

## LESSON #1 - CAUSES OF THE WAR

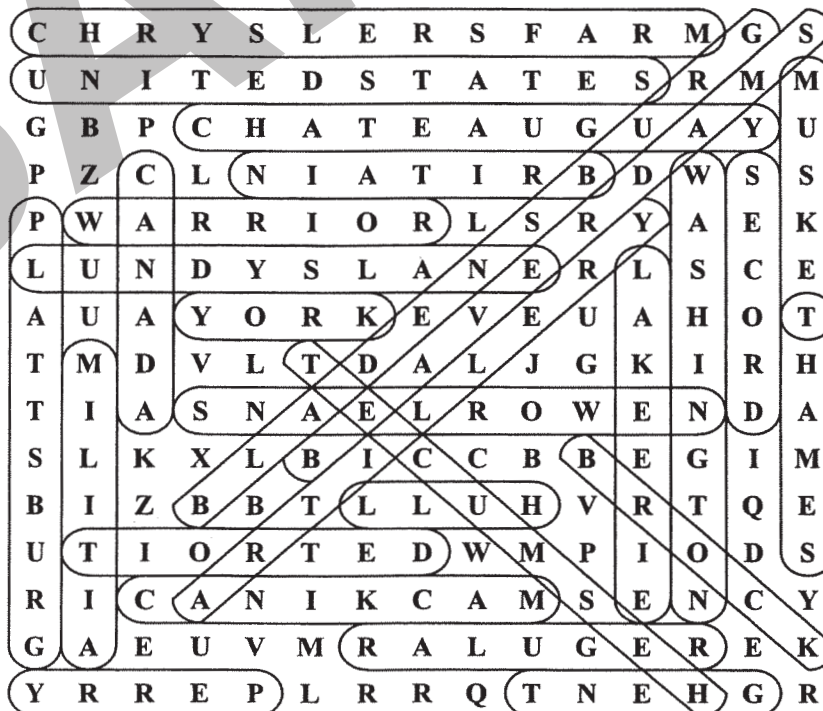
### Student Objectives and Activities

- This lesson is designed to introduce students to the unit and provide students with a brief overview of some of the causes of the war. Students copy notes from an overhead projector on the heading, "Causes Of The War", and complete a wordsearch activity.

### Suggested Teaching Strategies

- Begin the unit by presenting students with the following scenario:  
In the 1800's, Canada was involved in a war with the United States. Canada was invaded by the United States Army and ended up losing the war. Today, Canada is one of the "states" in the United States Of America.
- Ask students to imagine how life would be different. What would our politics be like? Would we have different heroes? Would we watch the same television programs as today? Would we play the same sports as we do today? Students brainstorm a list, which is written on the blackboard, of all the things that might be different if Canada did not exist as a country.
- Commence with the pages of student notes which are designed to be copied onto overhead transparencies. Students copy the notes into their binders or notebooks. This gives them informational material necessary to complete assignments and for studying purposes.
- Stress that many of the citizens of Upper Canada were not hostile to the Americans mainly as they had recently arrived from the United States.
- After the notes have been completed, hand out copies of the wordsearch assignment entitled "War Of 1812 Wordsearch". (The educational value of the assignment is somewhat suspect but does introduce students to some of the vocabulary they will experience and it provides a more "upbeat" activity with which to kick off the unit.)

### Solution



# WAR OF 1812 WORDSEARCH

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

C H R Y S L E R S F A R M G S  
 U N I T E D S T A T E S R M M  
 G B P C H A T E A U G U A Y U  
 P Z C L N I A T I R B D W S S  
 P W A R R I O R L S R Y A E K  
 L U N D Y S L A N E R L S C E  
 A U A Y O R K E V E U A H O T  
 T M D V L T D A L J G K I R H  
 T I A S N A E L R O W E N D A  
 S L K X L B I C C B B E G I M  
 B I Z B B T L L U H V R T Q E  
 U T I O R T E D W M P I O D S  
 R I C A N I K C A M S E N C Y  
 G A E U V M R A L U G E R E K  
 Y R R E P L R R Q T N E H G R

