



A Guide to Primary Sources Supplemental Materials

These supplemental materials contain additional resources as well as information for teachers. Use them to get the most out of your Memory Project Primary Source Guide

You can find the Guide to Primary Sources, as well as other [educational resources](#), on our website, thememoryproject.com.

This package contains:

- 1 – Veteran Stories
- 2 – Globe and Mail D-Day Article
- 3 – Tips for Interviewing Veterans
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- 8 – Notes to Teachers – Assessing Historical Thinking
- 10 – Resources from The Canadian Encyclopedia

Veteran Stories

Use these veteran stories to conduct the activities in the Learning Tool. Alternately, you can find these stories by searching for them at thememoryproject.com/stories.



[Okill Stuart](#)



[Harold Bronson](#)



[Ruby Grace Fletcher](#)



D-Day: Canada Has Proud Part In Invasion
Bruce, Charles
The Globe and Mail (1936-Current); Jun 7, 1944;
ProQuest Historical Newspapers: The Globe and Mail (1844
pg. 15

D-Day

Canada Has Proud Part In Invasion

By CHARLES BRUCE

London, June 6 (CP). — The world's free nations today smacked a steel hammer into history's longest prison wall — the 4-year-old shield thrown up by the Nazis from the Arctic Circle to Spain.

It is too soon to say or to speculate on the immediate effect of the blow or its consequences in weakening for further smashes the stockade the Germans built around their prisoner-nations.

But tonight Prime Minister Churchill was able to say "this operation is proceeding in a thoroughly satisfactory manner" and that judgments exist on a broad front.

Bridgeheads have been established on the north French coast, the classic arena of all who dreamed, waited, planned and carried out the opening of the second front to end the despotism of Hitler.

(A communique issued early Wednesday said Allied forces succeeded in their initial landings and fighting continues.)

Nazi Hand Not Shown

Supreme Headquarters, while admitting the early stages of the invasion were carried out successfully, are careful to indicate that the Germans have not yet shown their full hand. The air and sea phases of the assault obviously were successful. The results of the land operation, always are slower to be assessed in any combined operation and this is the start of the greatest combined operation of all time.

Apart from the basic fact of the landings, four circumstances surrounding the conditions under which they were made are known:

1. The concentration points from which the invasion fleet started were not seriously bombed;
2. The convoys steaming toward France were not greatly disturbed;
3. Minefields were swept without much interference;
4. Coastal batteries were not as active as anticipated.

Sons of virtually all the United Nations assembled in this island base for liberation—the men of the enemy-occupied countries, men of the nations dedicated to the task of freeing their comrades in the homelands — had a share in the landings between Cherbourg and Le Havre, the first full-dress smash at Fortress Europe.

The emotion of all perhaps was expressed best simply in the words of an unnamed French flight commander in an R.A.F. Spitfire squadron: "This is the day for which we Frenchmen have been waiting for four years."

Canada's Proud Part

Among her partners Canada had a proud part. Beyond a worthy share in the air, sea and land operations today, her place in action goes back to an August day two years ago.

In the words of Lt-Gen. Crerar, commander of the 1st Canadian Army, in a message to his troops: "The plans, preparations, methods and technique which will be employed are based on the knowledge and experience bought and paid for by the 2nd Canadian Division at Dieppe."

It is impossible as yet to say with what units and in what strength Canadian infantry stormed the French beaches in the light of dawn this morning. But it is known to be a sizable force. Among the Canadians primed for the task were French-speaking troops whose forebears left these same Norman fields three centuries ago for the New World.

The exact proportions and share of the Royal Canadian Navy were not announced, but it was known that ships manned by the R.C.N. carried Canadian ground troops across the Channel for the assault.

It is reasonable to suppose that Canadian destroyers, which recently were active in the English Channel and Bay of Biscay waters, also were on the job, and also possibly minesweepers.

(A despatch from Ross Munro, Canadian Press War correspondent, said two landing craft flotillas of the Royal Canadian Navy carried a portion of the Canadian assault troops to France and put them down on the beaches in the first wave of attack.)

