

On All Fronts
World War II and the NFB
Lesson plan for *Bravery in the Field*
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Overall Objective

These lessons involve creative writing, art, computer graphics and social studies. All activities centre on Canadian war decorations.

Grade Level

Advanced 9–12 and beyond. This unit can be adapted to younger grades and different courses of study in various Canadian provinces and territories.

Content Areas

Social Studies
Citizenship
History
Language Arts
Art
Computer Literacy

Content Items

Bravery in the Field, 1979 (28 min 35 s)

Excerpt 1 (2 min 35 s – 4 min 41 s)

Excerpt 2 (22 min 37 s – 26 min 47 s)

This film deals with the plight of veterans – their struggle for survival and the lack of respect and understanding shown towards them by younger generations

NB: Content items can be viewed online free of charge at <www.nfb.ca/ww2>.

Materials Required

Access to a computer lab, Internet connection, data projector, flip chart paper or whiteboard, writing paper, PowerPoint or similar and a graphic software package such as MS Paint or Corel Draw.

Summary

These lessons encourage the learner to examine and evaluate the decorations awarded to Canadian military personnel and to propose designs for new medals. Students will also write journal entries about events that demonstrate a lack of respect towards decorated war veterans. These lessons are best completed in the weeks leading up to Remembrance Day.

Introduction Activity (15 minutes)

Use these questions for a class discussion:

- Do you consider veterans heroes?
- Do you feel that veterans are considered valued members of society?
- Do you think we treat veterans with respect?

ACTIVITY 1: Viewing *Bravery in the Field* (60 minutes)

Step 1: Have students watch the film.

Step 2: Questions for a class discussion:

- What do you think of the three young men?
- What do you think should happen to Lenny?
- Why do you think Lenny refused to take the money?
- Why do you think Lenny enters Tommy's apartment rather than leaving the medals outside the door?
- If you were Tommy, what would you have said/done when you saw Lenny in the apartment?

ACTIVITY 2: Researching Canadian War Decorations (90 minutes)

Students are to do some research about the medals awarded to Canadian military personnel. They will learn about the symbolism associated with each medal and also the acts of bravery or service required to earn each decoration.

Step 1: As a class, brainstorm the names of medals awarded to military personnel. Mention the medals seen in *Bravery in the Field*. As students may have little knowledge of medals, the teacher could access:

<http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/cmdp/mainmenu>

Step 2: On chart paper or whiteboard, compile a list of medals awarded to Canadians.

Step 3: Encourage students to think of the various components of a medal: the ribbon, the front and back design What could each mean?

Step 4: Divide students into groups of two. Have each pair choose one medal from the list compiled or choose another one from the Veterans Affairs Web site. The research on the medal must include:

- Its name
- A photograph of it
- Why it is awarded, i.e., for what acts

- War(s) or dates in which the medal was awarded
- The number of these medals issued
- The significance of the ribbon attached
- Description of the front and back

Step 5: Students begin work on a PowerPoint of the chosen medal. Each pair should write a draft using one page per slide.

Step 6: Students present their work to the class.

Assessment rubric for the PowerPoint presentation is attached, as well as a checklist for students.

ACTIVITY 3: Creative writing – personal journal (1 hour)

Step 1: Review the discussion about *Bravery in the Field*.

Step 2: Working individually, students are to assume the role of Lenny and write three journal entries about the following incidents:

- Following the attack on the woman veteran, when Tommy thwarted their robbery and escape.
- When Lenny attacked Tommy.
- When Lenny returned the medals to Tommy.

ACTIVITY 4: Creating a Medal (90 minutes)

Students will create a new medal using computer software such as Microsoft Paint.

Step 1: Following the PowerPoint slide shows, brainstorm some of the qualities/characteristics of medal recipients. List them on chart paper or whiteboard.

Step 2: Working on paper or using a graphic software package, individually or in their groups from a previous activity, students will create in draft form:

- A design for a new medal, both the front and back
- A title
- The reasons for awarding it
- A ribbon and an explanation of the colours chosen

Step 3: Display students' work on a bulletin board.

Closure Activity (1 hour)

Students present their medals and descriptions to the class.

Plan a Remembrance Day assembly at your school. Some of the PowerPoint presentations could be shown during the event.

Check for Understanding

- Students' answers during discussion
- Completion of PowerPoint presentation
- Design and description of medal
- Journal writing

Evaluation rubric for PowerPoint Presentation

Evaluation grid for teachers

Criteria	Not meeting expectations	Minimally meets expectations	Fully meets expectations	Exceeds expectations
Content	Content is not clear. Many factual errors.	Content is generally accurate. Some factual errors.	Content is accurate. Few minor factual errors.	Content is accurate throughout.
Elements of Design	Readability is extremely difficult due to: Font size/style. Too much text per slide. Inappropriate contrasting colours for font and background.	Overall readability is difficult due to: Font size/style. Too much text per slide. Inappropriate contrasting colours for font and background.	Overall readability is good. Fonts generally easy to read. Text per slide appropriate. Background or font colour enhances readability.	Overall readability is excellent. Fonts easy to read. Text per slide appropriate. The background and colours greatly enhance the readability of text.
Conventions	Mistakes in spelling, capitalization, punctuation, usage and grammar greatly detract from project.	Spelling, punctuation and grammar mistakes impair readability.	Text is clearly written. Few grammar, punctuation and spelling mistakes.	Text is written with no mistakes in grammar, capitalization, punctuation or spelling.
Knowledge/ Understanding	Students demonstrate limited knowledge of subject.	Students demonstrate some knowledge of subject.	Students demonstrate considerable knowledge of subject.	Students demonstrate thorough knowledge of subject.
Graphics	Graphics have little or no relevance.	Graphics have little relevance.	Graphics support project.	Graphics are attractive and greatly enhance project.

Self-evaluation checklist for students

PowerPoint Presentation Canadian War Decorations

Did I ...	
Include all necessary elements such as:	
• Name of the medal	
• A photograph of it	
• Why it is awarded	
• War(s) or dates in which medal was awarded	
• Number of medals issued	
• The significance of the ribbon attached	
• Description of the front and back of medal	
Edit for spelling?	
Edit for grammar?	
Edit for punctuation and capitalization?	
Is there too much text per page?	
Does the background colour make the fonts hard to read?	
Is the font size appropriate?	
Are the pictures clear and appropriate?	

References and Resources

War medals –

<http://www.vac-acc.gc.ca/remembers/sub.cfm?source=collections/cmdp/mainmenu>