## War Of 1812 Words

Britain

Tecumseh

Washington

Warrior

Canada

Perry

York

Artillery

United States

Hull

Militia

Musket

Brock

Secord

Regular

Ghent

## War Of 1812 Battles

Michilimackinac

Lake Erie

Lundy's Lane

Detroit

Thames

Bladensburg

Queenston Heights

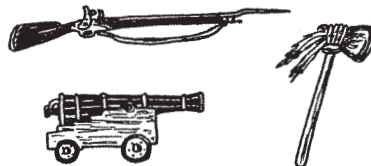
Chateaugay

Plattsburg

Beaver Dams

Chryslers Farm

New Orleans



## LESSON #2 - A MERE MATTER OF MARCHING

### Student Objectives and Activities

- Students learn about events at the beginning of the war and the American's first attempt at invasion. Overhead notes on the events are completed.
- Students create a "Recruiting Poster" designed to entice men to join either the U.S. army or Brock's Militia forces in Canada.

### Suggested Teaching Strategies

- Introduce the lesson by asking students to try to guess how messages (specifically orders for the army) would be sent in 1812. Since there were no telephones or radios, most information was sent by mail, which often took weeks to arrive. Making the communication problem even more of an issue was the fact that in 1812, much of Canada and the United States was wilderness and very difficult to travel through. These critical factors would combine to help defeat the American invasion before it even got started. General Hull's orders from Washington, explaining that war had been declared, were lost in the mail. The British and Canadian defenders knew that war had been declared before the invaders did.
- Students complete the notes on the topic "A Mere Matter Of Marching". Stress how overconfidence, weak leadership, poor communication and a deathly fear of the Native warriors, all led to the early defeats of the Americans at Michilimackinac and Detroit.
- After the notes, students create a poster suitable for recruiting soldiers. Students can choose to target U.S. citizens to join the U.S. forces, citizens of Canada to join the Militia or even Native people to become one of Tecumseh's warriors.
- Show the student example given on the following page to help students gain ideas.
- Students should be encouraged to come up with a "catchy slogan" that will encourage and entice prospective soldiers. As well, lettering should be bold, large and easily read.
- Teachers may choose to have students complete a rough copy of their poster on scrap paper before drawing and colouring the final draft.

We must protect our



ATTENTION ALL CANADIAN MEN!

THE **AMERICANS** ARE  
**COMING!**

We must protect our



WOMEN and CHILDREN

From harm!

Enlist with Brock's Militia Forces!



- On the worksheet provided, students re-write the poem in their best handwriting. (Teachers may enlarge the worksheet so it is on 11" x 17" paper)
- An alternative would be to have students make their own lines, using light pencil, on a large sheet of manilla tag or art paper. Once students have re-written the poem in their best handwriting, the lines can be erased thus improving the appearance of the presentation.
- Stress that students should take their time with this assignment as only work of the highest standards will be acceptable.
- Students may wish to complete the assignment by adding a suitable border or other artwork to the final product.

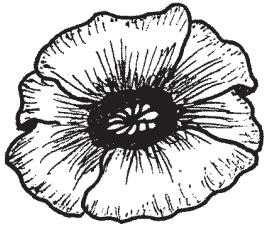
**\*\*\* Note \*\*\***

The use of gas during World War I (by both sides) provides an interesting topic for discussion. Should nations have a "code of conduct" or "rules" for war as outlined by the Geneva Convention of 1929? Should chemical weapons (nerve gas) or biological weapons be banned. How should prisoners be treated? What happens if a country breaks the treaty?

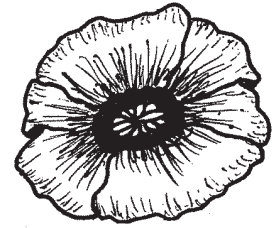
**\*\*\* Note \*\*\***

An interesting sidebar occurred in 1916, when a veteran who had served with John McCrae, returned from Europe to resume teaching at medical school at the University of Manitoba. Upon hearing William Boyd read "In Flanders Fields", the entire class immediately decided to quit medical school and volunteer as stretcher bearers.





