

Record of Service

Canadian Contributions to
International Peace and Security



A PROJECT OF:



WITH SUPPORT FROM:

Canada

Message to Teachers

This guide offers classroom activities that promote research and analysis, build critical thinking and communication skills, and explore challenging ethical questions in Canada's history. The activities draw on the historical thinking framework developed by Dr. Peter Seixas and the Historical Thinking Project. Educators may use the lessons in sequence or as standalone activities.

The development and production of Historica Canada's bilingual education guides is a collaborative process that engages history educators, academic historians, and community stakeholders in content creation and lesson planning.

This guide is designed to align with current Canadian curricula and has been produced for use in middle and high school history and social science classrooms. Teachers may wish to address topics not covered in this guide to provide a more complete understanding of Canada's recent military history. Please be aware that the experiences of one group or one veteran are not representative of everyone, and many stories remain unexplored. The video interviews provide snapshots of the lives of veterans and servicepeople rather than complete stories. We hope these resources will help you work with primary sources to teach military history and oral history in your classroom.



DOROTHY LUTZ WELDING IN THE HALIFAX SHIPYARDS, NOVA SCOTIA, IN 1943. PHOTO COURTESY OF DOROTHY LUTZ, THE MEMORY PROJECT.

Note on Accessibility

Accommodations for Special Education, ELL, and ESL students are included under the appropriate sections and identified as “**Modification.**”

Many of the activities in this guide require advanced listening comprehension skills. When viewing the video interviews with ELL students, consider enabling subtitles or downloading the interview transcripts from The Memory Project's website at thememoryproject.com/educator-resources/video-resources.



HMCS CORNWALLIS MASCOT OLD MIKE. PHOTO COURTESY OF DOUGLAS KIRK, THE MEMORY PROJECT.

Introduction

This education guide has been created to accompany The Memory Project's DVD, ***Record of Service: Canadian Contributions to International Peace and Security***. The DVD explores Canada's military contributions to the global community through the oral testimony of 15 Canadian veterans of the Second World War, the Korean War, the Cold War, peace operations, and the war in Afghanistan. The DVD encourages students and the public to reflect on how international engagements have shaped both individual experiences and the larger Canadian identity, and examines the legacies of these events and conflicts. The interviews also offer teachers the opportunity to present oral history as a valuable primary source and to incorporate firsthand accounts into classroom activities and discussions.

This guide was produced by The Memory Project and Historica Canada with generous support from the Government of Canada. Historica Canada is the country's largest organization dedicated to enhancing awareness of Canada's history, culture, and citizenship. The organization offers programs that you can use to explore, learn, and reflect on our history, and what it means to be Canadian. Find us online at HistoricaCanada.ca.

An initiative of Historica Canada, The Memory Project is a volunteer speakers bureau that arranges for veteran and active members of the Canadian Forces to share their stories of military service at schools and community events across the country. Our speakers have reached 2.5 million Canadians since 2001. Canadians can book a speaker — and access The Memory Project Archive of more than 2,800 testimonials and 10,000 images — at thememoryproject.com.

CONTENT WARNING: Before showing an introductory video or interview in your classroom, please review the video's content, as many of the interviews deal with sensitive material, including violence, death, and loss.

This guide is arranged chronologically by conflict and contains activities based on the applicable testimonies listed in each section.

Historical Thinking Concepts¹

- **Primary Source Evidence** is the raw material that historians use to assess the past. When evaluating sources — letters, newspaper articles, photographs, diaries, government records, etc. — we search for clues to help understand the rationale and aim of the creators, and the historical context of the source.
- **Historical Significance** considers which events, people, and developments from the past should be studied and remembered.
- **Continuity and Change** invites an examination of how lives and conditions are alike or different over periods of time.
- **Cause and Consequence** addresses who and what influenced historical events, and the effects of those events.
- **Historical Perspectives** calls for analysis of the past through the social, intellectual, emotional, and ethical lenses of the time.
- **Ethical Dimension** asks us to avoid making ethical judgments about an event, policy, or person until we first examine the context from different perspectives. Our current beliefs and values shape how we view the past, and we need to be aware of how past worldviews can differ from our own.

PHOTO COURTESY OF LLOYD ROBERTSON, THE MEMORY PROJECT.

ON THE COVER: TRAINING AT CAMP BORDEN. PHOTO COURTESY OF DENHAM MEEK, THE MEMORY PROJECT.

¹ Adapted from *The Big Six: Historical Thinking Concepts* by Seixas and Morton (2013), and *Teaching Historical Thinking* by Stipp, Gibson, Case, and Miles (2017).

Online Resources

To view interviews from *Record of Service* online or to download transcripts of the interviews, visit The Memory Project's video resources page at: thememoryproject.com/educator-resources/video-resources

The following is a list of bilingual research resources to support educators and students. This list is not exhaustive, and you may choose to seek out supplementary resources.

