

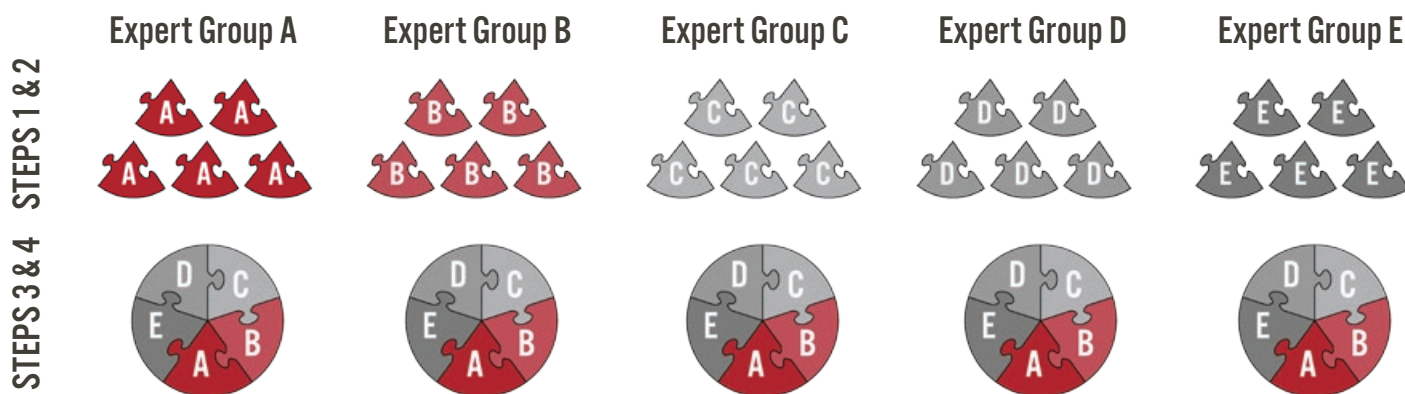
# Introduction

Being a historian is a little bit like being a detective. You and your crack team of historical detectives are going to put together the evidence of the past to find out what happened in the First and Second World Wars. The evidence is the images, quotations, statistics, and information included in this exhibit.



## What is a Jigsaw?

1. Start in your expert group (eg. Group A).
2. Examine the evidence and decide on your answer(s) with your expert group.
3. Jigsaw into a new group with one person from each of the expert groups (A, B, C, D and E).
4. Explain your conclusions to the new group and listen and record while others explain their learning.



## What's the Big Idea?

At the end of all the learning, you will try to answer this question based on what you've learned.

## What will you do?

## What is your responsibility to future generations?

## What is Historical Thinking?

The historical thinking concepts are ways that historians think about the past. There are six concepts that can guide your thinking as a historian. You will learn more about each one in your expert groups.

- **Historical Significance**
- **Cause and Consequence**
- **The Ethical Dimension**
- **Primary Source Evidence**
- **Change and Continuity**
- **Historical Perspectives**



	PANELS ASSIGNED & <i>Historical Thinking Concept</i>	Question	Brief Answer and Best Evidence
EXPERT GROUP A	<b>1: CANADA IN THE FIRST WORLD WAR, 1914-1918</b>  <i>Historical Significance</i>	Was the First World War significant for Canadians?	
	<b>2: THE CANADIAN VICTORY AT VIMY RIDGE, 9-12 APRIL 1917</b>  <i>Historical Significance</i>	Was Vimy Ridge a significant battle?	
EXPERT GROUP B	<b>3: COMING HOME: DEMOBILIZING CANADA'S FIRST WORLD WAR VETERANS</b>  <i>Cause and Consequence</i>	What were the consequences of war for veterans?	
	<b>4: THE VIMY MEMORIAL AND PILGRIMAGE</b>  <i>The Ethical Dimension</i>	Did the Canadian government make the right choice in putting up one big memorial at Vimy?	
EXPERT GROUP C	<b>5: A NEW WAR</b>  <i>Primary Source Evidence</i>	What techniques were used to recruit Canadians to join the war effort?	
	<b>6: CANADA AND THE SECOND WORLD WAR, 1939-1945</b>  <i>Change and Continuity</i>	What has changed and what has remained the same from one war to the next?	
EXPERT GROUP D	<b>7: THE CANADIAN D-DAY LANDINGS ON JUNO BEACH AND THE NORMANDY CAMPAIGN</b>  <i>Historical Perspectives</i>	What was it like to be there?	
	<b>8: CALLED TO SERVE AGAIN</b>  <i>The Ethical Dimension</i>	How should these three men be remembered?	
EXPERT GROUP E	<b>9: COMMEMORATION DURING THE SECOND WORLD WAR</b>  <i>The Ethical Dimension</i>	Why did Canadians go back to Vimy and Juno before the end of the Second World War?	
	<b>10: THE JUNO BEACH CENTRE</b>  <i>The Ethical Dimension</i>	What makes a good memorial?	

