

## ***The Cleghorn War and Memory Study Tour***

### ***Teaching the History of Canada's World Wars***

#### **History Teachers Study Abroad Course in France and Belgium, July 8 – 21, 2012**

*A Joint project of The Laurier Centre for Military, Strategic and Disarmament Studies, Wilfrid Laurier University and the University of New Brunswick's Gregg Centre for the Study of War and Society and Faculty of Education, with generous sponsorship provided by John and Pattie Cleghorn and the Department of National Defence.*

**\*Can be taken for credit as UNB ED 6109: Teaching the History of Canada's World Wars**

#### **Instructors:**

**Dr. Lee Windsor, the Gregg Centre, UNB**

**Dr. Alan Sears, Faculty of Education, UNB**

**Cindy Brown, PhD Candidate, UWO**

**Blake Seward, Educator, Upper Canada District School Board**

#### **Purpose and Goals**

The 2012 Cleghorn War and Memory Study Tour is designed to introduce educators to the history of Canada in two world wars and the potential for using the subject as a vehicle to foster historical thinking skills and "historical consciousness" in today's young people.

The tour takes teaching professionals to some of the most important Canadian battlefields and memorials in Belgium and France. From the great Vimy pilgrimage of 1936 to the recent anniversary commemorations of Vimy, D-Day and VE Day Canadians have been drawn to these sites of memory which form such an important chapter in our nation's history.

The study tour aim is to provide participants with an in-depth understanding of Canada's experience in two World Wars as well as ideas of how to approach teaching this material. Discussion questions consider a variety of concepts, such as shifting historical perspective, the use of historical evidence and moral dimensions of war that can be readily applied in a classroom environment.

#### **Teacher's Participation & Preparation**

1. Participants on the study tour are required to present a **biographical sketch** of a Canadian soldier who is buried or commemorated at a site in Belgium or France. Both the specific soldiers and sites will be assigned to allow us to keep to our schedule.
2. Participants are also asked to prepare for each day's activities by: completing the required reading, bringing assigned maps and other information with them each day and engaging in discussions of history and pedagogy. The reading requirements are limited and focused, as our intent is to inspire participants to consider new questions rather than arrive with other people's answers.

#### **Possible Questions for your Biographical Sketch**

1. What do the documents reveal to you about your soldier?
2. Is there another possible interpretation of your documents?
3. How could you verify your interpretation? Where might you need to search for relevant resources?
4. How is your soldier's information similar or different to information being researched by other students?

5. How do you determine what resources are necessary to support your research?
  6. What, if any, events emerge out of the documents that you consider to be historically significant?
  7. Can you determine what other people may be affected by the events that emerge out of the documents?
  8. How does your research connect to the issues at the time?
  9. What issues that you identified are still relevant today? Explain your thinking.
  10. How is each issue similar or different from today and when written?
  11. Based on your research what information do you consider to be significant? How did you determine this?
3. **Daily Seminars:** Each day includes one or two debrief seminars to connect critical questions and curriculum materials to the issues, terrain and commemorative sites visited. Each teacher/participants will act as discussion leader/facilitator for one of these. Be prepared to adapt your understanding of the problem to what you see on the ground and learn about the latest scholarly research!

In addition to tackling the question asked, there are two primary goals for every seminar:

1. **Determine whether the issues and events covered that day are historically significant! “What is worth remembering” about the day?**
2. **Consider whether the day’s experience reveals new classroom possibilities.**

Daily de-brief seminars are intended to help participants process knowledge and experience from each day’s ‘campaigning’ and to think about ways to apply new knowledge and methods in the classroom. One goal is to avoid transmissive content or factoids and focus on possible approaches to topics or questions for students to discuss in your classroom. Choose your topic out of personal interest or curiosity and focus your preparatory reading there.

Everyone must complete a soldier biography and lead a seminar regardless of whether participants are enrolled in the Cleghorn Tour for credit or not.

#### **Assignments for those enrolled for credit:**

1. **Personnel File Research Project:** As you are completing this project compile a list of possible questions that emerge from the documents that you could use with your students. Write a short essay (750-1000 words) outlining your main findings, key research questions and how you would employ this kind of exercise in the classroom.