EDUCATION PORTAL
Worksheets complementing this education guide (noted **in bold**) can be downloaded from the Historica Canada Education Portal: education.historicacanada.ca

RECORD OF SERVICE
The Memory Project's video resource featuring 15 veterans' testimonies. Available online and free for order: thememoryproject.com/educator-resources/video-resources

THE MEMORY PROJECT ARCHIVE
A collection of firsthand accounts and photographs of veterans: thememoryproject.com/stories

THE CANADIAN ENCYCLOPEDIA
An online resource for exploring a wide range of topics in Canadian history. Search for articles by their title: thecanadianencyclopedia.ca/en

VETERANS AFFAIRS CANADA
Includes Gordie Bannerman's memoirs of the Italian Campaign: veterans.gc.ca/eng/remembrance/those-who-served/diaries-letters-stories/second-world-war/bannerman/italy

LIBRARY AND ARCHIVES CANADA
Includes a wealth of resources on military history: bac-lac.gc.ca/eng/discover/military-heritage/Pages/military-heritage.aspx

THE CANADIAN WAR MUSEUM
Includes a chronology of Canadian military history up to the Second World War: warmuseum.ca/cwm/exhibitions/chrono/1000firstpeople_e.html

THE JUNO BEACH CENTRE
Offers resources for teaching about the Second World War: junobeach.org/for-educators/teacher-resources

Activity 1: Considering Oral History

Oral history is an account of the past transmitted by word of mouth, and the information shared has long made important contributions to the ways in which we understand and interpret the past. Oral history comes in many forms, from folklore to folk songs to storytelling, and in its dominant modern form, interviews. Read the **Oral History** article on *The Canadian Encyclopedia* to learn more.

Oral history relies on the memories of people who participated in or observed events. For example, the Second World War veterans interviewed for *Record of Service* talk about events they experienced more than 70 years ago, while those who served in Afghanistan recall more recent incidents. Many of Canada's academic historians tend to be suspicious of oral history; they argue that people's memories can be distorted by time. But oral history can also be a useful means of understanding how individuals experienced important historical events, conveying thoughts, feelings, and emotions not always easily captured by other primary and secondary sources. Oral history can provide a different lens for viewing history by drawing on memories formed during both a significant moment in history, and during the speaker's life.

As a class, discuss how the passage of time affects firsthand accounts, and how oral history can still be useful in interpreting historical events.

- Questions to Consider**
1. Working in small groups, discuss and make a point-form list of how oral sources are useful in historical research.
 2. In your group, develop a list of the pros and cons of oral history. What are the benefits and what are the drawbacks of oral testimony as a source?
 3. Many Canadian historians insist that a subject's memories must be checked, whenever possible, against documentary sources. In your group, make a list of sources (other than oral testimony) that you can use to research Canada's role in global conflict. How would you use these sources to corroborate an oral testimony?
 4. If oral testimony cannot be verified, how might it still be useful?

SECOND WORLD WAR (1939—45)

Applicable Interviews: John (Jack) Rhind, Lloyd Bentley, Pierre Gauthier, Janet Watt

The Second World War was a defining event in Canadian history, transforming a country on the fringes of global affairs into a critical player in the 20th century's most important struggle. Canada carried out a vital role in the Battle of the Atlantic and the air war over Germany, and contributed forces to campaigns in Western Europe beyond the effort expected of a small nation of only 11 million people at the time. Between 1939 and 1945, more than one million Canadian men and women served full-time in the armed services. More than 43,000 were killed.

Activity 2:

The Italian Campaign

Part I

1. As a class, watch **Summary of the Conflict: Second World War** as an introduction to the content explored in this activity.
2. Watch Jack Rhind's testimony and take notes, focusing on how he describes his experience and any details that paint a picture of life during the Italian Campaign. As you gather information from this primary source, start to develop an interpretation based on what you can infer from your observations. Consider the following questions when arriving at your conclusions:
 - What can this source reveal about the Italian Campaign?
 - What does this testimony tell us about what it was like to be a soldier in the Italian Campaign?
3. Make a list of three conclusions you have reached based on your notes. For Part II, you will consider whether this testimony represents the experiences of Canadian soldiers in Italy in general.

MODIFICATION: As a class, watch Jack Rhind's testimony, and have each student complete a 5Ws chart. What questions do you still have? In small groups, use *The Canadian Encyclopedia* and other resources to answer your questions.

"They thought it would be easy to go up Italy and...attack the Germans and join the Russians that way. Well, Italy didn't turn out to be anything like [that]."
- Jack Rhind

Part II

To draw a conclusion about the experiences of soldiers in the Italian Campaign, we need to corroborate Jack Rhind's testimony by comparing it with other primary and secondary sources.

1. Search for another primary source that covers the Italian Campaign. For instance, Gordie Bannerman, a veteran of the Italian Campaign, wrote a memoir that offers written testimony of his experience. Find the link to his memoir in **Online Resources**, above. His story is quite long, so you may want to search for another primary source.
2. Read the article on the **Italian Campaign** on *The Canadian Encyclopedia*, taking notes as you go. If you can, locate another reliable secondary source, and read and take notes.
3. Create a T-chart to compare Mr. Rhind's testimony with the information you gathered from the other sources. On one side, make a list of the conclusions you have drawn about Mr. Rhind's experience. On the other side, create a list of information from the memoir and the article that support your conclusions. Can your conclusions be corroborated?
4. In small groups, take turns sharing what you learned. As a group, come to a conclusion and provide evidence to determine whether Mr. Rhind's experience is representative of Canadian soldiers in Italy.

