

Introductory Note to Teachers

This Web site explores the raid on Dieppe through photographs and films selected from the holdings of the National Archives of Canada and proposes classroom activities based on these archival sources.

The proposed activities are intended for students at the intermediate level (grades 6 to 8/secondary I and II) and secondary level (grades 9 to 12/secondary III, IV, V). The activities include suggestions for oral presentations and compositions to help students better understand this historic event.

In addition, an introduction to the concept of primary and secondary is presented and an evaluation grid is included.

Intermediate Level
(Grades 6 to 8/Secondary I and II)

I. Images from the past: the raid on Dieppe

Individually, or in groups of two, students examine photographs or examples of German and Canadian films.

II. Oral presentation

Each student or group will be asked to present answers to the following questions:

- Is there someone in your family who fought in the Second World War?
- Do you know someone who is currently a member of the Canadian Armed Forces?
- In your opinion, why do countries go to war?
- Why is Remembrance Day important?

III. Composition

After examining the photographs and viewing the films, students are asked to write a half page composition on one of the following scenarios:

- How would you feel if you were a Canadian soldier who had participated in the raid on Dieppe?
- Write a letter to your fiancé(e) or to your mother describing your feelings after the raid on Dieppe.

Secondary Level
(Grades 9 to 12/Secondary III, IV and V)

I. Images from the past: the raid on Dieppe

Individually, or in groups of two, students examine photographs or examples of German and Canadian films.

II. Photographs and films: primary or secondary sources?

Introduce the concept of primary and secondary sources.

III. Using source material from the past

Individually, or in groups of two, students are asked to prepare a short written report or brief oral presentation on the following topics:

- What were your first impressions upon examining the photographs and viewing the films?
- Do these photographs and films provide you with the same type of information as your history text book(s)?
- What purpose would the photographs and films have served at the time they were originally produced? Who would have produced them and who would have used them?
- Choose a significant event from our present era. Provide examples of primary and secondary sources which might contribute to your understanding of the event.

Primary and Secondary Sources

Information about the past can be gathered from a variety of sources. To fully study a historic event, it is important to examine all available sources of information. These sources include both primary and secondary source material.

Primary sources

Primary sources are the most authentic way to study history. When researching an event in history, historians rely almost exclusively on primary sources since these materials were created at the time the event took place. The creators of these documents were often direct witnesses to the events.

The following are **examples of primary sources**:

letters

maps

government documents

diaries

works of art

films

photographs

sound recordings

newspaper articles

Secondary material

Secondary sources are images or descriptions of the past created sometime after the events in question. The creators of secondary source material did not witness the events directly, but often rely on primary source material in their work.

The following are **examples of secondary sources**:

books, including textbooks

works of art created long after the events depicted

encyclopedias

newspaper articles written long after the event took place

documentaries

The photographs and films available on the *Through a Lens: Dieppe in Photography and Film* Web site, although digitally reproduced, are primary sources. They are copies of original photographs and films created by individuals who were present at the raid on Dieppe and at later commemorative ceremonies.

Evaluation Grid

	Skills	Level I 0% - 49%	Level II 50% -59%	Level III 60% - 69%	Level IV 70% - 89%	Level V 90% -100%
KNOWLEDGE / UNDERSTANDING	The student has knowledge of facts and terms.					
COMMUNICATION	The student is able to communicate information and ideas (critical thinking).					
	The student is able to communicate orally for different audiences and purposes (debates and interaction).					
	The student is able to communicate in writing for different audiences and purposes.					
APPLICATION	The student is able to make logical conclusions or generalizations.					
	The student uses technology, equipment and materials.					
	The student is able to make connections between past, present and future.					