Brilliant Air Record

In the air the Dominion enhanced her brilliant record. The air picture saw heavy bombers smash at coastal artillery installations, mediums and fighter-bombers disrupt roads and communications between the enemy's reserve formations and beaches, and provide superb cover for invasion troops.

In all these phases Canadian fliers had a full share. It was Flt. Lt. J. K. Purvis, Halifax, who first reported lights and gunflashes after a night flight over Normandy.

During last night between midnight and 9 a.m. at least 31,000 Allied airmen were in the air over France. Ten thousand tons of bombs were dropped.



Tips for Interviewing Veterans

Here are a few quick pieces of advice on how you can connect with your veteran parent or grandparent:

- **Don't wait.** If you think your parents/grandparents might be interested, act now!
- **Don't be afraid to ask questions.** Sometimes a veteran may not volunteer stories, but if you ask they are often quite pleased that you are interested. If they do not want to talk about something, they will let you know – but sometimes it is just a matter of asking a question to open the floodgates.
- **Start from the beginning.** If you are wondering how to get the ball rolling, ask what made them enlist or where they did their basic training. These questions (and their answers) are excellent starting points to your understanding the chronology of their experience and also help the veteran ease into the potentially emotional memories.
- **Let them be your guide.** We find it best to let the conversation unfold naturally. Ask them to elaborate on the topics they bring up, but try to avoid pushing him or her to discuss things they may be uncomfortable sharing.
- **Be sensitive.** Seemingly obvious, but worth stating, is that the hardest stories to discuss are those memories of combat deaths – whether of friends, civilians, allies, or even enemies. Our veteran volunteers who visit classrooms all have a personal strategy to deal with the dreaded common question, “Did you shoot anyone?” Your father or grandfather may be open to this kind of question, but try to engage them on easier topics, before delving into this potentially upsetting subject.

Say Thank You. It's important to show gratitude to veterans, not only for yesterday's service but also for taking the time to share with you today.



Optional Activity #1: Source Questions Chart

Example:

Name of Source Folder: Okill Stuart

Document Type	Who created this document?	Who was this document created for?	When was this document created?	Notes (3-10 point form notes on source's content):	Critical Questions (3-5 questions you have about the source's content, the author's perspective, or other things)
<i>Oral Interview</i>	<i>Okill Stuart</i>	<i>The Memory Project</i>	<i>20 October 2009. Long After Events Described.</i>	<ul style="list-style-type: none"> -Describes the chaos of D-Day -Mentions Bren Gun Carrier hitting a mine -Very lucky that a civilian who had helped to plant the mines came and agreed to guide his tank out 	<ul style="list-style-type: none"> -Sounds like he was very brave as many of those around him were killed. Was this typical? -Did Stuart play up or play down the level of violence because he was being interviewed? -How does his depiction of D-Day fit with those of other soldiers?



Student Name:

Name of Source Folder:

Document Type	Who created this document?	Who was this document created for?	When was this document created?	Notes (3-10 point form notes on source's content):	Critical Questions (3-5 questions you have about the source's content, the author's perspective, or other things)

Optional Activity #2. Image Gallery Search

This activity expands on the learning tool's discussion of using primary documents from The Memory Project's Image Gallery and encourages students to be creative in presenting their primary source research.

Big Activity – Working with Primary Sources

1. Generate a class list of questions about the Second World War (or the Korean War).*
2. Decide which question interests you the most and form a small group (2 to 4 people per group) with others who are interested in the same topic.
3. Use the image gallery's search functions to find potentially useful documents.
4. Divide up the documents amongst your group.
5. Make point form notes in your notebook or use the note format template.
6. Share your findings with your group. Remember some of the sources may contradict each other. You must try to decide why this is the case. In some cases, you may decide that a source is not reliable, while in others you might decide that there are different points of view.
7. Compare your findings with secondary sources (e.g., history books, The Canadian Encyclopedia website).
8. Present your group's findings in a format agreed to by your teacher. Options might include a Heritage Minute video, a written report, a museum display, a historical comic book, or a children's picture book. Indicate in your notes when the evidence is not completely clear.