MODIFICATION: In pairs, read the **Italian Campaign** article on *The Canadian Encyclopedia* and watch Jack Rhind's testimony, taking point-form notes about what you learn. Use a Venn diagram to list the similarities and differences between what you learned about the Italian Campaign from Jack's testimony and from the article. What does the oral account (interview) add to your understanding of this conflict?

ONE OF THE HALIFAX BOMBERS USED IN THE ALLIED INVASION OF NORMANDY ON D-DAY. LEEMING, NORTH YORKSHIRE, UNITED KINGDOM, 5 JUNE 1944. PHOTO COURTESY OF LAWRENCE (LARRY) WULFF, THE MEMORY PROJECT.

Lloyd Bentley: D-Day from the Air

"At midnight [on] June the fifth, we had a job of dropping paratroopers about five or six miles inland from Juno Beach. Four hundred thousand people took part in D-Day and about a hundred and fifty-six thousand landed that day and there was about a quarter-million in the Navy and Air Force and aircrew."
- Lloyd Bentley

Answer the following questions about Lloyd Bentley's testimony:

- How does he describe seeing people wounded in war? What was the impact of seeing such things?
- What was Mr. Bentley's job on D-Day? Why does he say D-Day occurred a day later than it was supposed to?
- What does Mr. Bentley's testimony teach you about D-Day?
- What role did the war play in his decision to get married?

LARRY WULFF (LEFT) AND A COMRADE ON SPECIAL DUTY, SITTING ON AN AIRCRAFT BOMB. THE BOMB WAS FOR USE THE FOLLOWING DAY, D-DAY 1944. PHOTO COURTESY OF LAWRENCE (LARRY) WULFF, THE MEMORY PROJECT.

A MAP. PHOTO COURTESY OF JACK RHIND, THE MEMORY PROJECT.



IGNACY PELC AND TWO COMRADES POSE IN FRONT OF A MONUMENT IN ROME, ITALY, 1944. PHOTO COURTESY IGNACY PELC, THE MEMORY PROJECT.

Pierre Gauthier: D-Day on the Ground

"We eventually realized that the landings in Normandy were going to be stressful and quite dangerous."
- Pierre Gauthier

Answer the following questions about Pierre Gauthier's testimony:

- How does Mr. Gauthier describe the landings at Normandy?
- How did the people of Bernières-sur-Mer welcome him?
- How might the changing roles of women during this time have influenced the way Pierre and Hellen Gauthier met?

Part II

Consider what experiences these veterans of the Second World War have in common.

1. As a class activity, draw a Venn diagram on the board. Using the notes you took while watching their testimonies, take turns comparing the similarities and differences between Lloyd Bentley and Pierre Gauthier's experiences on D-Day.
2. Discuss how engaging in an air battle compares with a land battle. In what ways might fighting in groups or pairs, as Mr. Gauthier did, compare with individual battle experiences like Mr. Bentley's?

EXTENSION:

On your own, write a reflection on the use of humour in these stories. Why might a soldier use humour when discussing war? What role might humour have played at the time of the events they describe?

MODIFICATION: Based on Mr. Bentley and Mr. Gauthier's testimonies and other research about D-Day, write a letter home to your family from the point of view of a soldier who participated in the landing at Normandy. How would your experience shape what you shared with your family? What would you include in the letter, and what would you leave out?

Activity 4:

Women and the Second World War

Janet Hester Watt

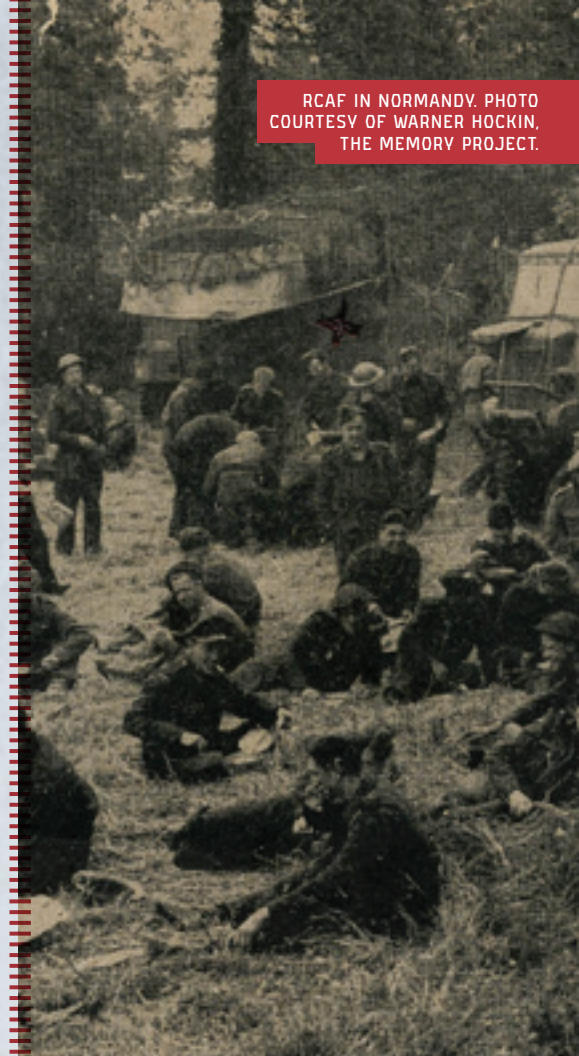
During the Second World War, propaganda posters used powerful images and slogans to boost morale, generate investment, and promote patriotism, enlistment, military production, and sacrifice. Many posters were explicitly aimed at women.

