

Lesson: War in the Classroom		Intermediate - Senior	Duration: 225 minutes (3 periods)
Topics and Wars Covered	Society and Education		
Ministry Expectations: <i>Expectations addressed, not assessed.</i>	British Columbia: Social Studies 11 Manitoba: Social Studies 11 Ontario: Grades 10 and 12. Newfoundland and Labrador: Canadian History 1201		
Learning Goals:	The purpose of this lesson is to show students through presentation and activities how the Second World War altered not only the lives of those in active service but also homefront life (schools in particular). Their focus is on how the war affected the content they learned in class.		
Lesson synopsis:	The lesson will first explore the differences between schools during the Second World War and today. Students will learn about differences in subjects taught, who went to school, etc. The teacher will give them a sample lesson of the topics taught during the Second World War as outlined in <i>Defence Training</i> . Students will form groups of three to five and proceed to create their “mock” lesson by following the instructions in the handout as well as exploring wartimecanada.com		
Materials/Resources	<i>Defence Training: An Elementary Manual for Defence Training in Secondary Schools</i> , Toronto: J.M. Dent and Sons Ltd., September 1942. <i>Early 20th C. High School Syllabus</i> Wartimecanada.com		
Instructional Methodology:	Teacher modeled presentation, group research project		
Pre-Lesson:	This lesson should be introduced near the middle or end part of a unit on the Second World War. It is also assumed that the teacher would have already progressed through the cause/effect aspects of WWII, Canada’s declaration of war and its relationship with Great Britain, and Canada’s contribution to the war.		
Hook:	The class should be introduced by discussing how a classroom in 1940 might be different than a 21 st century classroom. Students should try to think of differences in things like: dress, difficulty, time of day, gender in the classroom, subjects studies, teachers, buildings, supplies, etc. The teacher then should hand out an <i>Early 20th C. High School Syllabus</i> to the students and let the students look through it for 1-2 minutes before discussing the differences between secondary school then and now.		

<p>Lesson Outline:</p>	<p>Transition the conversation to the topic taught in the classroom during WWII that chosen you have chosen to present (this outline will use "Smartness and Steadiness). Using a data-projector, show the whole class the <i>Defence Training: An Elementary Manual for Defence Training in Secondary Schools</i>, by navigating quickly to the website. Proceed to the pages that address Smartness and Steadiness and highlight some of the more interesting rules. Ask the students questions such as:</p> <ul style="list-style-type: none"> • Why might this be taught to students? • What sort of message does this convey to students about their role in the war? • Do these rules strike you as strange? Why, why not? • Where do you think these rules came from? <p>Ask about 2 or 3 students to volunteer to demonstrate to the class a few of the more interesting rules with you. The teacher will play the role of a CO and the student an NCO. As the students demonstrate ask the class to notice what is similar about all the rules. Teach the entire class basic rules on smartness and steadiness as they may have been taught in a secondary class.</p> <p><u>Group Work - Lab Time</u></p> <p>Students will form groups of 3 to 5. Each group will get the chance of picking a topic that from the list below. Students will be given a handout that includes a brief set of instructions as well as a grading rubric for the presentation to follow.</p> <p>Go through the handout and highlight key aspects the students might miss. Note, the presentations should not be longer than 5 - 10 minutes each, depending on class size and timing.</p>
<p>Closure:</p>	<p>Student Presentations. The comparison sheet should be handed out during presentations so that students can jot notes and ideas as they listen. While watching the presentations students will compare and contrast the historical classroom with their own. The focus of the comparison will be on the topic "Things they Learned"</p>
<p>Assessment/ Evaluation:</p>	<p>See attached rubrics.</p>