Defining Moments “Stories from Juno” videos:** If there is limited time for students to engage in online research, teachers may wish to have students select one of the individuals highlighted in the Defining Moments “Stories from Juno” videos as the subject of a meaningful digital commemoration.

### Launch the Learning

1. If this is the first time students are discussing the Second World War (WWII) in class, consider inviting them to activate prior knowledge they may have from other sources (e.g. movies) about WWII. Ask them to turn to a partner and brainstorm all the things they think they know about the war. Invite volunteers to share their ideas and take the opportunity to provide brief details (e.g. duration, dates, which countries were fighting against each other, Axis vs. Allied powers). You may wish to show a short (e.g., five minute) video that introduces the war but does not go into great detail about it.
2. To determine students’ prior knowledge of the importance of the June 6, 1944, landing at Juno Beach in the broader context of the war, ask them to silently reflect on the question: “By early 1944, how was the war going for Canada and the Allied forces?” Provide them with three possible answers to choose from: very badly, uncertain, very well. Post these possibilities in three different locations in the classroom. Invite students to move to the part of the classroom that best reflects their current thinking.
3. Suggest that understanding more of the context might cause them to shift their position. Show them the two maps of Europe: one from early in WWII (1939-1941) and one from early 1944. Invite students to shift locations based on what the maps suggest to them. If necessary, help students interpret the maps by pointing out how much of Europe is controlled by the Axis powers vs. Allied powers. It may be worth noting to the students

that by early 1944, the Allied powers were beginning to push the Axis powers out of Italy. For additional context, you might share some key points from the first section of an overview of the progress of the war up to 1944 provided on Veterans Affairs Canada website (<https://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/d-day>). Invite them to consider the new information they have learned and decide whether to shift their position.

4. Ask students to explain their final position along the continuum – if they shifted, what convinced them to move? If they did not shift, how did the new information help to affirm their position? Explain that June 6, 1944 – also known as “D-Day” – was a defining moment in the course of the war and that students will be learning about Canadians who contributed to this day as well as the crucial Battle of Normandy, which led to the Allied victory in WWII.

### Considering Contributions

1. Invite students to consider the various ways Canadians may have contributed to Juno Beach and the Battle of Normandy. Students may need to be prompted to include roles away from the battlefield. The list could include:
  - Soldier
  - Medic (doctor, nurse, ambulance driver)
  - Journalist/Photographer
  - Worker in a munitions factory
  - Volunteer gather supplies to send to the war
2. Provide pairs of students with the Defining Moments “Stories from Juno” Summary Chart. Ask students to review the contributions of the individuals in the chart to confirm the contributions on their list and to add any that were not listed. Remind students that they may find several more ways people contributed throughout their research.

### Selecting an Individual for Commemoration

1. Inform students that they will be identifying an individual who contributed to the success of Juno Beach and the Battle of Normandy for whom they will prepare a meaningful digital commemoration. Remind them to consider the various ways people might have contributed. Encourage students to watch for an individual who was from their community or region if possible.

### Option 1. Locate and research a local contributor

Present students with a list of the different sources they could use to identify a local person who contributed to Juno Beach and the Battle of Normandy:

- local cenotaph
- local cemetery
- local library (look for local centennial books as a starting point)
- local museum
- local archive
- school plaques of former students who served in WWII
- family members and neighbours who have memories of the era
- local street names and names of buildings

Invite students in groups of three or four to select the three best sources for identifying a local individual. Remind student that the best sources should

- be easy to access;
- offer a range of people who contributed in various ways;
- provide some useful information.

Encourage students to access one or two of the best sources they identified. Alternatively, arrange a class field trip to a museum, archive, cenotaph, library or seniors home to help them to locate an individual.

### Option 2. Locate an individual who contributed using an online data base

Provide students time to explore some or all of the first five websites in the *List of Online Data Bases of Canadians in WWII*. Encourage students to select an individual from these websites.

Invite students to gather as much direct information about the individual as possible from online sources. Encourage students to supplement their research using inferences they draw from examining film footage, photographs, reading accounts, or watching the videos posted on the Defining Moments website.

### 3. Select an individual from the Defining Moments “Stories from Juno” videos

Provide each student with a copy of the Defining Moments “Stories from Juno” Summary Chart. Invite students to review the contributors listed here and select one for their commemoration. The primary challenge in this variation of the task is for students to select the most useful information about the individual from the video. Unlike the previous two options, students will not need to locate and select the resources from which to gather their evidence as this work has been done for each of the videos.