## In Flanders Fields



In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

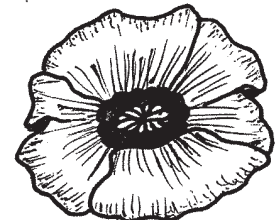
We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved, and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe;  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow

In Flanders fields



John McCrae

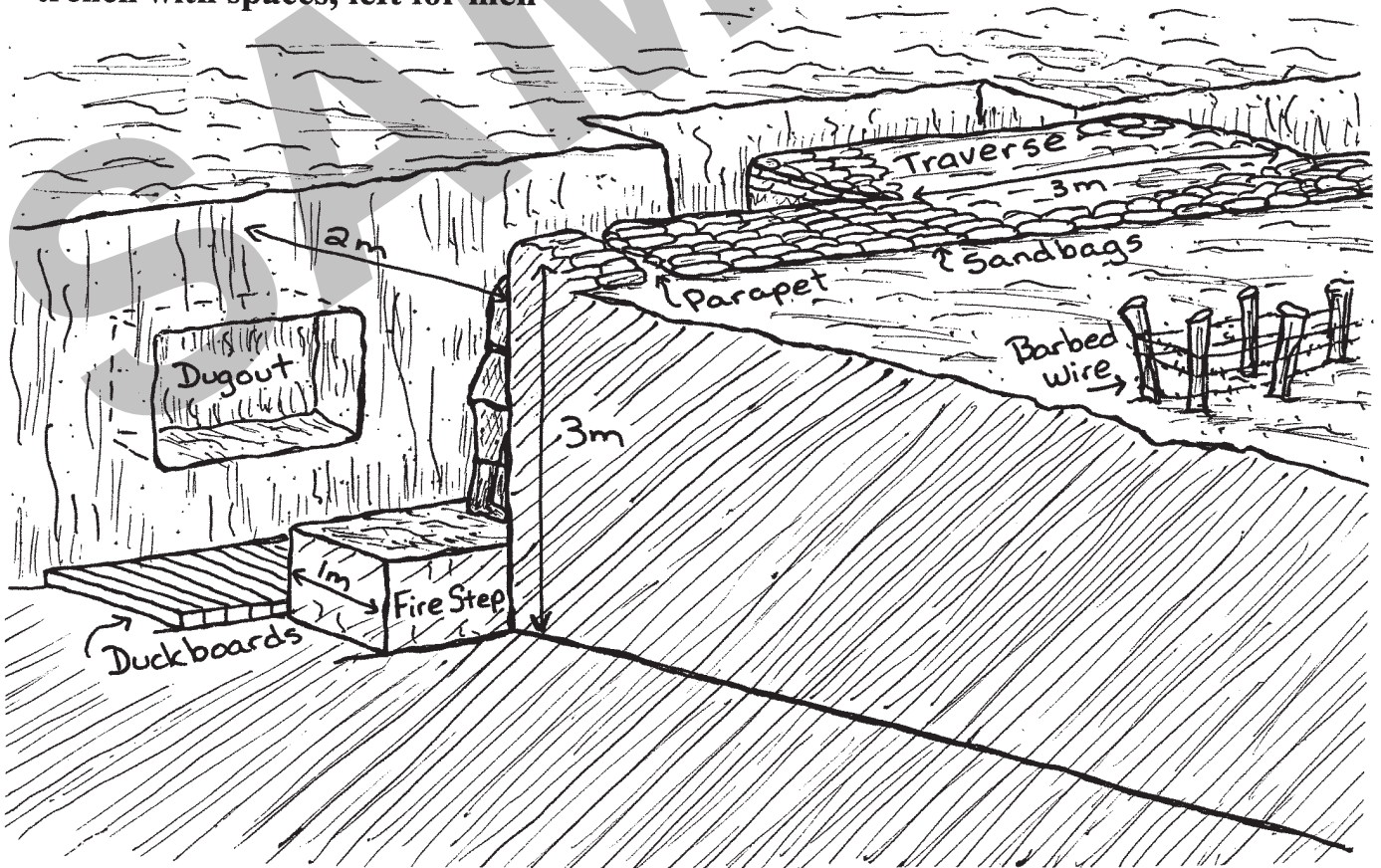


## MUD, RATS AND DEATH

When news of the war in Europe reached Canada, men signed up by the thousands. To the eager men, it seemed like enlisting was “the thing to do” and all of them wanted to get into the fighting before the war was over. However, by the time that the Canadian troops had arrived in France, there were two deadly lines of trenches facing each other that ran from Switzerland to the English Channel.