# A1: Canada in the First World War, 1914–1918

What information presented suggests that the First World War was a significant historical event for Canadians?

## Historical Significance

Historical Significance asks us to consider what we should learn about the past:

- Whose stories are important to tell?
- What makes them important?
- Why should we tell them?

Historians use many criteria to decide which stories to tell. You can consider some of them here as you become the historian.

### Relevance to today

Does it still affect us today?

### Reveals the past

What do we learn about the lives of Canadians at the time from these images?

### Historical Significance: First World War

In each circle, describe the evidence from the exhibit that helps you to answer the question

### Resulted in change

How many people affected?  
How deeply were people affected?

### Relevant to a Question or Story

Why should we remember it? How do we remember it?

---

## A2: Vimy Ridge

What information presented suggests that Vimy Ridge was a significant historical event for Canadians?



# B3. Coming Home

What were the consequences of war for the veterans?

## Cause and Consequence

Historians study the many causes and many consequences of historical events. Historical consequences can be:

- Positive or negative
- Intended or unintended
- Short term or long term

In DeGear’s quotation below, circle or highlight what he felt were the consequences of the war for himself.

Write a prediction about what might happen when he returns to Canada

*“I have been thinking hard lately what I will do when I get back and wonder if I will be able to get work soon after I arrive...I cannot really believe that we are all going home & it seems as if I have done nothing else but soldier all my life.”*

- Gordon Alexander DeGear, Canadian Field Artillery, letter to his mother, 18 November 1918

Jot down the text or images in the panel that show you the consequences of the First World War for the returning veterans and Canadian society.

Short Term Consequences  
Effects are felt immediately after or within a year or two

Long Term Consequences  
Effects are long lasting, even until the present day

# B4. Vimy Memorial

Read the panel. Do you think the Canadian government made the right choice in making one large national monument at Vimy? What evidence supports your view?

In the special committee of the House of Commons in 1920, General Sir Arthur Currie testified about the suitability of each of the 8 sites for memorials dedicated to the memory of Canadians who served. Here is some of his testimony:

## The Ethical Dimension

When we consider the ethical dimension of history, we must decide how to remember the past. We can honour and remember the past in many ways, such as:

- Building monuments
- Creating art, song, dance, theatre
- Having a memorial day or month
- Creating educational programs or museums
- Including history in schools

What other ways can you think of?

Quotation from General Sir Arthur Currie, 1920. Circle or highlight the text that supports your conclusion	According to Gen. Currie, is Vimy a suitable location for a memorial? Yes or No?
<i>“Vimy is the place where the Corps was for eighteen months; it was the scene of a great deal of very creditable fighting.”</i>	
<i>“It would overlook Arleux, Avion, Fresnoy, Hill “70” and several other places [...] From thence you can see Lens and all those places. You can see a very long distance.”</i>	
<i>“I am not in favour of making one distinctive monument and seven other monuments. If, however, you decided to erect one monument alone, I think I would erect it at Vimy; although I do not think it was the most outstanding battle, or had the greatest material or moral effect on the winning of the war [...] <b>I would not want to have the impression left, however, that Vimy was our greatest battlefield.</b>”</i>	

### The Chairman:

*“In your judgment, as I take it from what you said, you would prefer to see eight memorials erected.”*

### Gen. Sir Arthur Currie:

*“Yes, all of the same kind; no one more outstanding than the others.”*

From reading the panel and the quotations, do you think the Canadian government made the right choice in making one large national monument at Vimy? Explain your answer below.