In the vacuum created by men going to war, women were increasingly encouraged and expected to take on jobs traditionally filled by men. While some propaganda posters showcased traditional roles such as motherhood and nursing, others depicted women marching alongside men and encouraged them to join the Canadian Women's Army Corps, the Royal Canadian Air Force Women's Division, or the Women's Royal Canadian Naval Service (WRCNS, commonly called Wrens).

"Once a Wren always a Wren. You can go into a place and you meet a total stranger and you find out she's a Wren you've formed an association right then and there."
- Janet Watt

WREN SIGNALLING ON LARGE SIGNAL LAMP IN MORSE CODE TO A SHIP IN HARBOUR, HALIFAX, NOVA SCOTIA, 1945. PHOTO COURTESY OF BEATRICE MARY GEARY, THE MEMORY PROJECT.

RCAF IN NORMANDY. PHOTO COURTESY OF WARNER HOCKIN, THE MEMORY PROJECT.



HIT NORMANDY
RCAF In France



RECRUITMENT POSTER FOR THE WOMEN'S ROYAL NAVAL SERVICE (WRENS), ENGLAND 1943. PHOTO COURTESY OF JEAN MACDONALD, THE MEMORY PROJECT.

Activity 4: Janet Hester Watt continued

Janet Watt served in the WRCNS during the Second World War.

1. As a class, watch **Summary of the Conflict: Second World War** as an introduction to the content explored in this activity.
2. Read the **Women's Royal Canadian Naval Service** article on *The Canadian Encyclopedia*.
3. Watch **Janet Watt's video**, taking notes as you go. Make sure to answer the following questions:
 - Who were the Wrens, and why were they were important to the war effort?
 - Why did Mrs. Watt want to join? What did her parents think of her decision to join the WRCNS?
 - What aspect of serving did she find the most challenging?
 - What were some of the social activities Mrs. Watt engaged in while at HMCS Cornwallis (located in Deep Brook, Nova Scotia)?
4. Using Mrs. Watt's testimony and your research, write a letter home or a script of a telephone conversation between her and one of her parents discussing her experience at HMCS Cornwallis. Consider what she might include in her correspondence or conversation and what might she omit. What were some of things she was tasked with? How did she spend her free time?

WRENS ON FLAG DECK PRACTICING SIGNALS. 1944. PHOTO COURTESY OF BEATRICE MARV GEARY, THE MEMORY PROJECT.

EXTENSION ACTIVITY/DISCUSSION:

1. Read the article **Canadian Women and War** on *The Canadian Encyclopedia*. During a class discussion, consider the following questions:
 - What were some of the different roles women took on? Compare and contrast the experiences of women on the home front and women in active service.
 - In what ways were both forms of service important to the war effort?
 - In what ways do you think women taking on jobs traditionally held by men challenged gender roles during the Second World War?
 - What challenges do you think service women might have faced above and beyond those faced by men?
2. Choose one of the following questions to research, and write an essay exploring the topic:
 - Why were women mobilized? What effect did this mobilization have on the war effort, both on the home front and overseas?
 - How did the Second World War change women's rights and expectations in society?

MODIFICATION: What kind of imagery, messaging, or slogans were used to help mobilize women? What kind of roles were women encouraged to take on? Using this information, create a propaganda poster to enlist the help of Canadian women during the war effort.

KOREAN WAR (1950–53)

Applicable Interviews: Gerard Becigneul and Sergeant (retired) Bernard Charland

The Korean War began 25 June 1950, when North Korean armed forces invaded South Korea. The war's combat phase lasted until an armistice was signed 27 July 1953. As part of a United Nations (UN) force consisting of 16 countries, 26,791 Canadian military personnel served in the Korean War, during both the combat phase and as peacekeepers afterward. The last Canadian soldiers left Korea in 1957. After the two world wars, Korea remains Canada's third-bloodiest overseas conflict, taking the lives of 516 Canadians and wounding more than 1,200.

GRAVEYARD IN KOREA. PHOTO COURTESY OF MAURICE LAVOIE, THE MEMORY PROJECT.

Activity 5: The Forgotten War

"I was at the Cenotaph a few years ago in Windsor and a member of Parliament was there. He mentioned World War One, World War Two. Nothing about the Korean War. And after it was finished, I knew the fellow and I asked him, I says, 'How come you didn't say anything about the Korean War?' He said, 'That wasn't a war,' he says. 'That was a police action.'"

- Gerard Becigneul

1. Before you do any research, split into small groups and list anything you already know about the Korean War. Have a class discussion about why the conflict is sometimes called the "Forgotten War."
2. As a class, watch **Summary of the Conflict: Korean War**. Read the **Korean War** article and timeline on *The Canadian Encyclopedia*. Complete the **5Ws chart** worksheet, available on the **Education Portal**.

MODIFICATION: Create a timeline of the Korean War. Include visuals such as maps and flags to help with the sequence of events.

KOREAN CIVILIANS. PHOTO COURTESY OF JAMES LAFRENIERE, THE MEMORY PROJECT.

