

War and Canada 12: Grit, Grime, Gore and Grief

District Number/Name: SD#20 (Kootenay-Columbia)

Developed by: Trent Coombs

Date Developed: January, 2014

School Name: Stanley Humphries Secondary School

Principal's Name: Aaron McKenzie

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: War and Canada 12: Grit, Grime, Gore and Grief

Grade Level of Course: 12

Number of Course Credits: 4

Number of Instructional Hours: 120 in a blended learning model

Special Training, Facilities or Equipment Required: None

Course Synopsis:

This course will critically examine Canada's past, present and future role on the world stage through the lens of our national participation in wars and conflicts. Our involvement in the World Wars in addition to the Cold War and current conflicts will be assessed and examined in order to give students a greater sense of Canadian identity, history and social fabric. The contributions made by Canadians from various ethnic backgrounds will be analyzed in detail to give students an appreciation of the multiple perspectives and points of view that are contained within the Canadian populace. The concept of becoming an active and engaged Canadian citizen will be an integral component of student learning.

This course is designed to create lasting and engaging learning experiences within a student centered flexible educational framework. A key component of student learning experiences will be participation in organized seminars that incorporate personal interaction and connection to Canada's history through inviting local people into the learning environment. These local people who have experienced various aspects of war and conflict will be invited to share their experiences with the students. They include people who have been involved in WWII, the Korean War, Peacekeeping missions and the Afghan Conflict.

The build-up and background material for the seminars and course content will be delivered primarily through Edmodo and will incorporate other communication platforms such as Today's Meet, e-mail and texting.

Rationale:

The world we live in is becoming increasingly violent and conflict ridden. Unfortunately, this trend shows no signs of abating and we will likely be dealing with war and its aftermath within the foreseeable future as citizens of this globe. This course creates the forum where students will continue to learn in-depth information and explore their understanding of conflict and war. In addition, many senior Social Studies courses offered today are broad based in nature and provide minimal time for addressing local and regional historical issues. This course will incorporate local history in a wide range of areas and activities through analysis of local people's experiences both historically and currently with war. The goal of this inclusion will be to create connections within the student body to world events by starting locally and expanding to the world stage. The following points will act as overarching goals for student development during this course:

- Developing an understanding of their place in the world as a both a Canadian and global citizen.
- Students improving their skills at using substantive and disciplinary concepts within the Social Studies framework.
- Developing historical empathy
- Understanding the impacts that wars have had on Canadian Society.

Curriculum Organizers

War and Canada 12: Grit, Grime, Gore and Grief has five curriculum organizers that consist of a set of Prescribed Learning Outcomes that share a common focus. These organizers have been laid out in a manner that will help clarify and focus the course during its delivery. Throughout the course students will be introduced to specific substantive concepts related to Canada's experience with War. They will then work through the information and be guided in fine tuning the way they think about and evaluate historical information using the six disciplinary concepts of Social Studies.

The Skills and Processes of Social Studies

The Skills and Processes of Social Studies is a broad based organizer that will provide a focus for the course to build upon existing skills that apply across the curriculum. Students will continue to be guided in their use of Social Studies disciplinary and substantive concepts as they progress through the curriculum. The remaining curriculum organizers are based on interrelated themes that weave throughout 20th century Canadian history. These themes follow an overlapping chronological order that may provide useful in planning for instruction and course delivery.

Pulling the Trigger: Causes and Contributing Factors to Conflict

This section of the course introduces students to the many different factors that can lead to wars and conflicts. The broad substantive concepts of human nature and environmental causes of war will be examined in detail.

Tested Mettle - Canada and 20th Century Wars.

Canada and Canadians have contributed to and been part of numerous wars and conflicts throughout the 20th century and continuing to present day. This segment of the course will examine in detail the specific military role Canada has played in international conflicts throughout the world.

Canadian Society at War and the Impact of War on Canadian Society

The Canadians who have actively participated in conflict come from a wide cross section of Canadian Society. This area of the course will delve into the experiences of these diverse groups including First Nations, Metis, women, immigrants and the mainstream French and English segments of Canadian Society. Students will evaluate the contributions made by veterans of various conflicts and how their wartime experiences have influenced the social fabric of the country.

The Way Forward - Peace or Pain - Future Predictions

While learning about this curriculum organizer students will use their knowledge from previous sections to help focus on what the future may hold for Canadians and the world in regards to future conflicts. A detailed examination of indigenous and environmental issues will be the cornerstone of this analysis.

Curriculum Organizer: Skills and Processes of Social Studies

It is expected students will:

- Analyze primary and secondary sources (historical evidence) with reference to
 - reliability
 - bias and point of view
 - corroborating and conflicting evidence

- Apply critical thinking skills including
 - questioning
 - comparing
 - summarizing
 - drawing conclusions
 - defending a position

- Demonstrate effective research skills including
 - accessing information
 - assessing information
 - collecting data
 - evaluating data
 - organizing information
 - presenting information
 - citing sources

- Use the inquiry process to:
 - ask questions
 - gather, interpret and analyze ideas
 - communicate findings and decisions

Curriculum Organizer: Pulling the Trigger; Causes of War and Conflict

It is expected that students will:

- Analyze elements and characteristics that contribute to the identity of civilizations including conflict, war and conquest.
- Explain how climate affects human activity.
- Describe the role that human psychology plays in causing conflict.
- Analyze factors that contribute to revolution and conflict.
- Describe the contributing stressors that lead to conflict including those that are related to the environment, technology, population and resources.

