

# Military Heritage Project

## Topic: Soldiers Return Home

### Sample Inquiry Questions:

- What might have been the experience of a “prairie boy” enlisting and serving in the Royal Canadian Air Force during the Second World War?
- What were the risks that the airmen faced every day as a member of the air force and bomber command specifically?
- What was Canada’s involvement in training men for the air war against Germany?

### Curriculum Connections:

Social Studies 6: Outcome DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Social Studies 8: Outcome PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians

Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian identity

### Cross-Curricular Connections:

Science 6: Outcome FL6.2 Investigate how the forces of thrust, drag, lift, and gravity act on living things and constructed devices that fly through the air. [SI]

ELA 6 Going the Distance– CR 6.2, CR6.5 (Create and Respond), CC6.5 (Compose and Create)

ELA 7 Heroes Gallery (Voices Through the Ages) – CR 7.2, CR7.5 (Create and Respond), CC7.5 (Compose and Create)

ELA 8 Heroic Ways (Adventures and Adventurers) – CR 8.2, CR8.5 (Create and Respond), CC8.5 (Compose and Create)

ELA 9 Doing the Right Thing – CR 9.2, CR9.5 (Create and Respond), CC9.5 (Compose and Create)

Arts Education 7: Outcome CP7.4 Investigate how dramatic character develops from role.

Arts Education 7: Outcomes CP7.5 Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation.

Arts Education 7: CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation.

### Resources Required:

- Computer/Tablet and internet access
- KWL chart HO #1
- Video Note Taking Guide HO #2
- Assessment Rubrics

### Online Resources:

<http://www.bombercommandmuseum.ca/index.html>

<http://www.junobeach.org/e/4/can-tac-air-bom-e.htm#null>

<http://www.canadianwings.com/history/waryears.php>

<http://airmuseum.ca/>

<http://www.bombercommandmuseum.ca/index.html>

<http://www.allstar.fiu.edu/aero/fltmidfly.htm>

<http://inventors.about.com/library/inventors/blairplanedynamics.htm>

**Purpose of the Lesson:**

The focus of this lesson is to help the students to learn about the challenges, risks, and dangers of being a pilot in Bomber Command, and also to learn about Canada's role in Bomber Command. A secondary part of this lesson includes a science component that deals with the principles of flight.

**Pedagogy:**

1. The lesson should start with the students completing the first two columns of a KWL chart (HO #1) about Canada's role with Bomber Command in the Second World War.
2. Once students have completed the first part of the KWL chart they are to watch the video resource entitled "Soldiers Return Home". While watching this video the students are to use the Video Note Taking Guide (HO #2) which has printed on it a series of questions that Mr. Reg Harrison will answer as he is being interviewed.
3. The next part of the lesson will focus on Bomber Command. In order to do this the students will be required to use the internet to research No. 6 Group Bomber Command. This can be accomplished with one of two handouts. Handout #3 could be given to the students and they could answer the questions using the link shown on the handout, or the students could use the following website:  
[http://www.bombercommandmuseum.ca/main\\_bombercommand.html](http://www.bombercommandmuseum.ca/main_bombercommand.html)  
Handout #4 gives a fairly brief and succinct look at Bomber Command and ends with a look at the squadrons that flew bomber missions and specifically Mr. Harrison's squadron.
4. An additional component of this lesson would be to have the students identify what makes aircraft fly. This optional part of the lesson requires the students to identify the four forces acting on an aircraft and to find out how airflow over the wings creates lift. This is accomplished using the links listed above. The students would create diagrams that show the forces and the principles of lift along with a brief explanation of these principles.
5. At the end of the lesson "Soldiers Return Home" have the students complete the final column of the KWL chart.

**Culminating Activities:**

1. For a culminating activity the students could engage in some creative writing with some artistic supporting diagrams/sketches. For this product the students will be required to create a "Royal Canadian Air Force Pilot's Flying Log Book". All flying airmen were required to maintain a log book of their experiences and their missions.

The student task is to record chronologically the incidents that Mr. Harrison describes in the interview. Though the dates aren't included his story is told in the order in which it happened. Description of the details of what happened is encouraged therefore the students are encouraged to embellish some of what Mr. Harrison has said to create a greater narrative/descriptive product. The students are encouraged to include some diagrams in the log book should they wish to do so. In order to see what a log book looks like a quick search of images on line will result in many images of both covers and the inside pages of such log books.

