

Title

Tell me a little bit more... with less

Topic

Analyzing evidence

Subject area/discipline

Interdisciplinary

Grade level

6 to 11

Suggested time

80 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

How do we gather the most important information about the life of an individual being commemorated?

Lesson critical inquiry task (critical challenge)

Using factual details about the life of an individual, make sound inferences to help create a commemoration that is concise and meaningful.

Central ideas/learning goals

Students will learn how to make sound inferences based on factual evidence to enhance their commemorations.

Related concepts

- Factual evidence
- Inferences

Key competencies

- responding to *powerful* questions
- interpreting evidence in a *sound* way
- *effectively* evaluating the evidence in light of criteria
- *collaboratively* working with others to encourage *meaningful* discourse that deepens understanding of the importance of historical events

Lesson overview

In this lesson, students explore the strengths and weaknesses of an obituary and a biography, two important sources they will have drawn on to learn about the individual being researched. In doing so, they will understand that a commemoration must be concise enough to capture and hold the audience's attention, yet provide sufficient description of the subject to make it meaningful. Students then consider ways that they can refine their research notes to focus on the most important details by making sound inferences and by applying the criteria for a meaningful commemoration. At the end of this lesson, students return to their Thoughtbook to prepare a finalized set of notes sorted according to the 7 Sentence Story Structure.

Materials and preparation required

- Sample Obituary of a Canadian who Contributed to WWII
- Briefing Sheet: WWII Soldier Don Brown—Recognizing important details
- Activity Sheet: 7 Sentence Story Structure Summary
- Activity Sheet: Identifying Sound Inferences
- Activity Sheet: Summarizing Important Information for My Commemoration

Teaching Notes

Launch the learning

1. Invite students to revisit the purpose and key attributes of a commemoration:
 - honours or preserves the memory of a person or event;
 - tells us something important about that person or event; and
 - helps us understand how the person or event contributed to society or the community.
2. Share with students two examples of how the memory of an individual can be preserved: the fictional obituary found in the *Sample Obituary of a Canadian who Contributed to WWII* and the online biography about Canadian soldier Ray Jamieson (visit <https://www.junobeach.org/a-canadian-soldiers-story-ray-jamieson/>). Ask students which they would prefer to read as a commemoration: the obituary or the biography. Prompt students to complete the following statement: *I would prefer _____ (obituary or biography) as a commemoration because...* Encourage students to share why they chose one over the other. Student responses may include that they prefer:

- the obituary because it is short and to the point (concise), while the other is too long and people will not bother to read through all of it;
 - the biography because it describes more about the person while the obituary does not offer enough information.
3. Highlight for students that when they create their commemorations, they will want people to pay attention otherwise it fails to meet its purpose. In other words, it has to be concise but also describe enough about the person to make the commemoration meaningful. Connect these ideas back to the criteria for a meaningful commemoration.

Build important background knowledge

1. Provide students with Briefing sheet: *WWII Soldier Don Brown*, a series of biographical facts about a fictional person who contributed to WWII. Highlight the factual nature of this information; that it describes what is known with certainty about the individual and that this is the same type of information they have gathered and recorded in their Thoughtbook.
2. Ask students to consider how they might use these facts to create a meaningful commemoration that is both concise but also describes enough about the individual to grab and hold the audience's attention. As students share ideas, help them understand that they will need to focus on key pieces of information or connect several pieces of information to keep the commemoration relatively concise, as well as interesting and informative.
3. To help students learn how to do this, provide them with the Activity sheet: *7 Sentence Story Structure Summary*, which models how the factual details could be sorted within the elements of the 7 Sentence Story Structure.

Develop understanding of criteria for judgment

1. Provide students with the Activity sheet: *Identifying Sound Inferences*, that suggests how details could be made more concise using possible inferences. Inform students that a **sound** inference is one that:
 - goes beyond what is obvious;
 - is supported with several pieces of factual detail; and
 - fits with what we know and understand to be true.
2. Invite students to work with a partner and apply this criteria to the suggested inferences and choose the one they believe to be most sound. Once they have made their decisions, join two partner teams together to share and justify their selections with one another.