# C5. A New War

Examine the panel to discover the changes and continuities from the First World War.

## Primary Source Evidence

As historians, the only way we can know the past is to examine primary sources. These are things created at the time, or people who witnessed the events. Some types of primary sources are:

- Newspapers
- Posters
- Letters and diaries
- Interviews with those who were there
- Artwork and photographs
- Film and radio broadcasts

Can you think of more types of primary sources?

Continuities	Changes
How was the war the same this time?	How was the war different this time?

Second World War poster artists created posters to encourage Canadians to sign up for war. As historians, we can examine these pieces of primary source evidence to understand the past. They used propaganda techniques to convince people to enlist. Which ones can you spot in these posters?

Recruitment Poster			
Propaganda Techniques Used Check all that apply, circle in the poster where they occur	<div><input type="checkbox"/> Deification</div> <div><input type="checkbox"/> Appeal to authority</div> <div><input type="checkbox"/> Bandwagon</div> <div><input type="checkbox"/> Beautiful people</div> <div><input type="checkbox"/> Plain Folks</div>	<div><input type="checkbox"/> Deification</div> <div><input type="checkbox"/> Appeal to authority</div> <div><input type="checkbox"/> Bandwagon</div> <div><input type="checkbox"/> Beautiful people</div> <div><input type="checkbox"/> Plain Folks</div>	<div><input type="checkbox"/> Deification</div> <div><input type="checkbox"/> Appeal to authority</div> <div><input type="checkbox"/> Bandwagon</div> <div><input type="checkbox"/> Beautiful people</div> <div><input type="checkbox"/> Plain Folks</div>

### DEIFICATION

An idea is made to appear holy, or very special and therefore above all law.

### APPEAL TO AUTHORITY

Uses prominent figures or language to support a position, or course of action.

### BANDWAGON

Persuade the target audience to join in and take the course of action that “everyone else is taking.”

### BEAUTIFUL PEOPLE

Shows attractive, happy people to get others to buy or join in.

### PLAIN FOLKS

Using ordinary language to identify with the average person.

# C6. Overview of Second World War

Input the data from this panel to the table below.

## Change and Continuity

By examining detailed evidence, historians can see trends over time. We can ask these questions:

- Did things get better or worse?
- What things have stayed the same?
- How quickly or slowly did things change?

	First World War	Second World War
Length of War	August 1914 to November 1918 (4 years)	
Canadian population during the war	7.8 million	
Number of Canadians in uniform	619,636 enlisted	
Casualties	62,237 killed 174,080 wounded  236, 317 total casualties (killed plus wounded)	
Countries where Canadians served	France and Belgium	

What trends do you notice? What has changed and what has remained the same from one war to the next?

Write three conclusions from this data.

#1	#2	#3



# D7. D-Day and Normandy

What was it like for the men who fought at Juno Beach?

Examine each piece of evidence on the panel and jot down an **inference** about what it was like, and a question that you have about their point of view or beliefs.

## Historical Perspectives

Historians try to understand the past as it really was, from the point of view of the people who were there.

- What were their motivations and values?
- How were their ideas and beliefs different from our own?

## Inference

A conclusion based on evidence and reasoning

## Getting There

*“...it came as a shock to realize that the assault fleet just behind us had completely disappeared from view. Suddenly there was just us and an awful lot of ocean [...] All that remained within sight was our own fleet of ten assault craft [...] **We had never felt so alone.**”*

– Company Sergeant-Major Charles Cromwell Martin, The Queen’s Own Rifles of Canada



## What was it like?

Make an inference, ask a question.