2. A variation on the log book would be to create a series of "letters home" to a friend describing Mr. Harrison's experiences. These letters would be addressed to a friend because descriptions of such dramatic experiences would be very traumatic for family members to receive. It would be important for students to understand this.
3. A second activity could be to create a scrapbook/collection of hand drawn, colour pictures of the bomber aircraft that Mr. Harrison trained on and flew. Accompanying each picture should be a fact sheet that includes the dimensions, markings, armaments, crew, and bomb load (for combat aircraft).

**Assessment and Evaluation:**

In order to evaluate student created logbooks and scrapbooks there is a rubric included. The Scrapbook/Logbook Journal Rubric can be used for this evaluation.

In order to evaluate the letters home the included Narrative Writing Rubric can be used.

If the teacher would like to create their own rubric there are the following free online rubric creation sites:

<http://rubistar.4teachers.org/>

<http://www.teach-nology.com/>

HO #1 "Soldiers Return Home"

Student Name: \_\_\_\_\_

What role did Bomber Command play in the Second World War?"

<u>KNOW</u>	<u>WANT TO KNOW</u>	<u>LEARNED</u>

**HO #2 "Soldiers Return Home"**

**Student Name:** \_\_\_\_\_

Answer the following questions while watching the video entitled "Soldiers Return Home".

What is the name of the veteran and what unit did he serve with?	
How long did he serve?	
When did he become interested in flying?	
How did he pay for his first flight?	
What was the name of the place where airmen took their training near Yorkton? What aircraft did the men train on there?	
What did a recruit need to pass to get into pre-service school?	
Why was the training plan (BCATP) carried out in Canada?	

<p>What does BAT in the BAT course stand for?</p>	
<p>Why were there so many collisions? What were the chances of survival?</p>	
<p>What caused his first crash?</p>	
<p>Describe what happened on the 13th trip.</p>	
<p>Describe what happened on the 17th trip (in a <i>Halifax</i> bomber)?</p>	
<p>Why were he and his crew sent to London?</p>	

What was the name of the new aircraft they started flying?	
What is FIDO and how does it help an aircraft land in fog?	
Why did only one wheel come down for the landing during another bomb run?	
What did the ground crew do to save Mr. Harrison once the plane came to a stop?	
How many missions did he fly? What did the officer give Mr. Harrison?	
When did they go back to Canada?	
Who was his buddy and what is the name of the buddy's fiancé?	
What happened to the buddy?	

Why did Mr. Harrison decide to visit Jean in Ottawa?	
How did this visit turn out?	
December 23, 1946 was a special day, what happened on that date?	
What was the result of the Dec. 23 event?	



**HO #3 "Soldiers Return Home"**

Student Name: \_\_\_\_\_

Answer the following questions using the included link.

<p>Why did the British Government establish Bomber Command? <a href="http://www.junobeach.org/e/4/can-tac-air-bom-e.htm#null">http://www.junobeach.org/e/4/can-tac-air-bom-e.htm#null</a></p>	
<p>Who started the bombing raids, when, and what was this battle called?</p>	
<p>Why were the early bombing raids conducted during the day? What was the problem with this?</p>	
<p>What were the first two types of the RAF and RCAF bombing aircraft used?</p>	
<p>How did the RAF/RCAF avoid enemy fighters?</p>	
<p>How did Germany protect itself from bomber raids?</p>	
<p>What new aircraft were introduced and what was different about them?</p>	

<p>What were the three factors that the success of a bombing mission rested upon?</p>	
<p>What were the ways in which aircraft were lost during the missions?</p>	
<p>What happened to a squadron when it suffered 5% or more losses on several occasions be assigned to do? Why?</p>	
<p>What Commonwealth countries did airmen come from to fly Bomber Command missions or work with ground crews?</p>	
<p>How many RCAF squadrons were formed with Bomber Command in Great Britain? Which was the first one and when was it formed?</p>	
<p>When were these squadrons brought together as 6 Group? Who was the commander?</p>	
<p>What types of operations did 6 Group take part in from its beginning?</p>	
<p>During the first 12 months how much did 6 Group grow, how many missions were flown, how many tons of bombs were dropped?</p>	

<p>Where and when were Squadrons #402, #424, and #425 assigned for Operation Husky? What was Operation Husky?</p>	
<p>What was unique about No. 425 Squadron?</p>	
<p>Find the data for the following (at the end of the Second World War) for 6 Group: number of missions, number of crews lost, ratio that didn't make it back as a percent, total number of men lost.</p>	

**HO #4**

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**Bomber Command**



Describe the purpose and goals of Bomber Command.