Value: 25%

2. **Comparative Historical Interpretations** of a major event: Develop a prompt (open-ended statement) or question that students can explore to determine their own perspective or context. Your prompt/question includes resources that support multiple perspectives.

Value: 25%

3. **Artistic Interpretations of War** Write a short essay (750-1000 words) on one of the following:

a) War Art Analysis: Select a piece of war art and send it to Blake along with a short essay (750-1000 words) describing what YOUR interpretation of what you see in the artwork and what you think the artist was attempting to communicate about war?

b) Cenotaph Comparative Analysis: Send to Blake a HD image(s) of your local cenotaph. Write a short essay (750-1000 words) while on the tour we will be discussing the values expressed through cenotaphs from individual, community and national perspectives.

Value: 25%

4. **Participation:** Based on your contributions to daily seminars.

Value: 25%

#### **Required Reading List (For all participants)**

*New Possibilities For The Past: Shaping History Education in Canada*, edited by Penney

Clark (UBC Press, 2011) Book can be purchased through Amazon for \$33.00.

Christou, T., & Sears, A. (2010). ~~Rapprochement: Toward an Inclusive Approach To History and Citizenship Education In Canada.~~ *Canadian Issues/Themes Canadiens* (Winter 2010), 17-21 (I will send via PDF)

Sears, Alan, ~~Making Room For Revolution in Social Studies Classrooms,~~ *Education Canada*; Spring 2009; 49,2; CBCA Education (I will send via PDF)

Terry Copp, "The Dieppe Debate" *Legion Magazine*, 1999. (This article was pulled from the magazine because it was controversial. I will send it to you but you can go to <http://www.legionmagazine.com/en/> and find many more interesting articles.)

Bomber War – Canadian War Museum Debate

[http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/bomber\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/bomber_e.shtml)

<http://www.cbc.ca/news/arts/artdesign/story/2007/10/11/war-museum.html>

<http://www.canada.com/nationalpost/news/issuesideas/story.html?id=6cdc8d4b-6dac-4c03-9468-ad5d7216113e>

Clark. Anna, ~~Teaching the nation's story: comparing public debates and classroom perspectives on history education in Australia and Canada.~~, *Journal of Curriculum Studies*, 2009, Vol. 41, No. 6, 745-762 (I will send PDF to you)

### **Suggested (Not Required) Reading List:**

Vance. Jonathan F. *Death so Noble: Memory, Meaning and the First World War*, (Vancouver: UBC Press, 1997)

Sears. Allan, Ian Davies and Alan Reid, "From Britishness to Nothingness and Back Again: Looking for a Way Forward in Citizenship Education" in *Britishness, Identity and Citizenship: The View from Abroad*, edited by C. McGlynn, A. Mycock & J.W. McAuley, New York, (Peter Lang Press, 2011)

Sears. Allan, Fortified silos or interconnected webs: The relationship between history and other subjects in the curriculum. *Debates in History Teaching* (pp. 273-282). (London: Routledge, 2011) (I will send PDF to you)

### **Daily Itinerary-Topic List**

**Day 1 (July 8)** – We meet at a Paris airport hotel in the late afternoon. Most people will be arriving on the morning of the 3<sup>rd</sup>. Once we have gathered at the hotel we will be having a group dinner to get to know one another at 18:30.

### **Base - Paris**

**Day 2 (July 9)** – Our day begins on the A1 out of Paris to Ieper (Ypres) driving across the northern wing of the Western Front to its anchor at the Ypres Salient. We stop first at the town's medieval Lille Gate to introduce the Great War and the heated clash between the recent historical scholarship and earlier interpretations of the war. We then venture out into "The Salient" to examine the First Battle for Ypres in 1914 that gave rise to trench warfare. We'll then check into the hotel and visit the Flanders Fields Museum to consider how the war is remembered and portrayed locally. There will be plenty of time on this day to enjoy the central

square, buy chocolate and wander the streets of a typical medieval Flemish town annihilated by war and then rebuilt to reclaim its former glory.