3. In a class discussion, review how team decisions were made, if there were any tough decisions they had to make, and the usefulness of making inferences to enhance their commemorations. Remind students that it is important that any inferences they make about their individual should be sound to ensure that no fictional details are introduced into their commemorations.
4. Ask students if and how making sound inferences would be different if the soldier being studied died during the war. Help students to understand that the only difference would be that their story and the inferences made would end at that point.

Introduce a thinking strategy

1. Provide students with the Activity sheet: *Selecting Important Information for My Commemoration*. Invite students to use this template to organize and make inferences about the information they have gathered and recorded about their individual.
2. Point out to students how this template contains two additional columns not in their Thoughtbooks; the first for recording important factual and inferred information and the second to help make a final decision about what information to keep for use in their commemoration to ensure it is meaningful.

Consolidation

1. Invite students to return to their Thoughtbooks to modify and/or extend their story ideas for their commemorations based on the information they have gathered in the Activity sheet: *Selecting Important Information for My Commemoration*.
2. Remind them that they are creating a meaningful *digital* commemoration in which they will use digital technology to strengthen their commemoration. Inform students that this is what they will be thinking about, and doing, in the next lesson.

Sample Obituary of a Canadian who Contributed to WWII

SMITH, Carter. WWII Veteran Royal Canadian Air Force. In joyful celebration of a life well lived. Peacefully at home, Carter Smith passed away in his 91st year on Monday, October 27. Left to mourn his passing are his wife, Katherine (O'Brian), with whom he shared over 50 years of marriage; his children: his son, Kevin; his daughter, Diana and son-in-law Richard; and his adored grandchildren, Michael, Keith, and Rosemary Richardson. Carter is also survived by his sister, Margaret (Leithwood). Predeceased by his parents, Frank and Alice Smith; and his brother, Robert. A well loved and respected husband, father, brother, grandfather, uncle, community leader and friend, Carter will be missed by many. Funeral services to be held at Westminster Abbey United Church, Saturday, November 1 at 3:00 p.m. Visitation at 2:00 p.m. until time of service. Interment: Woodworth Cemetery. If so desired, memorial donations to the Heart and Stroke Foundation of Saskatchewan. "I have fought a good fight, I have finished my course, I have kept the faith: Henceforth there is laid up for me a crown of righteousness, which the Lord, the righteous judge, shall give me at that day. " 2 Timothy 4:7,8A

Briefing Sheet: WWII Soldier Don Brown—Recognizing important details

- Born in Medicine Hat, Alberta, but moved at age three to Toronto, Ontario
- Mother was a seamstress, father was a travelling salesperson who was on the road many days of the year
- Had three siblings: one older brother and two younger sisters
- Mother and father divorced when Don was five years old
- Mother moved from Toronto to Vancouver, where she raised the four children on her own
- When Don was six, he made friends with Albert, who was the same age, but Albert moved away two years later and they lost touch
- Grade 2 teacher was Mrs. Simpson
- During July 1931, the family spent a week with friends in Gibson, British Columbia
- Don's Grade 8 teacher introduced him to radios
- During high school, Don's interest in radios grew and he joined the radio club
- During high school, Don met and dated Louise for two months
- In the final year of high school, Don met Dolores; they would date for several years before getting married and raising a family
- Don's favourite food as a teenager was a grilled cheese sandwich
- When the Depression hit, Don left school at the age of 16 and rode the rails in search of work
- The experience of having no money and no job would make Don cautious with his money for the rest of his life
- When WWII broke out, Don's talent with ham radios led to a job with the army, where he played a vital role monitoring for spies and assisting with battlefield communications
- During the Battle of Normandy, Don landed at Juno Beach and helped to ensure that timely communications were maintained between the landing force and headquarters in London
- After the war, Don and Dolores settled in Toronto, where Don managed to find work in broadcasting with the CBC
- In 1960, Don joined a new company started by Ted Rogers and would become an key executive in the Rogers company
- Don's love of the water, from when he lived in Vancouver, stayed with him throughout his life; once he could afford it, he purchased a sail boat
- Don was the founder and president of a sailing club in Toronto
- Don spent many hours and days taking neighbourhood children to the sailing club where he taught many of them to sail
- Dolores and Don's favourite restaurant was the Old Spaghetti Factory on the Esplanade in downtown Toronto
- They had three children of their own and eventually eight grandchildren
- Dolores passed away after 53 years of marriage
- Don died in 2011 at the age of 90 and is now buried in the Mount Pleasant cemetery beside Dolores.