## Juno Beach Landing



## Fighting after the landing

The ensuing 10-week Normandy Campaign was extremely difficult, with the Canadians incurring more than 18,000 casualties, including 5,021 dead. The liberation of France and Western Europe had begun and the Canadians were full partners in victory.



## D8. Called to Serve Again

Create your own ideas about how to remember these particular men who served in both wars.

### Questions to consider:

- Do these men deserve special honours or memorials?
- What does Tough's gravestone inscription "He did his duty, 1918 and 1942" tell you about society at the time? What would you have written on his gravestone?
- If you were to design a memorial to these men, what would it look like? Where would it go? Who would be your audience?
- A memorial can be anything from a statue, to a poem, to a park, to an educational poster, or a day. What do you think would be most fitting?
- Would you design something for all three of them, or separate memorials for each?



**Major John Archibald  
MacNaughton**



**Chief Joe Dreaver**



**Squadron Sergeant Major (WO II)  
Alexander Howden Tough**

### The Ethical Dimension

When we consider the ethical dimension of history, we must decide how to remember the past. We can honour and remember the past in many ways, such as:

- Building monuments
- Creating art, song, dance, theatre
- Having a memorial day or month
- Creating educational programs or museums
- Including history in schools

What other ways can you think of?

Describe or draw your ideas for a memorial:

Explain why you have chosen this type of memorial:

# E9. Commemoration during the Second World War

## The Ethical Dimension

When we consider the ethical dimension of history, we must decide how to remember the past. We can honour and remember the past in many ways, such as:

- Building monuments
- Creating art, song, dance, theatre
- Having a memorial day or month
- Creating educational programs or museums
- Including history in schools

What other ways can you think of?

Why did Canadians visit the Vimy Ridge Memorial during the Second World War?

How did these visits change Canadians' ideas about Vimy Ridge?

Why did they go back to Juno Beach before the war was over? Give reasons from the panel and the sources below:

This article appeared in the *Toronto Star* late in the summer of 1944

### Q.O.R. Lads Hitch-hike To Beach To Honor Comrades Killed D-Day

By FREDERICK GRIFFIN  
Star Staff Correspondent

With the Canadians in France, Aug. 4—Three men of the Queen's Own Rifles of Toronto had a few hours off some days ago to call their own, and they hitch-hiked rides on army lorries to the beach-head. They were seeing it for the first time since D-day and they were astonished by what they saw there.

But it was not to see the place where they had made their invasion landing that these three made this pilgrimage. It was not to see

the battered German defences or the land they had fought over. It was not for a swim in the sea.

It was to lay flowers from French fields and gardens on the graves (4) of comrades who had fallen in these first days and who lie buried in the little casual cemeteries of the countryside. That was why these Q.O.R. lads hitch-hiked to the Normandy beaches and then hitch-hiked back to their regiment when they might have been resting in the sun and forgetting the war. They had remembered their friends they had known in Toronto.




# E10. The Juno Beach Centre

What makes a memorial effective? Historians must consider some of the following criteria in designing a memorial:

- Where should it be placed? What makes a site appropriate?
- How will it honour and be respectful of those who remember the event?
- How will it educate those in the future who do not remember the event?
- Will it be a place that people can gather for ceremonies?
- Who should decide what it looks like?
- Who will pay for it to be built and maintained?

Cartoons such as this one from the *Burlington Post* are a rich source of information about the past. Cartoonists are showing a point of view and supporting it with visual details and words.

	<p>Why is the soldier portrayed as faded?</p>	<p>What is the cartoonist saying about why Garth Webb wanted the Juno Beach Centre built?</p>
-----------------------------------------------------------------------------------	-----------------------------------------------	-----------------------------------------------------------------------------------------------

How is the Juno Beach memorial similar to and different from the Vimy memorial?

Similarities	Differences

How is the Juno Beach Centre an effective memorial?

Criteria for an effective memorial	How do these memorials meet the criteria?
<ul style="list-style-type: none"><li>• Location</li><li>• Honouring those who remember the event</li><li>• Educating future generations</li><li>• Gathering place</li><li>• Who built it</li><li>• Who pays for it to be maintained</li></ul>	