

Military Heritage Project

Topic: HMCS Regina

Sample Inquiry Questions:

- What might have been the experience of a “prairie boy” enlisting and serving in the Navy during the Second World War?
- How did family and friends back in Saskatchewan help to support their loved ones who were serving in the Navy during the Second World War?
- What role did corvettes play in supporting Navy missions during the Second World War?

Curriculum Connections:

Social Studies 6: Outcome DR6.4 Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean.

Social Studies 8: Outcome PA8.1 Contemplate the implications of Canadian citizenship on the life of Canadians

Outcome DR8.3 Assess how historical events in Canada have affected the present Canadian identity

Cross-Curricular Connections:

Science 8 Outcome FD8.2 Examine the effects of forces in and on objects in fluids, including the buoyant force. [CP,SI,TPS]

ELA 6 Going the Distance– CR 6.2, CR6.5 (Create and Respond), CC6.5 (Compose and Create)

ELA 7 Heroes Gallery (Voices Through the Ages) – CR 7.2, CR7.5 (Create and Respond), CC7.5 (Compose and Create)

ELA 8 Heroic Ways (Adventures and Adventurers) – CR 8.2, CR8.5 (Create and Respond), CC8.5 (Compose and Create)

ELA 9 Doing the Right Thing – CR 9.2, CR9.5 (Create and Respond), CC9.5 (Compose and Create)

Arts Education CP7.1 Create dance compositions that express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments)

Arts Education CP7.5 Use drama elements, strategies, negotiation, and collaboration to help shape the direction of the drama and/or collective creation

Arts Education CP7.6 Express ideas about the importance of place (e.g., relationships to the land, local geology, region, urban/rural environments) in drama and/or collective creation

Resources Required:

- KWL HO #1
- Video Note Taking Guide HO #2
- Comic Strip/Storyboard template HO #3
- Map of English Channel area HO #4
- Map of Europe HO #5

Online Resources:

<https://www.pier21.ca/research/anniversaries-and-special-visits/sample-profiles/donald-mcintosh>
<http://www.uboaat.net/allies/merchants/ships/3310.html>
http://en.wikipedia.org/wiki/HMCS_Regina_%28K234%29
<http://canadasnavalmemorial.ca/wp-content/uploads/2013/02/AS-2006-January-February-Action-Stations0001.pdf>
<http://www.cmp-cpm.forces.gc.ca/dhh-dhp/his/ol-lo/vol-tom-2/par1/regina-eng.asp>
[http://en.wikipedia.org/wiki/HMCS_Regina_\(FFH_334\)](http://en.wikipedia.org/wiki/HMCS_Regina_(FFH_334))
http://www.museevirtuel-virtualmuseum.ca/sgc-cms/histoires_de_chez_nous-community_memories/pm_v2.php?id=story_line&lg=English&fl=0&ex=00000548&sl=4309&pos=1
http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc
<http://www.boatsafe.com/kids/021598kidsques.htm>
<http://www.climatechangematters.net.au/LOTS/Phy/sub/floating/floating.htm#2>
<http://www.onr.navy.mil/focus/blowballast/sub/work3.htm>
<http://rubistar.4teachers.org/>
<http://www.teach-nology.com/>

Purpose of the Lesson:

The purpose of this lesson is to explore the role the Canadian Navy played in the Second World War and that of the corvettes in particular in protecting convoys at great risk to themselves through the experiences of a survivor of the *HMCS Regina*'s sinking.

Pedagogy:

1. The lesson should start with the students completing the first two columns of a KWL chart about Canada's Naval Role in the Second World War.
2. Once students have completed the first part of the KWL chart they are to watch the video resource entitled "*HMCS Regina*". While watching this video the students are to use the Video Note Taking Guide (HO #2) which has printed on it a series of questions that Donald MacIntosh will answer as he is being interviewed.
3. Using the links included, have the students read about the story of the *HMCS Regina* to understand the history of the *HMCS Regina* and her fate.
4. Using the map of the SW coast of the UK and NW France (which can be found at the following website: <http://www.naval-history.net/Map00Index.htm>) have the students plot the locations where Mr. MacIntosh was stationed and where the *HMCS Regina* was last operational (including its final resting place). A larger version of the map could be created for a classroom bulletin board display where images of the *HMCS Regina* could also be posted. An alternative would be to use a larger map of Europe (http://commons.wikimedia.org/wiki/File:Europe_outline_map.png) in order to show all of the actions and history of the *HMCS Regina* before it was sunk.
5. The science component of the lesson (should the teacher wish to include it) could have the students conduct research on the principle of buoyancy of ships made of metal as well as how a submarine can sink below the surface of the water and how it rises to the surface again.