## Gathering and Organizing Useful Research

1. Explain to students that once they have selected the individual for their commemoration, they will then need to gather research about the individual's contribution.
2. Review with the students the criteria for effective research notes:
  - Credible – the information needs to be trustworthy and fit with what is generally known to be true about the event.
  - Relevant – the commemoration will need to be concise and is not intended to be a complete re-telling of the individual's life or even their entire war experience. Be sure not to record any unnecessary details to the story being told.
  - Useful – the 7 Sentence Story Structure helps provide a concise focus for the construction of a meaningful commemoration. Be sure that the evidence recorded helps to develop this story in an interesting manner.
3. Provide students with a copy of the Activity sheet: *Gathering Research on Your Chosen Contributor*. Review the Activity sheet with students to ensure they understand the process for moving from the selection of the individual to the gathering of specific and general information. Students may draw from general sources to learn what the weather was like on the morning of June 6th, how fierce the German resistance to the landing at Juno Beach was, how air support aided, etc. This use of general sources is not intended to provide fictional details of the individual's experience, but rather to provide broader details that will help them to create the fuller picture.

Note to Teacher: If using option 2, start at Step 2 of the Gathering Research template. If using option 3, focus on Steps 3 and 4.

4. Ask students to identify the best three to six sources of information (adjust required number of sources according to grade level) from which to gather evidence. If time permits, encourage students to visit and use local resources such as museums and archives, and/or to arrange interviews with local individuals who can provide anecdotal evidence about the individuals contributions.

## Consolidation

1. Provide students with the Activity sheet: *Juno Beach Commemoration Research*. Review the 7-Sentence Story Structure introduced in the Launch Lesson with students and explain to them that this structure will also help them focus and organize their research.

2. Once students have completed gathering and sorting their research notes, invite students to revisit the 7-Sentence Story Structure template in their Thoughtbook. Encourage them to record the most useful information on this template to help them build their story for a meaningful commemoration. Remind students to use the criteria for a meaningful commemoration introduced in the Launch Lesson to help them decide what information would be most useful.
3. Instruct students when gathering research to include no more than three points in each of the seven sections. Also remind students to properly site sources. If necessary, review with students how to site various types of sources.