**Teachers should preview some of the materials in the image gallery to identify the types of questions that can be answered. Students should avoid overly specific questions and focus on broader topics (e.g., what was it like on the home front). Students should be encouraged to use official documents (identity card, discharge papers) instead of relying solely on interviews and photographs.*



Note to Teachers on ESL Students and Primary Documents

It is difficult to make generalizations on how to best assist ESL students in the use of primary documents, given the wide range of abilities and background knowledge these students likely bring with them. Having stated that, there are a few useful points that can be made:

1. It is often assumed that ESL learners will find images and short documents, such as government records, easier to deal with. Unfortunately, this is not always true. Official documents are often riddled with jargon that can be difficult to decipher and interpreting images frequently requires extensive knowledge of the culture being studied. Given these observations, it is often best to focus on providing appropriate supports, instead of finding alternative documents.
2. The activities in The Memory Project learning tool emphasize the use of student groups. Be sure to carefully choose partners for ESL students to help ensure that they will be supported, but also challenged to further develop their abilities.
3. Remind ESL students to practice the skills you have been teaching them, such as using context to decode unfamiliar words.
4. Depending on your students, it may be useful to identify difficult words in advance and to provide simple definitions of these terms.



Note to Teachers on Assessing Historical Thinking

Over the past four decades, there has been a great deal of empirical research into students' abilities to think historically (for a summary see Lee, 2005). While there are still areas of debate, this research has led many researchers and educators to conceive of historical thinking skills as developing along a sort of continuum. While most learners do move along this continuum as they age, it is not a rigid Piagetian age and stage scheme. As such, any given history classroom is likely to have students operating at different levels on this continuum. This research has also found that a student's ability to think historically can vary depending on the historical thinking concept. For example, a student may be able to explain why something is of historical significance, but still struggle when trying to take on the perspective of someone in the past.

The Continuum

Learners at the start of this continuum will tend to have a naïve view of history. These students, who have likely never thought about what is “history,” tend to see history as an objective account of the past. Students who are at the middle of this continuum have realized that history involves interpretation. However, because they lack an understanding of this interpretive process and the criteria by which to judge these interpretations, these students exhibit a skeptical stance towards the study of history, often claiming that we cannot know anything about the past. Finally, the most advanced of students will demonstrate a sophisticated understanding of history as an account of the past, created by historians who have found and interpreted evidence as they attempt to answer questions they view as significant.

The Use of Historical Documents

Seixas and Morton (2013) have identified five “guideposts” that can be used to help assess a student's use of historical documents. The guideposts for all of the historical thinking concepts can be found at:

historicalthinking.ca/sites/default/files/files/docs/Guideposts.pdf.

These guideposts can be used to develop assessments that fit with your provincial policies.

One way to summarize the guideposts is as follows:

Naïve Historical Thinker	Powerful Historical Thinker
Uncritically trusts all sources; tendency to mine sources for “facts”	Recognizes that documents are interpreted to make inferences
Struggles to see how a source can be used to answer a question	Asks good questions to turn sources into evidence
Fails to ask sourcing questions	Begins document analysis by asking who created the document, when, and why
Ignores the context in which a document was created	Contextualizes the source by considering the views and beliefs that existed at the time
Makes claims based on a single source	Corroborates information using other primary and secondary sources

Works Cited:

Lee, P. (2005). Putting Principles into Practice: Understanding History. In M. S. Donovan & J. D. Bransford (Eds.), *How Students Learn: History, Mathematics, and Science in the Classroom* (pp. 31-77). Washington, DC: National Academies Press.

Seixas, P. & Morton, T. (2013). *The Big Six Historical Thinking Concepts*. Toronto: Nelson Education.



THE MEMORY
PROJECT



THE CANADIAN ENCYCLOPEDIA

Resources from The Canadian Encyclopedia

Alternately, these articles can be found by searching thecanadianencyclopedia.ca.

[Second World War](#)

[Second World War Timeline](#)

[Juno Beach](#)

[British Commonwealth Air Training Plan](#)

[Normandy](#)

[Fear and Fortitude in Normandy](#)

[The Globe and Mail](#)

[The Royal Canadian Air Force](#)

[Oral History](#)

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