Activity 6: Sergeant (retired) Bernard Charland & Gerard Becigneul

Sergeant (retired) Bernard Charland and Gerard Becigneul both served during the Korean War. In their video testimonies, they speak about challenges they faced as combat soldiers in Korea.

1. Watch both Sergeant (retired) Bernard Charland and Gerard Becigneul's videos and take notes about what each soldier says on the following topics:
 - Communications
 - Chinese soldiers
 - Wounded or killed soldiers
2. Answer the following questions:
 - In what ways are Sergeant (retired) Charland and Mr. Becigneul's experiences similar? In what ways are they different?

"The fighting in Korea was static starting in 1951. In other words, you live in trenches, holes in the ground. You don't go on the attack; you repel attacks if there are any. You occupy a defensive position. You are well armed, evidently, with everything you need to defend your position."

- Sergeant (retired) Bernard Charland

- Sergeant (retired) Charland tells the story of his friend Guy Desjardins. What were the causes of what happened to Mr. Desjardins? What does Sergeant (retired) Charland's story about Mr. Desjardins reveal to us about a soldier's war experience?
- Upon his return from the war, how did Sergeant (retired) Charland cope with what he experienced? Why might transitioning to civilian life be difficult for returning soldiers?
- The Korean War is sometimes referred to as the "Forgotten War." What examples does Mr. Becigneul mention about this?

MODIFICATION: Think/pair/share: Have half the class watch Sergeant (retired) Bernard Charland's testimony, and the other half watch Gerard Becigneul's. In pairs, have students make a list of reasons why the Korean War is sometimes referred to as the "Forgotten War."

PHOTO COURTESY OF SERGEANT (RETIRED) BERNARD CHARLAND, THE MEMORY PROJECT.

Activity 7: Second World War and Korean War Comparison

As a class, watch **Summary of the Conflict: Second World War** and **Summary of the Conflict: Korean War** and take notes about the conflicts.

1. In pairs, create a table with one side labelled "Second World War" and the other "Korean War." Decide on the criteria you will use to compare and contrast the conflicts through the eyes of the soldiers who served. These can include topics like which countries participated, where the war took place, or what their homecomings were like. List as many similarities and differences as you can.
2. Using the videos you watched, as well as *The Canadian Encyclopedia* for further research, complete your chart.
3. Share the similarities and differences you recorded with another pair. What surprised you?

EXTENSION ACTIVITY:

Choose a still image from either Sergeant (retired) Bernard Charland or Gerard Becigneul's video testimony for a museum exhibit. Write a one-page description for the image that summarizes the veteran's experience, and explain why the image is so poignant.

KOREAN CHILDREN. PHOTO COURTESY OF FRANCIS BAYNE, THE MEMORY PROJECT.

COLD WAR (1948–91)

Applicable Interviews: Master Corporal (retired) Francine Paquette and Warrant Officer Glenn Miller

The Cold War refers to the period between the end of the Second World War and the collapse of the Soviet Union in 1991, during which the world was largely divided into two ideological camps — the United States-led capitalist "West" and the Soviet-dominated communist "East." The former included Canada, as its government structure, politics, society, and popular perspectives aligned with those in the US, Britain, and other democratic countries. The global US-Soviet struggle took many different forms and touched many areas, but never became "hot" through direct military confrontation between the two main antagonists.

A CEREMONY CELEBRATING HER PROMOTION TO THE RANK OF CORPORAL. PHOTO COURTESY OF MASTER CORPORAL (RETIRED) FRANCINE PAQUETTE, THE MEMORY PROJECT.

Activity 8: What is a Cold War?

- As a class, watch **Summary of the Conflict: Cold War**.
- On your own, read the **Canada and the Cold War** article on *The Canadian Encyclopedia*, and answer the following questions:
 - Why was it called the Cold War? What would a “hot” war be?
 - What was the biggest threat that came out of the Cold War?
 - What is the North Atlantic Treaty Organization (NATO)? List three countries that belong to it.
 - What was the Warsaw Pact? List three countries that belonged to it.
- Watch the video testimonies of Master Corporal (retired) Francine Paquette and Warrant Officer Glenn Miller. Answer the following questions:
 - What enemies are mentioned? How do you know who an enemy is? What kind of engagement did they have with the enemy?
 - The Cold War involved the constant threat of nuclear war. How did the experience of being constantly under threat during that time affect their transitions to civilian life?
 - As a class, have a discussion or create a chart with similarities and differences between soldiers serving in a hot war compared with those serving in the Cold War.

BEA ALERTE SAYS DISASTER MAY NEVER OCCUR HERE BUT IF IT DOES CIVIL DEFENSE MAY SAVE YOUR LIFE. CMW 20040030-002. BEAVERBROOK COLLECTION OF WAR ART, CANADIAN WAR MUSEUM

EXTENSION ACTIVITY:

Based on what you now know about the Cold War, create a propaganda poster highlighting one element of the conflict. When designing your poster, make sure you consider the specific words, symbols, images, and colours that you plan to include. Once complete, explain your poster in one page, or give a short presentation to the class explaining its elements.

MODIFICATION: Watch **Summary of the Conflict: Cold War**. Make a list of two or three ways Canada was involved in the Cold War. As a group, consider the consequences or outcomes of Canada's involvement in the Cold War.