6. A final part of the lesson demonstrates a Saskatchewan connection to the *HMCS Regina* and the other corvettes. For this the students will be required to use the link to the Virtual Museum Website to read the article about the connection between the corvettes and Claybank, SK. Once having read this have the students write a one paragraph summary of the “Corvettes and Claybank” article.
7. At the end of the lesson “*HMCS Regina*” have the students complete the final column of the KWL chart.

Culminating Activities:

To wrap up the lesson on the *HMCS Regina* there are several options in which the students may engage as the culminating activity or activities. The teacher may give the students the opportunity to select an activity of their own choosing, or the teacher may select an activity for the students to complete.

1. The students could create the story of Don MacIntosh in a creatively written account of the sinking of the *HMCS Regina* and the rescue of the survivors in order to bring out the drama of Mr. MacIntosh’s experiences using their imaginations.
2. A second option would be to have the students write a comparison of the missions of the *HMCS Regina* K234 of the Second World War to that of the modern *HMCS Regina*. This will serve to help the students to understand the importance of the legacy of the *HMCS Regina*.
3. A third activity requires the students to have read the story of the *HMCS Regina* and view the interview of Don MacIntosh. Then the students are to create a visual art graphic strip telling the story of Mr. MacIntosh and the *HMCS Regina*. The included template (HO #3) could be used in its original size or could be enlarged for the completion of this activity. In completing this activity the students are to use colour images, speech and thought bubbles, and they can also use narration for any of the frames to help describe the action. The required number of frames is at the discretion of the teacher.
4. Instead of a visual art graphic strip the students could create a visual representation of a defining moment of the story of the *HMCS Regina*. A brief description of the event shown in the action recreation could accompany the final product.
5. The students could visually portray the *HMCS Regina* from the Second World War alongside the *HMCS Regina* of the present day. This visual comparison should have the specifications and armaments of the two ships included with the images.
6. For a science based activity the students could create a model or visual portrayal which explains how a metal ship floats.
7. A second science based activity would be to use the visual art graphic strip template to show how a submarine sinks and surfaces by controlling its own buoyancy.
8. Create a dance composition to represent the story of several young men joining the navy and travelling to Halifax during the Second World War to board a naval vessel and leaving family and friends behind. How did the “sense of place” change for these young men when moving from the prairie to the sea? Express these experiences and feelings through dance.

9. Create a contextual drama and work “in role” as young sailors, other crew members (e.g., cooks) and officers aboard a naval corvette conducting escorting duties across the Atlantic. What was life like for the crews when resting below in their berths (e.g., write and read diary entries or letters home) and when called upon to work as a team use anti-aircraft guns or depth charges?
10. Create a contextual drama using various drama strategies to explore scenarios such as the July 3, 1942 rescue by *HMCS Regina* of 25 survivors of the American merchant SS *Alexander Macomb* which was sunk east of Cape Cod.
11. Using drama, work “in role” as sailors reflecting on the August 8, 1944 torpedoing and sinking of *HMCS Regina*. Thirty of the ship’s crew members were killed. Create monologues, write letters home, or interview surviving sailors as they tell stories of the heroism and unique personalities of their lost friends.

Assessment and Evaluation:

Evaluation of the parts of this lesson can be accomplished using the rubrics provided or if the teacher would like to create their own rubric there are the following free online rubric creation sites:

<http://rubistar.4teachers.org/>

<http://www.teach-nology.com/>

HO #1 "HMCS Regina"

Student Name: _____

What role did the Royal Canadian Navy play in World War Two?

<u>KNOW</u>	<u>WANT TO KNOW</u>	<u>LEARNED</u>

HO #2 "HMCS Regina"

Student Name: _____

Answer the following questions while watching the video entitled "HMCS Regina"

What is this veteran's name and what did he serve on?	
What were the corvettes named after?	
What is an ERA, and what work does he do?	
How long is the length of the apprenticeship (training)?	
What three side courses did this veteran have to take?	
What is the lowest rank in the navy?	
Where was the Canadian Naval base overseas?	
What had the HMCS Regina been doing Aug. 8, 1944?	
What was the name of the freighter that they were watching sink?	
What kind of materials was the freighter carrying?	