Describe the types of missions Bomber Command undertook.

Describe how the enemy reacted to the attacks by Bomber Command.

List the names of the aircraft that Bomber Command flew.

**HO #4**

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List the thirteen Squadrons of No. 6 Bomber Command by number and by name/symbol.



Iroquois Squadron #431

Summarize the history of Squadron #431. (Mr. R. Harrison's squadron)

Scrapbook/Logbook Journal Rubric

Student Name: \_\_\_\_\_

	4	3	2	1
<b>Scrapbook Presentation</b>	Neat, creative cover and neat entries – No mechanical errors	Neat cover and neat entries – 1-2 mechanical errors	Unorganized cover with hard to read entries - 3-4 mechanical errors	Sloppy and very hard to read – 5 or more mechanical errors
<b>Scrapbook Content</b>	All facts are accurate	Most facts are accurate	Not many facts or 3-5 inaccurate facts	Very few facts or more than 5 inaccurate facts
<b>Scrapbook Completeness</b>	Journal entries, pictures, dates, and cover are all complete	One part is missing	Two parts are missing	More than 2 parts are missing
<b>Photo Entries</b>	Photos look authentic and go along with the context of the entry	Photos look somewhat authentic and fit into the context of the entry	Photos are not well done and do not seem to fit with the entry	Photos are missing
<b>Length of Entries</b>	All entries are at least one page in length	Most entries are at least one full page in length	Many entries are not a full page in length	Many short entries
<b>On-task</b>	Was on task at all times during the project and contributed to project discussions	Was on task most of the time during the project and contributed to project discussions	Was off task a number of times and contributed very little to project discussions	Was off task most of the time and did not contribute to project discussions

Narrative Writing Rubric

Student Name: \_\_\_\_\_

	Focus	Content & Development	Organization	Style (Voice)	Conventions (grammar, punctuation, capitalization, mechanics)
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/ or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.	The use of grammar, mechanics, spelling, usage and sentence formation.
4	Main idea of narrative (tells a story) is clear and focused making sense from beginning to end. Writing has a purpose.	Several (4-5) relevant supporting details within paragraphs that tell the story or experience.	Logical order, or sequence of paragraphs; includes a beginning, (introduction), middle, and end (conclusion). Use of a variety of transition words (i.e. first, in addition to, next, then, finally, etc.).	Correct and varied word choice (vocabulary) and sentence variety help make meaning clear. Voice is natural and expressive engaging the audience. Point of view is consistent and convincing. Choices of phrases are fresh and original.	Strong use of conventions make writing meaningful and easy to read. Few or no errors.
3	Main idea of narrative (tells a story) is present but fuzzy at times.	Some supporting details within paragraphs. More information is needed to tell the story or experience.	Organization of paragraphs includes a beginning, (introduction), middle, and end (conclusion). Some transition words, but story order could be improved.	Some variety of vocabulary and sentence structure. Voice lacks some expression to engage the audience. Point of view is consistent.	Some mistakes in grammar, spelling or punctuation, but meaning is still clear.
2	Narrative (tells a story) has no clear main idea but some supporting details are present.	Ideas are not clear. More supporting details and personal experiences or knowledge are needed within paragraphs to tell the story.	Little organization of beginning (introduction), middle and end (conclusion) paragraphs. Ideas are not tied together. Writing lacks rhythm.	Limited variety of vocabulary and sentence structure lessens voice and interferes with point of view. Writing is not smooth. Limited awareness of audience.	Many errors in all areas of conventions. Errors get in the way of meaning.
1	Little or no attention paid to main idea of narrative (tells a story).	Information and personal experiences are limited and/ or repeated. More information is needed in paragraphs to tell the story.	Some ideas are mentioned. No clear direction and not enough attention to narrative (tells a story).	Needs awareness of audience. No variety of sentence structure or vocabulary. No personality or voice. Inconsistent point of view.	Many errors in word usage, mechanics, spelling, and sentence structure make meaning unclear to the audience.