Activity Sheet: 7 Sentence Story Structure Summary

7 Sentence Story Structure

In the beginning... Don Brown was

- born in Medicine Hat, Alberta but moved at age three to Toronto, Ontario
- his mother was a seamstress and his father was a travelling salesperson who was on the road many days of the year

A day in the life of... Don's

- mother and father divorced when he was five years old
- his mother moved from Toronto to Vancouver where she raised the 4 children on her own
- when Don was six, he made friends with Albert, who was the same age, but Albert moved away two years later and they lost touch
- Don's Grade 2 teacher was Mrs. Simpson
- during July 1931, the family spent a week with friends in Gibson, British Columbia

And then one day...

- Don's grade 8 teacher introduced him to ham radios
- during high school, Don's interest in radios grew and he joined the radio club
-

Because of this...

- in high school, Don met and dated Louise for two months
- in the final year of high school, Don met Dolores, whom he would date for several years before getting married and raising a family

Not only, but also...

- when the Depression hit, Don left school at the age of 16 and rode the rails in search of work
- the experience of having no money and no job would make Don cautious with his money for the rest of his life

Moment of truth...

- when war broke out, Don's talents with ham radios led to a job with the army where he played a vital role monitoring for spies and assisting with battlefield communications
- During the Battle of Normandy, Don landed at Juno Beach and helped to ensure that timely communications were maintained between the landing force and headquarters in London

Every since that day...

- Don and Dolores settled in Toronto where Don managed to find work in broadcasting with the CBC
- In 1960, Don joined a new company started by Ted Rogers and would become a key executive in

the Rogers company

- Don's love of the water from when he lived in Vancouver stayed with him throughout his life; once he could afford it, he purchased a sail boat
- Don was the founder and president of a sailing club in Toronto
- Don spent many hours and days taking neighbourhood children to the sailing club where he taught many of them to sail
- Dolores and Don's favourite restaurant was the Old Spaghetti Factory on the Esplanade in downtown Toronto
- They had three children of their own and eventually eight grandchildren
- Dolores passed away after 53 years of marriage.
- Don died in 2011 at the age of 90 and is now buried in the Mount Pleasant cemetery beside Dolores.

Activity Sheet: Identifying Sound Inferences

In this activity, the factual details describing a soldier's life are sorted into the 7 Sentence Story Structure. For each section, you will find some information about his life that can possibly be inferred (suggested) by some of the factual details. *Not all of these possible inferences are sound.* Choose the one that you think is the most sound using the criteria provided.

Factual Details	Possible Inferences (what the facts suggest)
Don Brown's Life	<p>Criteria for a sound inference:</p> <ul style="list-style-type: none"> • goes beyond what is obvious; • is supported with several pieces of factual detail; and • fits with what we know and understand to be true in the world
<p>In the beginning... Don Brown was</p> <ul style="list-style-type: none"> • born in Medicine Hat, Alberta but moved at age three to Toronto • his mother was a seamstress and his father was a travelling salesperson who was on the road many days of the year • Don had three siblings; one older brother and two younger sisters 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Don enjoyed moving when he was a child <input type="checkbox"/> Don's early experiences were shaped more by his mother than his father <input type="checkbox"/> The house Don grew up in was a very busy place
<p>A day in the life of... Don's</p> <ul style="list-style-type: none"> • mother and father divorced when he was five years old • his mother moved from Toronto to Vancouver, where she raised the four children on her own • when Don was six, he made friends with Albert, who was the same age, but Albert moved away two years later and they lost touch • Don's Grade 2 teacher was Mrs. Simpson • During July 1931, the family spent a week with friends in Gibson, British Columbia. 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Don went to school <input type="checkbox"/> Don made friends easily <input type="checkbox"/> Don's mother continued to play an important role in his life as he grew up