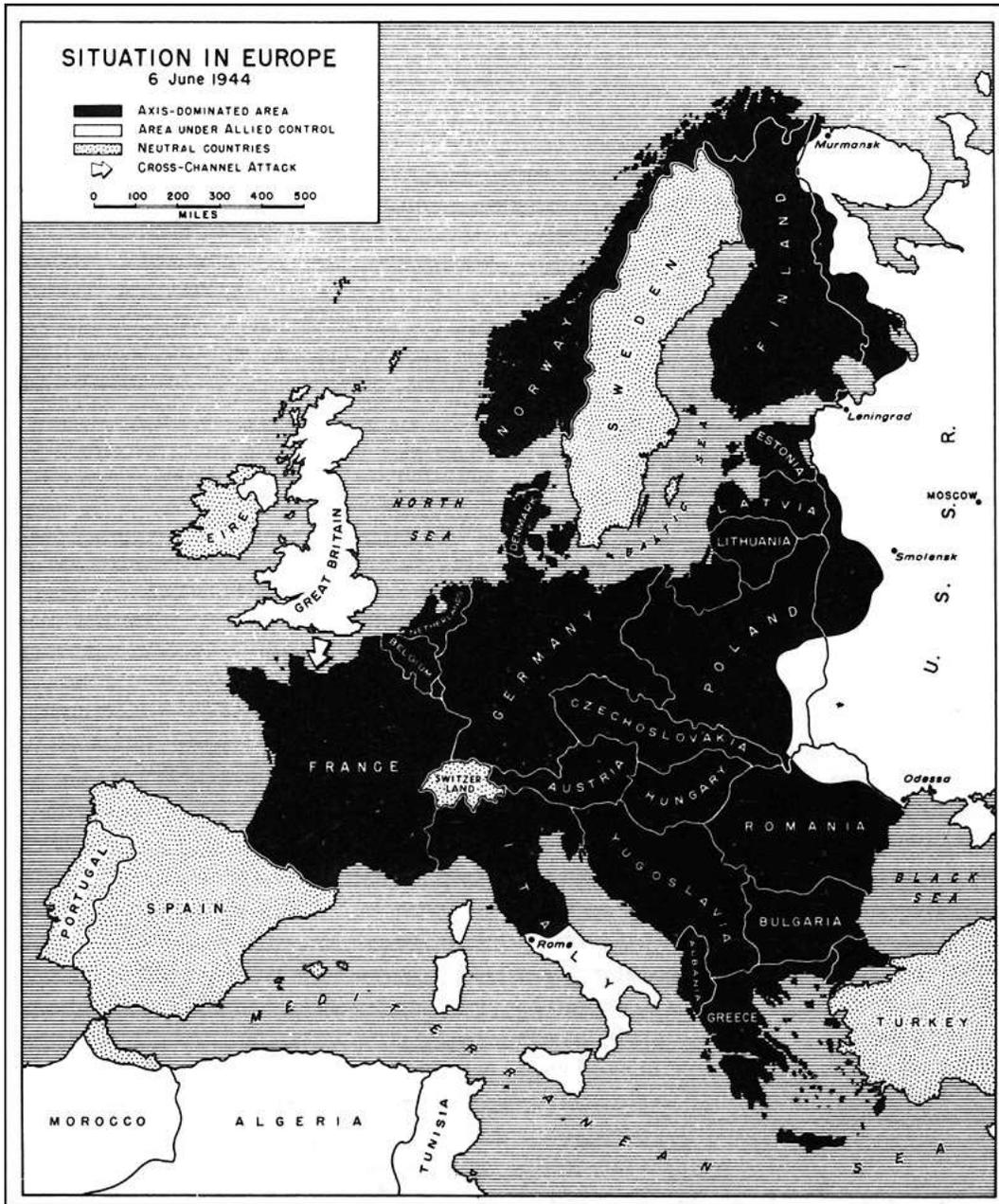
## Maps of Europe: 1939-1944

### Map 1:



(Map by Wikimedia Commons user San Jose, based on the maps of the University of Texas)

Map 2:



### List of Online Data Bases of Canadians in WWII

Group	Weblinks
<p>Killed in Action as part of the First Wave, June 6, 1944</p>	<p>Provides limited to somewhat detailed biographies of the 359 Canadian soldiers who died on June 6, 1944 – the first day of the Normandy invasion.</p> <p><a href="https://www.junobeach.org/the-70th-anniversary-of-d-day-and-the-battle-of-normandy/canadas-d-day-tribute-campaign/">https://www.junobeach.org/the-70th-anniversary-of-d-day-and-the-battle-of-normandy/canadas-d-day-tribute-campaign/</a></p>
<p>War Photographers</p>	<p>Provides a useful and interesting starting point to explore the contributions of several war photographers who documented the heroics and tragedies of war.</p> <p><a href="http://www.bac-lac.gc.ca/eng/discover/military-heritage/second-world-war/faces-second-war/Pages/faces-second-world-war.aspx">http://www.bac-lac.gc.ca/eng/discover/military-heritage/second-world-war/faces-second-war/Pages/faces-second-world-war.aspx</a></p>
<p>Personal Stories</p>	<p>Provides 41 rich biographies of people who served at Juno Beach in a variety of roles. Good starting point if there is limited time for locating and researching a local individual.</p> <p><a href="https://www.junobeach.org/canada-in-wwii/people/witnesses-to-history/">https://www.junobeach.org/canada-in-wwii/people/witnesses-to-history/</a></p>
<p>Canadian military leaders</p>	<p>Provides 20 biographies of individuals who played leadership roles in Canada’s war effort – some from home in Canada and others overseas.</p> <p><a href="https://www.junobeach.org/canada-in-wwii/people/canada/">https://www.junobeach.org/canada-in-wwii/people/canada/</a></p>
<p>Memory Project</p>	<p>Provides rich material evidence, as well as audio recordings of 90 veterans speaking of their experiences at Juno Beach.</p> <p><a href="http://www.thememoryproject.com/search/?query=Juno&amp;page=4">http://www.thememoryproject.com/search/?query=Juno&amp;page=4</a></p>

<p>Service records of the war dead</p>	<p>Extensive data base of service records of all Canadians who died while serving in WWII. This site is only useful if a name has already been identified as it cannot be searched by community and is for all Canadians who died in WWII. Information the service record provides is just a starting point for research as it includes identifying information but no further details of the experiences of the individual.</p> <p><a href="https://www.bac-lac.gc.ca/eng/discover/military-heritage/second-world-war/second-world-war-dead-1939-1947/Pages/search.aspx">https://www.bac-lac.gc.ca/eng/discover/military-heritage/second-world-war/second-world-war-dead-1939-1947/Pages/search.aspx</a></p>
<p>Canada's virtual war memorial</p>	<p>Requires that a name has already been identified. Using the drop down menus, you can select WWII and date of death, if known, to narrow the search. Provides useful information including where an individual is buried and images such as war graves and possibly obituaries from local newspapers.</p> <p><a href="https://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial">https://www.veterans.gc.ca/eng/remembrance/memorials/canadian-virtual-war-memorial</a></p>
<p>Commonwealth War Graves Commission</p>	<p>If the name of an individual is known, this site can help to locate where they are buried, and where in Canada their name appears on a memorial.</p> <p><a href="https://www.cwgc.org/search-results">https://www.cwgc.org/search-results</a></p>