A typical trench was usually about 2 to 3 meters deep and about 2 meters wide. They contained barriers called “traverses”, which prevented an enemy from capturing part of the trench and shooting down its length. Sandbags ran along the top of the trench with spaces, left for men

standing on the “firestep”, to shoot from. Usually, two more sets of parallel trenches were also built behind the front line trench. These support trenches were to be used as a “fall-back” trench in case the front line trench was taken by the enemy. They were also used for storing supplies. With tangles of razor-sharp barbed wire placed in front, heavy artillery in the rear and machine guns spaced along its length, a trench was extremely difficult to attack. The men slept and ate in small rooms and spaces called dugouts. These hollowed out places were usually dug behind and under the trenches to protect the men from artillery fire which rained down constantly.



## LESSON #3 - BATTLE OF THE SOMME

### Student Objectives and Activities

- Students listen to a song, "*The Recruiting Sergeant*", words and music by Bob Hallett , performed by Great Big Sea. Use it as a basis for a discussion on whether students would enlist today if Canada became involved in a similar war overseas.
- Students complete notes about the "Battle Of The Somme" and the tragedy of the First Newfoundland Regiment that was virtually wiped out at Beaumont-Hamel, during the early part of the battle.

### Suggested Teaching Strategies

- Begin the lesson by playing a CD or cassette of the song "*The Recruiting Sergeant*". The song is available on the album "Play" by the band, Great Big Sea. A student might have a copy of the CD depending on their musical tastes. The lyrics have been included in case teachers are unable to obtain a recording of the song, but having students listen to the musical version is much preferred. The support of Bob Hallett (the writer of the song) as well as the band Great Big Sea for giving permission to use the song in this unit is gratefully acknowledged.
- Hand out the worksheet, "**The Recruiting Sergeant**", which helps students to appreciate the song and its meaning.
- Go over student answers as a class. Try to initiate discussion on the final question of the worksheet - "Would you enlist if Canada became involved in an overseas war today?"

### \*\*\* Note \*\*\*

At this stage, it might be useful to point out that the large majority of Canadian soldiers who fought with the Canadian Expeditionary Force in World War I, were volunteers who enlisted of their own accord. Many men joined because "it was the thing to do" and most were eager to get to the fighting before the war was all over.

- After the worksheet, students complete the notes on "The Battle Of The Somme".
- Students can also reflect on and discuss the impact that the slaughter of almost the entire Newfoundland Regiment might have had on the thinly populated colony (total population 250,000). Ask students to think about the immediate effect on the people of Newfoundland, as well as what effects the disaster might have had on the future of the island.

### **Answers**

1. A Recruiting Sergeant visits cities and towns trying to get young men to enlist (join the army).
2. Answers will vary.
3. The cotton "wraps" around the men's ankles were blue.
4. Answers will vary.
5. Recruiting more soldiers would be difficult. After the war there might be a shortage of workers.
6. Answers will vary.

### \*\*\* Note \*\*\*

Of interest is the fact that the infantry soldiers of World War I walked - not ran - into battle. This was because soldiers "going over the top" carried two sandbags, a rifle, a helmet, two grenades, a shovel and 120 rounds of ammunition, weighing about 60 pounds (25 kilograms). Having students carry a 25 kilogram bag of water softener salt or a large bag of flour will effectively demonstrate this weight.