There are numerous restaurants in the square for supper and most are very reasonably priced. Great beer!

**Seminar Topics:**

1. Who is responsible for this war? Why does Canada enter the war?

**Base – Ypres/Ieper**

**Day 3 (July 10)** – This day we march to the frontline with 1<sup>st</sup> Canadian Division. In the morning we study examine Canada's role in the Second Battle of Ypres, including visits to the Brooding Soldier and to Essex Farm field hospital and cemetery where John McRae wrote "In Flanders Fields". In the afternoon we head to the south of Ieper to consider the massive expansion of Canada's force on the Western Front and their forgotten battles of 1915 and 1916 including the St. Eloi Craters and Mount Sorrel. If time permits we will get to the trenches in Sanctuary Wood.

At 8:00pm we will be participating in the Menin Gate ceremony and laying a wreath for the soldiers we are commemorating. Appropriate dress is necessary.

**Seminar Topics:**

2. Should moral or ethical considerations matter when introducing a new weapon in war?
3. Is there a place in our classrooms for the forgotten battles of the Great War?

**Base - Ieper**

**Day 4 (July 11)**

This day we pack our kit and roll out to the east and then south. We open the day by examining the pivotal year of 1917 and the battle of Passchendaele (3<sup>rd</sup> Battle of Ypres). Although we are stepping out of chronological order the horrific Passchendaele battleground is only minutes away. First, we introduce the state of the global war in 1917 before attacking with the Canadian Corps through the slime and mud to Passchendaele Ridge. We will visit a couple of cemeteries and we will have a number of soldier presentations.

In the afternoon, we leave the Ypres Salient and head south to the Artois-Arras sector. Here we go back in time to the old French 1914-15 positions around Notre Dame de Lorette to introduce the Vimy battle area.

**Seminar Topics:**

4. Why does the war become stalemated in muddy trenches?
5. What are the intentions behind the Great War monuments and memorials you have seen so far?

**Base – Arras**

**Day 5 (July 12)** – We will spend full day in the Vimy area to introduce the problem of waging war in early 1917 and Canada's role at the Battle of Vimy Ridge. We begin the day on the start line to consider plans and the approach. After lunch we move onto the ridge itself to visit the memorial complex, including the memorial itself, the interpretation centre and to tour the tunnels and restored trench system. There are few restaurants in the area so we need to ensure that we bring food with us. We have a soldier presentation at Vimy. We have a tunnel tour scheduled for 3:00pm.

**Seminar Topics:**

6. Should Vimy stand out from other important Canadian events?
7. What does the Vimy Memorial accomplish?

**Base - Arras**

**Day 6 (July 13)** – We pack our gear and begin our day moving further south to Somme battlefields. In the morning we step back to July 1916 to introduce the infamous Battle of the Somme at the Newfoundland Memorial Park at Beaumont-Hamel. Most are familiar with the background and results of the offensive on 1 July 1916. The tour will focus here on the experience of the Newfoundland Regiment portrayed in the park and interpretation centre. From there we carry on to the Canadian Corps battlefield and memorial at Courcellette from the fall of 1916. After lunch we will consider the final year of the war in 1918 from the decision-point of Amiens and the question of how the war is finally won.

**Seminar Topics: (On this day done over lunch at a tea room in the Somme area)**

8. Was the war Canada fought from 1914-18 worth the cost?

After lunch we drive west, roaring through the 1920s and 30s and coming to a crashing halt in the Second World War at the tiny fishing village of Puys on the outskirts of Dieppe. Here we introduce the 1939-42 circumstances that lead to the decision to launch the 1942 Dieppe Raid.

**Base – Dieppe Hotel**

**Day 7 (July 14)** – First thing in the morning we'll walk the Dieppe beaches to consider the outcome of raid on Dieppe. Later in the morning we'll take in the Dieppe market and load the vans before driving up to the cliffs overlooking the main beach and then to the Dieppe Cemetery. After the cemetery we hit the highway for Bayeux, France and the Moulin Morin. This is our long drive day. We will need to ensure we have food for lunch as we have tolls and car line-ups to contend with. We will pick up groceries in Bayeux.