PEACE OPERATIONS (1948–present)

Applicable Interviews: Master Warrant Officer (retired) William (Bill) Wilson, Master Corporal (retired) Francine Paquette, Major (retired) Sandra Perron, and Major Samson Young.

Peacekeeping is the term applied to United Nations military interventions. Canadians frequently consider peacekeeping a significant part of the country's identity. This is largely due to the leadership of Lester B. Pearson – then Canada's minister of external affairs, and later prime minister – in the 1956 Suez Crisis and Canada's role in the UN Emergency Force that Pearson helped create.

RWANDA. PHOTO COURTESY OF MASTER WARRANT OFFICER (RETIRED) WILLIAM (BILL) WILSON, THE MEMORY PROJECT.

CONTENT WARNING: The content of these interviews is emotionally charged and may contain graphic descriptions. Master Warrant Officer (retired) William (Bill) Wilson's interview in particular should be reserved for older students. Please exercise caution in showing them to your classroom and be sure to watch the interviews before sharing them.

Activity 9: Introducing Peacekeeping

- As a class, watch **Summary of the Conflict: Peace Operations** and read the **Canada and Peacekeeping** article on *The Canadian Encyclopedia*.
- In small groups, discuss the question: what is peacekeeping? In your own words, write down a definition for the term. Share your definition with the class.
- The United Nations has a web page for Peacekeeping (peacekeeping.un.org/en), and another for Peace Operations (unmissions.org). Visit the websites, and answer the following questions with your group:
 - What information does each page aim to convey to the visitor?
 - Is there a difference between peacekeeping and peace operations? If so, what is it? If not, how are they the same?

MODIFICATION: Watch **Summary of the Conflict: Peace Operations**. Create a 5Ws chart that gives a basic summary of what a job in peace operations entails. Using that information, create a pamphlet seeking to recruit soldiers to take part in peace operations.

AT A CAMP FOR DISPLACED PERSONS IN KNIN, CROATIA, 1995. PHOTO COURTESY OF MAJOR (RETIRED) SANDRA PERRON, THE MEMORY PROJECT.

MAKING FRIENDS WITH BATISSE THE GOAT, THE ROYAL 22E RÉGIMENT'S MASCOT, IN SEPTEMBER 1992. PHOTO COURTESY OF MAJOR (RETIRED) SANDRA PERRON, THE MEMORY PROJECT

Activity 10: Peacekeeper and Civilian Interactions

CONTENT WARNING: Master Warrant Officer (retired) William (Bill) Wilson's interview is longer than the others, and deals with sensitive subject matter. You may want to exclude it from this activity. If so, split into two groups for the following activity.

Part I

- As a class, watch **Summary of the Conflict: Peace Operations**.
- Divide the class into three groups, one each for Master Warrant Officer (retired) William (Bill) Wilson, Major (retired) Sandra Perron, and Major Samson Young. This is your home group. Each group will watch the assigned interview and take point-form notes about the following:
 - What were the goals of the mission the interviewee served in?
 - Were the above goals achieved? How, or why not?
 - What motivated the interviewee to serve?
 - What challenges did the interviewee face overseas? What was most rewarding for them?
 - Highlight any other details that seem important.
- Split from your home group and create new groups of three. Each group member should have watched a different interview. Take turns explaining the interview you watched with your home group to your new group. Discuss your findings with your new group, comparing what you learned from the interview and what information you found most important to share.

Part II

- Watch two of the following videos and compare the subjects' interactions with the local populations during their deployments.
 - Master Warrant Officer (retired) William (Bill) Wilson (Somalia, Rwanda; medic)
 - Major (retired) Sandra Perron (Bosnia, Croatia; infantry)
 - Major Samson Young (Bosnia; telecommunications)
 - Master Corporal (retired) Francine Paquette (Haiti; administration)

Once you have watched both videos, consider how the soldiers' experiences were similar or different. Based on their jobs, how did they interact with civilians differently?

Note:

To expand their understanding, students can also read articles on *The Canadian Encyclopedia*: **Canadian Peacekeepers in Rwanda** and **Canadian Peacekeepers in Somalia** for Master Warrant Officer (retired) William (Bill) Wilson's interview, **Canadian Peacekeepers in Haiti** for Master Corporal (retired) Francine Paquette's interview, and **Canadian Peacekeepers in the Balkans** for Major (retired) Sandra Perron and Major Samson Young's interviews.

EXTENSION ACTIVITY:

- Write a reflection answering the following questions:
 - What do the testimonies reveal about peace operations?
 - How does it compare with the definition of peacekeeping that your group wrote earlier in Activity 9?
- Master Warrant Officer (retired) Wilson and Major (retired) Perron both served on two peace operations. Choose one veteran, and compare and contrast their experiences in the two operations on which they served. Examine the similarities and differences. You may want to use a graphic organizer to structure your notes.

MODIFICATION: Watch one of the **Peace Operations interviews**. Create a T-chart, and on one side list positive experiences that the peacekeepers had, and on the other list challenges that the peacekeepers faced.