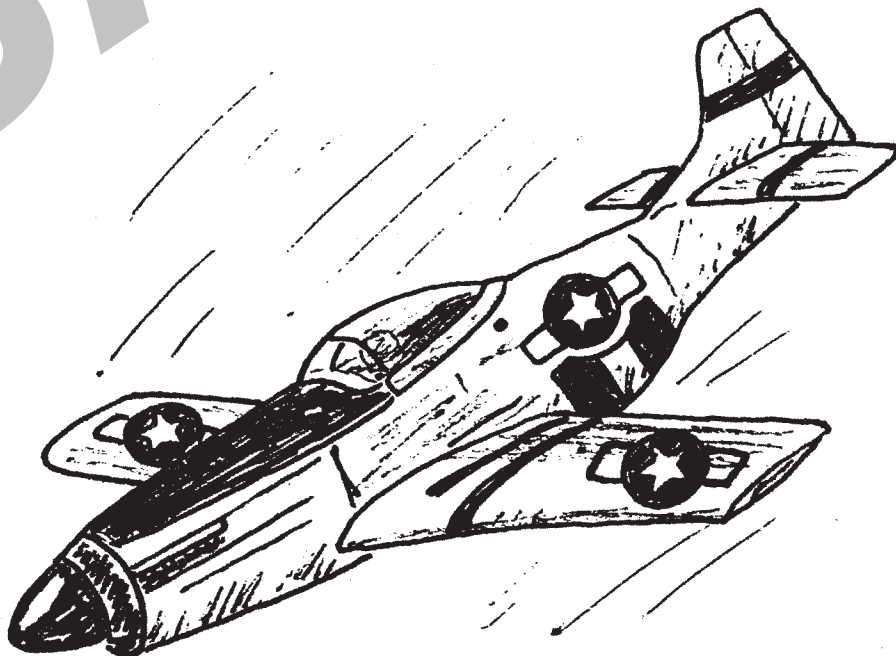
## LESSON #6 - AIR WAR / U-BOAT WAR

### Student Objectives and Activities

- In this lesson, students learn about the Battle Of The Atlantic (U-Boat War) as well as the Air War over Europe then complete notes on the subjects.
- Students complete a worksheet, “**Weapons of World War II**”, and answer related questions.

### Suggested Teaching Strategies

- Introduce the lesson by asking students the following question:
  - Q. What was the longest battle of the World War II?
  - A. The Battle Of The Atlantic (1939-1945)
- Start with the overhead notes on the U-Boat War and the notes on the Air War.
- Stress Canada’s huge contribution by sending ships full of war supplies, food and other necessities to help keep Britain from starving during, the early part of the war. Explain the dangers faced by Canadian sailors protecting the convoys as well as the Canadian merchant seamen working on the mostly unarmed convoy ships.
- Then, point out Canada’s contribution to the Air War. Canada became the most important training center for Allied pilots of all nationalities, in addition to supplying planes and aircrews to wage the Air War over occupied Europe.
- Finally, hand out the student worksheet entitled, “**Weapons Of World War II**”. Students read the information and answer related questions. Students finishing early may choose to colour the diagrams on the information pages.
- Also stress that students should answer questions in full sentences, where possible.