**Seminar Topic:**

9. How should we judge the Dieppe Raid?

*Our home for the next week is Le Moulin Morin which is just west of Bayeux in Calvados, Normandy. This property, a reconstructed mill, consists of numerous apartments each with bedrooms, kitchens and living areas. There is a large common room we use as a classroom. While we are at the Moulin Morin breakfast and on most days a picnic lunch are an individual responsibility. Bread and croissants are delivered each morning. Shopping for groceries is within walking distance as are restaurants for some evening meals.)*

**Day 8 (July 15)** - Our first full day at the Moulin Morin will begin in the classroom. Blake Seward will lead a final seminar on teaching the First World War in high school classrooms.

**'The Great War in the Classroom' Workshop (Facilitated by Blake Seward)**

In the afternoon we'll introduce you to the Second World War in 1944 from the cliffs along the Normandy coastline.

**Day 9 (July 16)** – We roll out with lunch rations packed, headed to Juno Beach for a detailed study of June 6, 1944. We will consider the Allied Operation OVERLORD plan and especially Canada's role in it. From here we will visit Beny-sur-Mer Canadian cemetery. We will have two soldier stands here at the cemetery.

**Seminar topics:**

10. Should D-Day stand out from other important Canadian events?

**Day 10 (July 17)** We begin the day at La Cambe, the German Military Cemetery and information centre. We will then examine the American landings at Omaha Beach and the American Military Cemetery at St. Laurent-sur-Mer. We then carry on to Arromanches, home of the famous surviving "Mulberry Harbour" to consider the complexity of this massive multi-national operation. On our return to the mill our two seminar discussions feature Dieppe, Juno and Omaha as well as the meaning and purpose of Commonwealth, German and American military cemeteries.

**Seminar Topics:**

11. Why are we in Normandy?

12. What do war cemeteries tell us about nations?

**Day 11 (July 18)** – We begin the day in the classroom preparing for an historical Tactical Exercise Without Troops (TEWT). The exercise goal is to help participants understand the Battle for Normandy from the perspective of the soldiers and junior commanders who made decisions about how to fight it on the ground. We will form syndicates and each syndicate will plan a battalion-level defence of the bridgehead based on the actual orders, maps and air photos

issued in 1944. After each syndicate prepares an initial plan we will visit the actual battlefield and discuss questions of fact. Over lunch syndicates will have an opportunity to revise their plan and will then present it to the group.

In the afternoon, we follow through the battle to secure and expand the beachhead in the Caen sector. We will examine Operation "Charnwood" and visit the Canadian memorial garden at the Abbaye d'Ardenne.

**Seminar Topics:**

13. Should history combine with geography or any other subject in a classroom?

14. Should there be rules in warfare?

**Day 12 (July 19)** – We follow the campaign south of Caen through the bitter struggle for Verrières Ridge in July and early August 1944. We will study it from the Point 67 monument and look-off, and Verrières village before launching Operation TOTALIZE -- the great Canadian armoured attack up to the Canadian Cemetery at Bretteville-sur-Laize. We will visit the Polish Division cemetery and finish the afternoon at the dramatic monument to the Algonquin and British Columbia Regiments at Point 140.

**Seminar Topics:**

15. Who bears responsibility for civilians in the battle area?

16. What constitutes a battlefield success or failure?

**Day 13 (July 20)** - This day we consider the problem of how to end the campaign and the war. We follow Canada's Operation TRACTABLE which turns into the dramatic encirclement of German forces in the so-called "Falaise Pocket". We will study the incredible climax of the Normandy Campaign from the Canadian Battlefields Foundation Belvedere in St. Lambert-sur-Dives. We will visit Falaise itself for lunch and a visit to William the Conqueror's castle before returning to the Moulin Morin to pack and prepare for our farewell dinner.

**Final Seminar Topic:**

17. What elements of Canada's experience in the Second World War are most significant for our nation's history?

**Day 14 (July 21)** – We leave early in the morning for Paris, Charles de Gaulle for the return flight to Canada.