AFGHANISTAN (2001–14)

Applicable Interviews: Master Warrant Officer (retired) William (Bill) Wilson, Captain Hugues Canuel, Captain Sarah Keller, Lieutenant David Brodeur, Captain Corey Anhorn

The war in Afghanistan was Canada's longest, and its first significant combat engagement since the Korean War. After the 2001 terror attacks on the United States, Canada joined an international coalition to fight the al-Qaeda terrorist network and the Taliban regime that sheltered it in Afghanistan. More than 40,000 Canadian Armed Forces members served in the campaign. The war killed 158 Canadian soldiers. Although the Taliban were removed from power and the al-Qaeda network was disrupted, Canada and its allies failed to destroy either group, or to secure and stabilize Afghanistan.

“Being in Afghanistan as a female and being on patrol was surprising for the local population. Most of the individuals that we came into contact with were male simply because of the way their culture functions.”
- Captain Sarah Keller

“On the ground, what made the enemy dangerous was they could ambush us. So, we had to work with the local population, the Afghan police and army to make sure they could fulfill their material needs.”
- Lieutenant David Brodeur

AFGHANISTAN. PHOTO COURTESY OF LIEUTENANT DAVID BRODEUR, THE MEMORY PROJECT

Activity 11:

Comparing Experiences in the War in Afghanistan

HUGUES CANUEL STANDS NEXT TO A SIGN IN KABUL ESTIMATING 9,935KM TO MATANE, QC. PHOTO COURTESY OF CAPTAIN HUGUES CANUEL, THE MEMORY PROJECT.



CONTENT WARNING: Please note that all five of these videos deal with loss, violence, and conflict, which can be sensitive topics for students. Educators are encouraged to watch the videos before assigning groups.

Master Warrant Officer (retired) William (Bill) Wilson (from 12:55; medic), Captain Sarah Keller (medical technician), Captain Hugues Canuel (naval warfare officer), Lieutenant David Brodeur (infantry soldier), and Captain Corey Anhorn (infantry soldier) all served tours of duty in Afghanistan. In each video testimony, they discuss what it was like interacting with local populations while stationed in Afghanistan. Each had a different experience, reflecting the varied ways people can experience similar situations. When researching accounts of historical events, historians must consider multiple perspectives to draw the most accurate picture of an event.

MODIFICATION: Watch **Summary of the Conflict: Afghanistan** as a class. Break the class into five groups and assign each group one of the video testimonies for Afghanistan. Have each group fill out a 5Ws chart about the video they watched. One person from each group will present the information on their video to the rest of the class.

1. As a class, watch **Summary of the Conflict: Afghanistan**.
2. Break into five groups. Each group will be assigned one of the video testimonies.
3. Watch your assigned video testimony and take notes about the individual's military experience using the **Military Profile** worksheet, available on the **Education Portal**. Be sure to note their name, personal information, where and when they served, their role, the context in which they interacted with locals, and any other information you find interesting or significant.
4. Imagine that you are the journalist who conducted these video interviews. Based on the video testimony you watched, write a short newspaper article about their service and why their experiences are significant.

Activity 12:

Comparison of Conflicts and Perspectives Janet Watt and Major (retired) Sandra Perron

Janet Watt served during the Second World War. Major (retired) Sandra Perron served in the Canadian Army in the late 1980s and early 1990s, and was deployed to Bosnia and Croatia. Watch the **two testimonies** before starting this activity.

1. What are the similarities and differences between Mrs. Watt's and Major (retired) Perron's experiences in service? What do you think contributed to the differences in their experiences? List as many things as you can.
2. In what ways do you think the historical context (the nature of the times) is different when comparing the two periods? How might this have affected the women's experiences? Consider factors such as contemporary global events, women's rights movements, public opinion on the role of women, Canadian civilians' awareness and support of the country's military involvement, etc.
3. In what ways are both Mrs. Watt and Major (retired) Perron trailblazers in their field? In other words, how did their experiences pave the way for future generations of Canadian service women? What do they demonstrate about women's contribution in service?
4. Discuss your answers as a class or in small groups.

AFGHANISTAN. PHOTO COURTESY OF LIEUTENANT DAVID BRODEUR, THE MEMORY PROJECT.



LAST ISSUE OF "THE TIDDELY TIMES", A MAGAZINE DISTRIBUTED TO WRENS. PHOTO COURTESY OF RUBY SOMERS, THE MEMORY PROJECT.

Activity 12:

Janet Watt and Major (retired) Sandra Perron continued

EXTENSION ACTIVITY: Comparing Wartime Experiences

1. Compose a written reflection on the following:
 - In what ways are the experiences of those who served in Afghanistan similar to and different from other wars in which Canadians served?
 - How do you think Canadians today view serving in a war compared with Canadians during the Second World War?

TEACHER TIP: Discuss criteria for researching and comparing these topics with your class.

MODIFICATION: Watch Janet Watt's and Major (retired) Sandra Perron's videos and take point-form notes about their experiences as women in the army. Using a Venn diagram, compare and contrast what female soldiers in the two time periods have in common, as well as the unique challenges they face.

PHOTO COURTESY OF LIEUTENANT DAVID BRODEUR, THE MEMORY PROJECT



AT HMCS CONESTOGA IN GALT, ONTARIO FEBRUARY 1945. PHOTO COURTESY OF JANET WATT, THE MEMORY PROJECT.