<p>And then one day...</p> <ul style="list-style-type: none"> • Don's Grade 8 teacher introduced him to ham radios • during high school, Don's interest in radios grew and he joined the radio club 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Telecommunications played an important role as Don entered his teen years <input type="checkbox"/> Don like his Grade 8 teacher <input type="checkbox"/> Don liked to join clubs so he could make more friends
<p>Because of this...</p> <ul style="list-style-type: none"> • in high school, Don met and dated Louise for two months • in the final year of high school, Don met Dolores, whom he would date for several years before getting married and raising a family • Don's favourite food as a teenager was a grilled cheese sandwich 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Don enjoyed dating <input type="checkbox"/> Don had simple tastes in terms of food <input type="checkbox"/> Dolores would play an important role in Don's life
<p>Not only, but also...</p> <ul style="list-style-type: none"> • when the Depression hit, Don left Vancouver at the age of 18 and rode the rails in search of work • the experience of having no money and no job would make Don cautious with his money for the rest of his life 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Great Depression had a lasting impact on Don <input type="checkbox"/> Don did not see Dolores for several months during the Depression <input type="checkbox"/> Don never liked to waste money
<p>Moment of truth...</p> <ul style="list-style-type: none"> • when WWII broke out, Don's talent with ham radios led to a job with the army, where he played a vital role monitoring for spies and assisting with battlefield communications • During the Battle of Normandy, Don landed at Juno Beach and helped to ensure that timely communications were maintained between the landing force and headquarters in London 	<p><i>Select the most sound inference:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> During the war years, Don's interest in ham radios was put to good use <input type="checkbox"/> Don's unique talents with radio communication led to him making an important contribution to the success of the Battle of Normandy <input type="checkbox"/> Don continued to have an interest in ham radios as an adult

Every since that day...

- Don and Dolores settled in Toronto, where Don managed to find work in broadcasting with the CBC
- In 1960, Don joined a new company started by Ted Rogers and would become a key executive in the Rogers company
- Don's love of the water, from when he lived in Vancouver, stayed with him throughout his life; once he could afford it, he purchased a sailboat
- Don was the founder and president of a sailing club in Toronto
- Don spent many hours and days taking neighbourhood children to the sailing club where he taught many of them to sail
- Dolores and Don's favourite restaurant was the Old Spaghetti Factory on the Esplanade in downtown Toronto
- They had three children of their own and eventually eight grandchildren
- Dolores passed away after 53 years of marriage
- Don died in 2011 at the age of 90 and is now buried in the Mount Pleasant cemetery beside Dolores.

Select the most sound inference:

- Neither the Great Depression nor WWII could break the bonds between Don and Dolores
- The experiences Don had in WWII contributed to his post-war life both at work and in his community
- Don liked living in Vancouver more than Toronto.

Activity Sheet: *Selecting the Most Important Details for My Commemoration*

Use this template to organize and make inferences about the information you have gathered and recorded about your individual. Remember to apply the criteria for a sound inference as you pull together details to help enhance your commemoration. Finally, use the criteria for a meaningful commemoration to help you select only the factual and inferred details that will make your commemoration meaningful.

Factual Details	Possible Inferences (what the facts suggest)	Most Important Factual Details and Inferences (select from columns 1 and 2)
About the life of _____	Criteria for a sound inference: <ul style="list-style-type: none"> • goes beyond what is obvious • is supported with several pieces of factual detail • fits with what we know and understand to be true in the world 	Criteria for meaningful commemorations: <ul style="list-style-type: none"> • Purposeful • Informative • Suitable • Respectful • Attention-grabbing
In the beginning...		
A day in the life of...		

And then one day...		
Because of this...		
Not only, but also...		

Moment of truth...		
Every since that day...		