### Activity Sheet: Gathering Research on Your Chosen Contributor

<b>Step One:</b> Identify someone from your region or community who contributed to Juno Beach and the Battle of Normandy	
<p><b>Goal:</b> To <i>find the name</i> of someone in your community or region who in some way contributed to the success of the Juno Beach landing. They may have, for example, worked in a munitions factory, volunteered bundling bandages, been a soldier who landed on the beach, provided naval or air support, provided medical aid to the wounded or recorded the event in words or pictures.</p> <p><b>Possible Sources to Use:</b> Local Histories Cenotaph Family members or neighbours School Plaques Street/Building names Online databases</p>	Name of Individual:
	Home town before the war:
	Family Details:
<b>Step Two:</b> Determine Nature of their Role	
<p><b>Goal:</b> To <i>determine the role played</i> by the individual in helping Juno Beach succeed. If the person was part of the Canadian military, use databases to find out where the individual served, their rank, nature of their role, and if they survived or died in action.</p> <p>If they were not in a military role, use interviews and local histories to try to find out about the nature of their participation. If you cannot find their specific story, try to find out about what work was like in a munitions factory, or what people did to volunteer etc.</p>	How did the individual contribute?

<p>You can then form inferences and draw conclusions about the nature of the role your individual is likely to have played.</p> <p><b>Possible Sources to Use:</b> Variety of WWII data bases Local Histories</p>	<p>If part of the Juno Beach landing; what regiment were they part of?</p>
	<p>If not at the Juno Beach landing, where did the contribution take place and what did it involve?</p>
<p><b>Step Three:</b> Uncover the way the individuals experienced the event</p>	
<p><b>Goal:</b> To <i>gather specific details about what the individual experienced</i> or are likely to have experienced. To uncover what the individual experienced, you can use any personal stories or details that have been preserved in diaries, interviews or family stories. You can also infer details from general evidence gathered from photographs, film footage from the event, diaries of others, and general histories that pertain to aspects of the Juno Beach landing that would have been shared by all involved, such as the weather and its impact, the resistance by the Germans, the importance of air support and medical supports.</p> <p><b>Possible Sources to Use:</b> Interview with the individual or their family; Letters, diaries or recorded interviews by the individual; Inferences from photos, film footage, diaries of others, general histories.</p>	<p>What specific details did you find that helps to inform how the individual experienced Juno Beach?</p>
	<p>What inferences can you draw from general histories that help to inform what it was like to experience Juno Beach?</p>

	<p>What inferences can be drawn from images such as photographs about the event to inform what it was like to experience Juno Beach?</p>
<p><b>Step Four:</b> Determine what happened to the individual after the event</p>	
<p><b>Goal:</b> <i>To determine what happened to the individual in the years following the event.</i> If they died in action, what is the date of their death? Where are they buried? Where any medals or awards given?</p> <p>If they survived, try to find out what they did in their post-war life. Where did they return to? Did they marry and raise a family? What career did they have after they returned home from war? What role(s) did they play in their community?</p> <p><b>Possible Sources to Use:</b> Interviews with the individual or family members Local Histories Commonwealth War Graves Commission Canada's Virtual War Museum Service records of the War dead</p>	<p>What evidence did you find that shows the Juno Beach experience impacted the individual's life after the war?</p> <p>How did the individual contribute to their community and country after the war?</p> <p>If the individual died before the end of the war, what do you know about where they are buried or any medals or awards given?</p>

DEFINING  
MOMENTS  
DÉTERMINANTS  
CANADA



DEFINING  
MOMENTS  
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CANADA



**Activity sheet: Juno Beach Commemoration Research**

Sentence	Useful information/evidence	Source
<p><b>At the beginning...</b></p> <ul style="list-style-type: none"> <li>• Introduce your character</li> <li>• Explain their situation</li> <li>• Where are they in place and time?</li> </ul>		
<p><b>A day in the Life...</b></p> <ul style="list-style-type: none"> <li>• Help your audience know what the life of the character was like before the major event that is the focus of the story</li> </ul>		
<p><b>And then one day...</b></p> <ul style="list-style-type: none"> <li>• Explain the events that occurred that dramatically altered the life of your main character</li> </ul>		
<p><b>Because of this...</b></p> <ul style="list-style-type: none"> <li>• Explain how your main character strove to overcome the major hurdle or challenge they were facing</li> <li>• Describe their actions as they struggled to respond to the</li> </ul>		

<p>challenge</p>		
<p><b>Not only, but also...</b></p> <ul style="list-style-type: none"> <li>• Describe the obstacles your main character encountered as they tried to meet their challenge</li> <li>• How did they overcome the obstacles or did they fail?</li> </ul>		
<p><b>Moment of truth...</b></p> <ul style="list-style-type: none"> <li>• Describe events that happened as the struggle came to an end</li> <li>• Has the main character succeeded?</li> <li>• If the character failed, what is the impact of the failure on themselves and/or others?</li> </ul>		
<p><b>And ever since that day...</b></p> <ul style="list-style-type: none"> <li>• Describe the lasting impact the event had on the main character or those close to them</li> </ul>		