# Project ’44: Understanding Normandy

## Lesson #3

<table>
<thead>
<tr>
<th>Grade/Subject</th>
<th>Grade 10 History</th>
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<tbody>
<tr>
<td><strong>Lesson Objective</strong></td>
<td>Students understand Normandy campaign’s plan/purpose, Canada’s role within it, and the significance of War Diaries</td>
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<td><strong>Materials:</strong></td>
<td>Web Map: <a href="http://www.project44.ca">www.project44.ca</a></td>
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| Prior knowledge Assessment | • Review prior lesson’s teachings  
  o Canada’s role in Normandy |
| **Lesson #3** | • Focus on war diaries  
  o Function of war diaries, how they were made, how they were kept  
  o Discuss importance of preserving primary documents like this  
  • Go over names, places, words/phrases students mentioned in lesson 2  
  o Find key dates to look at war diaries  
  o Look at operations Canada participated in, read diaries from those dates  
  • Review what we’ve learned  
  o Normandy campaign, its purpose, its significance  
  o Canada’s role in Normandy  
  o Significance and use of war diaries |
| **Lesson #3/Final Assessment** | • Assessment/Assignment: create your own war diary in the style of those we read in-class  
  o Can be from the perspective of a regiment, brigade, the division  
  o Infantry or Armour  
  o Can be about specific dates or battles, or a more general overview of events  
    ▪ Maybe create three war diaries, one for each month of the campaign, and summarize Canada’s role in Normandy?  
  • Allow for flexibility from students as to their perspective/scope  
    o Assessing knowledge  
      ▪ Notable locations  
      ▪ General timeline  
      ▪ Significant events  
    o Assessing Understanding  
      ▪ War diary style and significance |
| **Modifications** | • War Diary can be written, typed or spoken |