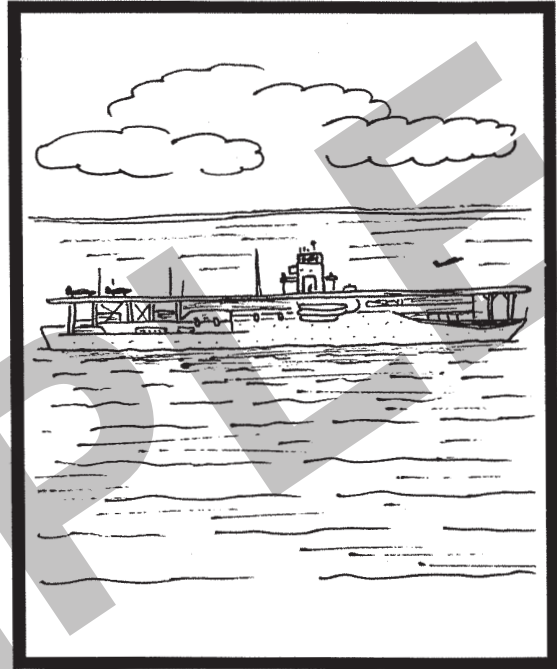


## WEAPONS OF WORLD WAR II

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

### Akagi Aircraft Carrier (Japan)

The surprise attack on Pearl Harbour by planes launched from Japanese aircraft carriers, such as the Akagi, forever changed the way naval battles at sea would be fought. The Akagi was originally built as a cruiser but was converted into an aircraft carrier in 1934. It carried over fifty planes. These included torpedo bombers for sinking enemy ships, fighter planes (Zeros) to protect the carrier, and reconnaissance planes for finding and observing the enemy. Almost overnight, battleships had become out-of-date as carriers dominated the oceans. Now, surface ships did not even have to come within sight of each other for major battles to be fought.



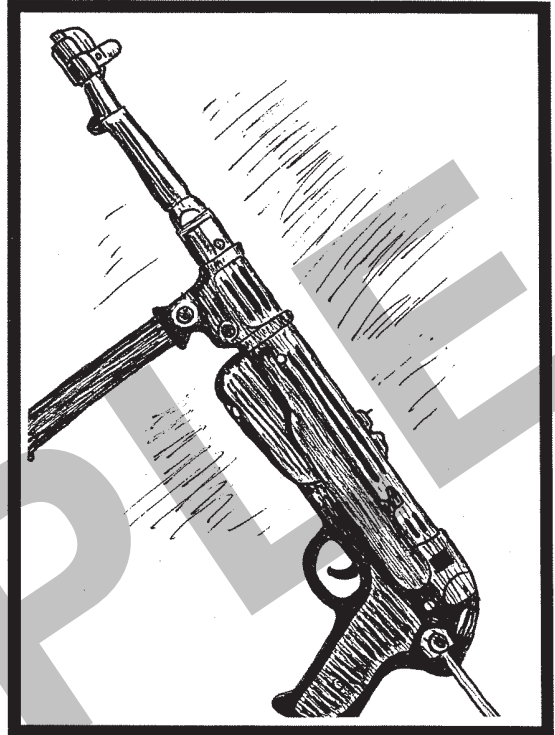
### T-34 Tank (Russia)

The Russian-built T-34 was the best tank of World War II. It was able to travel at 50km/h and its 76mm gun packed a powerful punch. (The size of gun is determined by measuring the inside diameter of the gun barrel.) However, what made the T-34 so effective was its armour. Steel, 50mm thick, protected the tank crew of four from German shells. Even more important was the sloped surface armour design of the T-34, which caused many German tank shells to simply bounce off without doing any damage. The sloped armour also gave the T-34 a low profile which made it a more difficult target to hit. The T-34 played a large part in helping to beat back the German invasion of Russia.



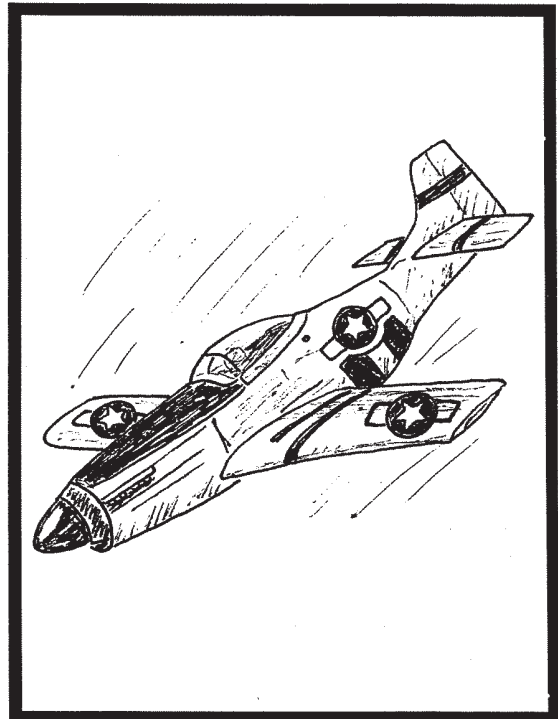
### Schmeisser MP-40 Submachine Gun (Germany)