Curriculum Organizer: Tested Mettle - Canada and 20th century wars.

It is expected students will:

- Analyze primary and secondary sources (historical evidence) with reference to
 - reliability
 - bias and point of view
 - corroborating and conflicting evidence
- Assess Canada's role in WWI and the war's impact on Canada.
- Assess Canada's role in WWII and the war's impact on Canada.
- Assess Canada's participation in world affairs with reference to: Human Rights, United Nations, Cold War, and modern conflicts.
- Explain the significance of key developments in WWII including: military battles and campaigns, total war, technological advances.
- Explain the significance of Cold War conflicts including Canada's response.
- Understand the concepts and terminology of Social Justice such as: Human Rights, oppression and peace.

Curriculum Organizer: Canadian Society at War and Impacts of War on Canadian Society

It is expected that students will:

- Analyze the impact of the following on Canadian Society.
 - The Canadian Charter of Rights and Freedoms.
 - Human Rights Legislation
- Describe challenges during the 20th century that led to the emergence of contemporary Aboriginal leadership including reference to.
 - Aboriginal Veterans
 - Metis
 - Aboriginal leaders and organizations.
- Demonstrate historical empathy
- Assess significant historical events in relation to social, political, technological, cultural and geographic factors.

Curriculum Organizer: The Way forward - Peace or Pain - Future Predictions

It is expected students will:

- Analyze contemporary legislation policies and events affecting self-determination of Aboriginal peoples.
- Explain how climate affects human activity in relation to conflict.
- Assess the environmental impact of human activities including: energy production, agriculture and water consumption.
- Make reasoned ethical judgments about controversial actions in the past and present after considering the context and standard of right and wrong.

Organizational Structure:

Unit/Topic	Title	Time
1	Why we fight; the causes of wars and conflict	20 hours
2	The bloodiest and most violent 100 years in the history of the world (1900-2000)	20 hours
3	World War I (Canada's Role in the War). Main focus will be the 54 th Kootenay Battalion's Wartime activities	20 hours
4	World War II (Canada's Role in the War).	20 hours
5	1945 to present day (Cold War, Peacekeeping, Power Balances)	20 hours
6	The future? Pain or Peace? Will the world become more violent? Potential causes of future conflicts.	20 hours
	Total Hours	120

Instructional Components:

The following is a compilation of instructional strategies and activities that will be used in the delivery of this course:

Differentiated instruction

Guided and shared - reading, listening, viewing and thinking.

Reflective Discussion

Lecture

Guest Speakers

Writing to Inform

Field Trips

Computer/Technology Assisted instruction

Peer/Partner Learning

Group Activities

Comparing multiple perspectives on a historical event

Analyzing causes and consequences of selected historical actions

Materials and activities chosen to provoke the exploration of visual literacy

In addition students will have the opportunity to learn through activities that include the following teacher guided and self-directed instructional strategies: experiential learning, inquiry-based learning, project-based learning, case method analysis, problem based learning, and interdisciplinary learning.

Assessment Components:

Assessment will be based on student demonstration of learning directly correlated to the Prescribed Learning Outcomes. Students will have the opportunity to demonstrate their learning through a variety of assessment methods. Students will design, implement and be guided through a wide range of formative assessments with built in descriptive feedback loops before they undertake any summative assessment activities. The feedback loops linked into the formative assessments are designed to give the student a clear picture of where they are at in regards to knowledge and skill acquisition, to prepare them for the summative assessment and to give the teacher a sense of what instructional activity needs to come next in the learning process.

The following is a compilation of assessment strategies and activities that could be used to assess student's abilities to meet the Prescribed Learning Outcomes:

Self- assessment
Peer-assessment
Research presentations
Media analysis
Map creation and analysis
Case study
Tests/quizzes that include oral, visual and written components
Discussion
Debate
Rubrics
Research projects
Issue inquiry
Written response
Student-teacher conferences
Worksheets
Checklists
Posters, collages, models, web sites

These assessment tools and techniques will be used to gauge where the student's learning is at and provide the basis for further learning and assessment activities.

Learning Resources:

Learning resources include: various web based resources, first person accounts and narratives, textbooks, historical non-fiction, video games, board games, movies and videos.

Movies that may be used as instructional tools include the following:

Paschendale: tells the story of one of Canada's WWI battles from the personal perspectives of two Canadians who were involved in it.

Gallipoli: tells the story of several young Australian men in WWI.

Enemy at the Gates: The story of Vasily Zaytsev a Soviet sniper during the battle of Stalingrad.

Schindler's List: The story of Oscar Schindler who saved hundreds of Jewish people from the Holocaust.

Saving Private Ryan: A movie that describes the Allied landings in Normandy and the fighting in the bocage country in great detail and accuracy.

Band of Brothers: The story of a group of American paratroopers in WWII.

Shake Hands with the Devil: Romeo Dallaire and the UN failure in the Rwandan Genocide.

Other

Deadliest Warrior: a reality tv program that analyzes historical combatants.

Additional Information:

Guest Speakers

Local branches of organizations such as the Royal Canadian Legion and the 44 Field Engineer Squadron can be approached to provide potential guest speakers for the course. Within the ranks of these organizations there are veterans of the Second World War, Cold War, Peacekeeping Missions and the ongoing conflict in Afghanistan. Students will have the opportunity to learn firsthand from people who have experienced and participated in Canadian History.

Field trips

Field trips will provide students with experiential learning opportunities during the delivery of the course. Potential field trip sites could include memorial centres and sites, museums, armouries, and so on.