SARAH KELLER WITH MEMBERS OF 1 FIELD AMBULANCE. PHOTO COURTESY OF CAPTAIN SARAH KELLER, THE MEMORY PROJECT.

Activity 13:

Post-War Life

Applicable interviews: **WWII:** John (Jack) Rhind; **KOREA:** Gerard Becigneul, Sergeant (retired) Bernard Charland; **COLD WAR:** Master Corporal (retired) Francine Paquette; **PEACE OPERATIONS:** Master Warrant Officer (retired) William (Bill) Wilson, Major (retired) Sandra Perron; **AFGHANISTAN:** Captain Corey Anhorn and Captain Sarah Keller

"Today, it affects me more. Today, I'm experiencing it, and we're talking about twenty years later, because I retired in 2001. But now I am living through emotions that I never had before. Currently, I am seeing someone to learn how to deal with these emotions, because they are emotions I never had, and they are possibly coming out of my military service."

- Master Corporal (retired) Francine Paquette

Several of the military personnel in this video series talk about life after serving and the transition of returning home from deployment. Many of the interviewees touch on the stigma they faced, the emotional trauma they endured in service, and how these experiences affect them now.

1. Split the class into small groups and assign a video to each group.
2. With your group, watch the interview and take notes. What does the veteran say about returning home after deploying? What were the challenges? Did anything surprise you? Summarize the video you watched.
3. Create new groups, with each member of the new group having watched a different video. Each student will explain the interview they watched, focusing on what the transition home was like.
4. As a class, discuss what you discovered: what common themes emerged across the videos?
5. Alternatively, write a reflection on what you learned about the challenges and realities of service members as they transition home from deployment.

MODIFICATION: Split the class into small groups and assign a video to each group. Each group summarizes the video they watched: What does the veteran say about returning home after deploying? What were the challenges? As a class, discuss what you discovered.

EXTENSION ACTIVITY

What support systems are in place for demobilizing soldiers? Research a mental health or support organization specializing in veterans. Give a five-minute presentation or write a one-page report highlighting the work that they do. Ideas for research include the Royal Canadian Legion, Highway of Heroes, Wounded Warriors Canada, or VETS Canada.

Activity 14:

Verify a Primary Source Summative Exercise

Finding evidence that corroborates oral testimony can be helpful for historians. In this activity, look for a primary source that provides evidence to confirm a part of one of the testimonies you've watched. Answer questions about the two sources.

1. Find a photograph, map, recording, newspaper article, or other primary source that relates to an aspect of one of the Canadians featured in this guide. Helpful websites include:

- thememoryproject.com/stories
- bac-lac.gc.ca/eng/Pages/home.aspx
- veterans.gc.ca/eng/search

2. Once you've found a source that connects with a testimony, check that source:
 - What is the date and place of the source's production? Is it contemporary to the time, or was it produced later?
 - Where was it produced (and how does that affect its reliability for your purposes)?
 - Is this an objective (fact-based) source, or a personal account?
 - What is similar about these sources? What is different?
3. Do the two sources support or contradict each other? What can this tell you about the value of having multiple sources? Write a half-page response explaining your research and reasoning.

MODIFICATION: Find a primary source from the Second World War. How does it convey something different about the war that an academic text might not? Does the information from the source support or contradict other knowledge you have about this conflict?

Activity 15:

Book a Memory Project Speaker

As shown in *Record of Service*, oral history plays an important role in how we understand and interpret the past. The Memory Project arranges for veterans and Canadian Forces members to tell their stories of military service at schools and community events across Canada. Request a speaker through the website: thememoryproject.com/book-a-speaker.

TEACHER TIP: Be sure to communicate with your speaker to ensure that they know what to expect from the visit. Obtain permission in advance of the visit if you plan to record the speaker.

1. Once a speaker has been scheduled, as a class, come up with a list of interview questions to ask your speaker during their visit. You may want to use the **Host a Speaker Kit** on The Memory Project website to help formulate your questions.
2. During the visit, record interesting quotes, ask questions, and note key information to include in your project.
3. Based on the answers to your questions, work individually to create your own news article or as a group to create a mini documentary/podcast (if the speaker grants prearranged consent) about their experience. Make sure your documentary includes the following:
 - Where and when did they serve?
 - Why did they serve?
 - What is their branch of service?
 - What experiences did you find interesting?
 - What was something surprising you learned?
 - Why is listening to oral history important?
 - How has listening to oral history shaped your view of the conflict or event that was discussed?

FROM LEFT TO RIGHT, MADGE TRULL, HER SISTER, JEAN WINKLER (WREN), FRIENDS, JOAN AND MARGORIE CAWLWELL (WREN). GROUP PORTRAIT TAKEN AT THE WRNS QUARTERS AT STANMORE, MIDDLESEX, ENGLAND. PHOTO COURTESY OF MADGE TRULL, THE MEMORY PROJECT.

MODIFICATION: Take notes of the speaker's presentation. Make sure to include important information such as dates and places and what happened. Using your information, create a timeline of the speaker's involvement in the conflict.



CHARLES SCOT-BROWN MEETING A YOUNG GIRL AT THE ROYAL CANADIAN MILITARY INSTITUTE, TORONTO. PHOTO BY MIKE TJIOE.