Although tanks and airplanes changed the way in which battles were fought in World War II, the infantry soldier still played a major role. One of the weapons used by German ground soldiers was the Schmeisser Submachine Gun. This light machine gun was effective in the highly mobile warfare typical of World War II. It was not heavy and was easy to carry. The 9 mm bullets could be fired one at a time, in short bursts or in full rapid fire mode at 8 bullets per second. The clip held 32 rounds of ammunition and could be quickly replaced when it became empty. The sub-machine gun was especially effective when fighting in close quarters such as in house-to-housefighting within a city or town.



### P-51 Mustang (United States)

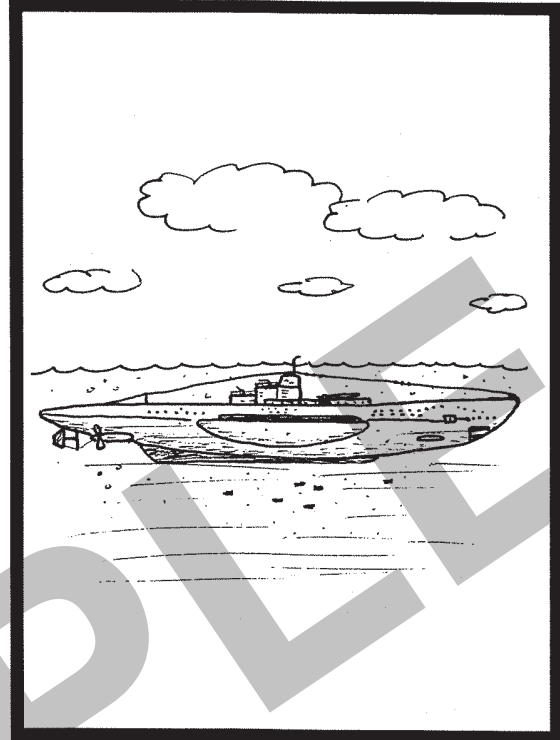
During 1942 and 1943, the Allies tried to bomb German industry to slow down war production. The main problem was that the bombing missions were so far away, that Allied fighter planes were unable to fly with the bombers and protect them over Germany. The P-51 Mustang changed this. This new fighter plane was introduced in 1944 and designed as a long-range fighter. It carried special fuel tanks that could be dropped once they were empty and its efficient engine allowed it to fly all the way to Germany and back. It carried 4 heavy machine guns in its wings as well as two 20mm cannons that allowed it to defend the tightly-packed formations of bombers. No longer would the bombers be at the mercy of German fighter planes on their raid over occupied Europe.



### U-Boat (Germany)

The most important weapon used by the Germans in the Battle Of The Atlantic was the U-Boat. The main purpose of these submarines was to sneak up on Allied merchant ships and torpedo them, before they could reach Britain with their valuable war supplies and food. It was thought that if enough ships were sunk, Britain could be starved out of the war.

U-Boats usually travelled on the ocean's surface (speed 17 knots) using diesel engines. When a convoy of ships was spotted the U-Boats submerged and used electric engines to get closer. U-Boats could remain underwater for about 12 hours in depths of up to 200m. Living conditions for the crew of 42 were squalid in the cramped submarines, which would often remain at sea for months.



### Lancaster Bomber (Canada)

The Lancaster heavy bomber was the workhorse of the British Bomber Command. Four powerful engines enabled the Lancaster to carry 10,000 kilograms of bombs a distance of up to 2,500 kilometers - deep over Germany. A crew of six (pilot, co-pilot, navigator, tail gunner, bomb aimer, radio operator) operated the ten machine guns that protected the bomber against German fighter planes. Many of these crews were made up of Canadians. Lancaster's flew mostly on night missions targeting German military targets. American bombers flew during the day, which strained the German Luftwaffe (air force) planes trying to stop the bombs from falling on German cities. The bombing raids increased in size as the war went on and were important in helping to slow German war production.

