### Student Learning Goals (Taken from the Social Studies Curricular Competencies)
- Assess the justification for competing historical accounts after investigating points of contention, reliability of sources, and adequacy of evidence (evidence).
- Assess how prevailing conditions and the actions of individuals or groups affect events, decisions, or developments (cause and consequence).
- Assess the significance of people, places, events, or developments, and compare varying perspectives on their historical significance at particular times and places, and from group to group (significance).

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<thead>
<tr>
<th>What do you want students to LEARN?</th>
<th>Big Ideas:</th>
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<tbody>
<tr>
<td></td>
<td>1. Why different historical sources have competing accounts of the same events</td>
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<td>2. On what basis the reliability of each historical source can vary</td>
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<td>3. How the experience of WWI differed based on individual roles and perspectives</td>
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<td>4. Why WWI and the battles on the Western Front resulted in such a large number of casualties.</td>
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<th>What do you want students to DO?</th>
<th>Reconstruct and Experience a Historical Event:</th>
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<td>1. Learn about WWI by creating and experiencing a simulated WWI Battle.</td>
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Create their own Primary and Secondary Sources of Historical Information:

1. After the simulation, students will create an account of the battle from their point of view.
2. Another class will then use these primary sources to create a secondary source that provides an overall description of the battle.

Develop Core Competencies:
Communication, Social Responsibility, Creative Thinking, Critical Thinking and Personal Awareness

### Potential connections to Aboriginal Education:
One or more students could take on the role of an Aboriginal soldier. A simulated primary source could be created from this soldier’s perspective, and be communicated through story telling.

### Step by Step Through the Lesson:
#### Opening/Pre-Activity
- All students will be given the following instructions:
- Each side will have 2 minutes to prepare for the battle.
- At the end of the 2 minutes, the Canadians attack will begin.
- The Canadian soldiers must take over the German trench within 2 minutes or their attack will be considered a failure.
- Ammunition consists of 3 paper balls for each Canadian and 4 paper balls for each German. This is to simulate the effect of the machine gun in the defensive trench.
- If a paper ball hits you anywhere on your body, you are killed (torso) or wounded (limb). You remain in
place and can no longer participate in the battle.

Activities:
Students will be assigned to a side, and some will be given specific roles:

**Canadian Coward:** Enter no man’s land, fight for a few seconds, get really scared, and then retreat. Make it obvious that you are terrified. Ensure that people notice you.

**Canadian Coward:** Enter no man’s land, fight for a few seconds, get really scared, and then retreat. Make it obvious to everyone that you are terrified. Ensure that people notice you.

**Canadian Hero:** Die heroically while trying to reach enemy trench. Make sure people notice you so you can go down in history. Fall gloriously as you grasp at your wound and yell out your final, patriotic, inspirational words.

**Canadian Hero:** Bravely stride into no man’s land and get shot. Though unable to continue fighting, you will continue to provide loud moral support to your comrades while wounded and stuck in no man’s land.

**German Hero:** You cannot contain your enthusiasm. When the Canadian attack begins, instead of hiding in your trench, you will jump out into no man’s land and try to fight them back on your own. You will die very loudly in no man’s land. Ensure that people notice your bravery so you can go down in history.

**German Coward:** You will cry very loudly and uncontrollably in your trench during the battle. Feel free to say whatever you think a person in your situation might say, but keep it appropriate. Make sure people notice you.

**German shell-shock victim:** As your trench is being bombarded by artillery, you will become shell-shocked. For the rest of the battle, you will be unable to participate. Instead of fighting, you will be shaking uncontrollably inside your own trench. Make sure people notice you.

**Canadian General:**
Organize your troops.
Get them to build a good trench using classroom desks and chairs.
Send two forward sappers to clear a path through no man’s land.
Prepare them to attack the enemy (Germans).
Assign three of soldiers to artillery. Order them to launch shells (paper balls) at enemy trenches just before you order the attack.
Give a brief motivational speech (provided)

**You must order the attack exactly 2 minutes after beginning your preparations.**
Start the battle by ordering your soldiers to “Go Over the Top”.

**You must capture the enemy trench within 2 minutes to achieve victory.**
German General:

Organize your troops.
Get them to build a good trench using classroom desks and chairs.

Prepare them to defend against the enemy (Canadians).

Ensure that most of your soldiers are in bunkers (under cover) within your trench, so that the enemy artillery can’t kill them.

Assign three of soldiers to artillery. Order them to begin launching shells (paper balls) as soon as they see enemy soldiers crossing no man’s land.

Give a brief motivational speech (provided). Ensure that you have a loud, angry tone accompanied by grandiose gestures.

**You have 2 minutes to complete the tasks above. Canadians will then attack.

Ensure that your soldiers jump out of their bunkers and begin defending the trench as soon as the enemy attack begins.

After being given their roles, students will have to carry out their instructions, as they experience the preparation for battle, the process of battle and the aftermath.

Post-Activity
Students will be given the following instructions:

Create your own Primary Source
Write the story of the events that took place before, during and after the battle from your perspective. Ensure that you stay in character and allow your bias to have a strong influence on your description of the battle. Include descriptions of the following:

✓ How were the soldiers feeling before the battle? What were they thinking?

✓ How did the battle begin? Include descriptions of sights, sounds and actions.

✓ What happened during the battle? Include descriptions of military actions as well as other events such as acts of exceptional bravery, cowardice. When possible, include names of significant individuals.

✓ How did the battle end? Who won? Why? How did people feel when it was over? What did the battlefield look like (sights, sounds, actions)?

Extension:
✓ The student-created “primary sources” created by each class will be handed out to another class. Students will then use the information contained within all the primary sources to write an overview of the battle they describe; in other words, they will create a secondary source. This can also involve collaboration with English or Film classes.
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<th><strong>Materials and Resources:</strong></th>
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<tr>
<td>Paper balls</td>
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<td>Two different types of hats for students, representing the two opposing armies</td>
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<td>Handouts of instructions for students with specific roles</td>
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<td>Speakers for WWI sound effects</td>
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<td>Classroom furniture to enable the construction of simulated trenches and no man’s land</td>
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