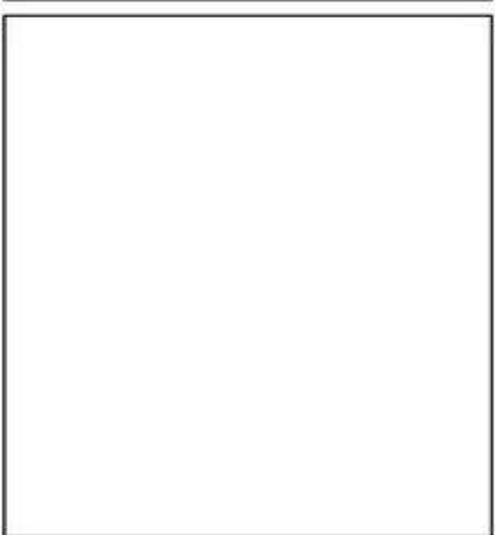
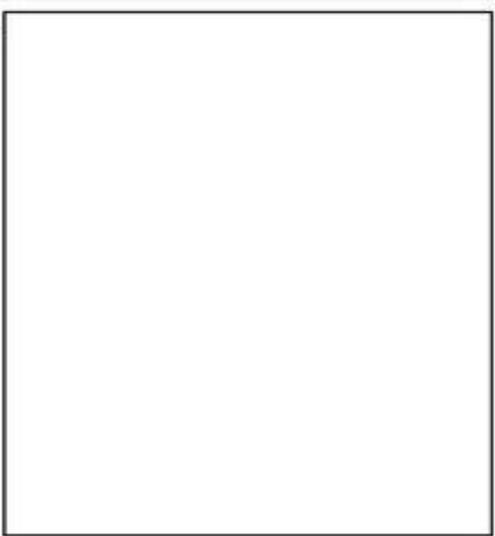
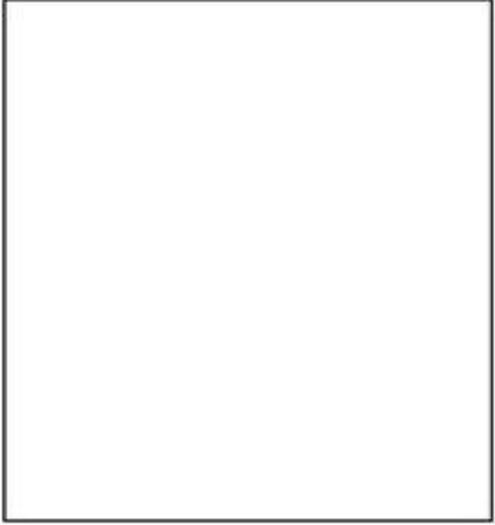
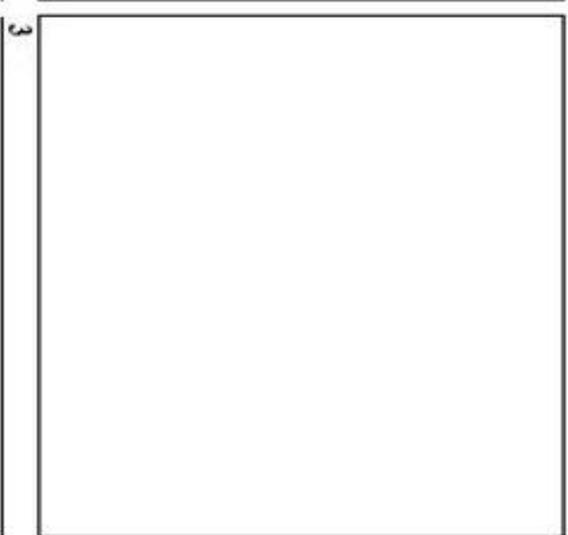
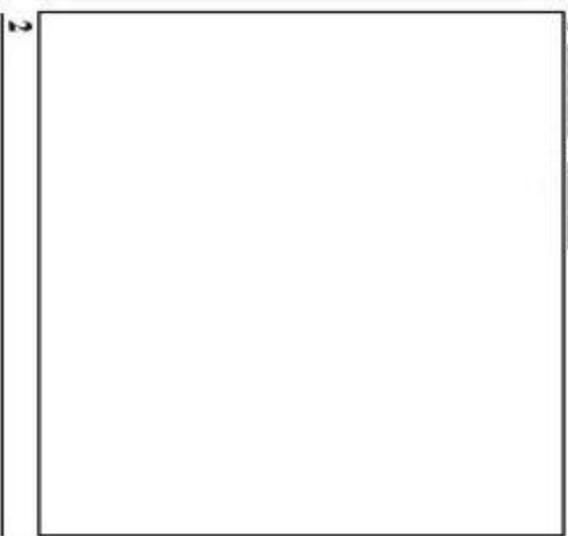
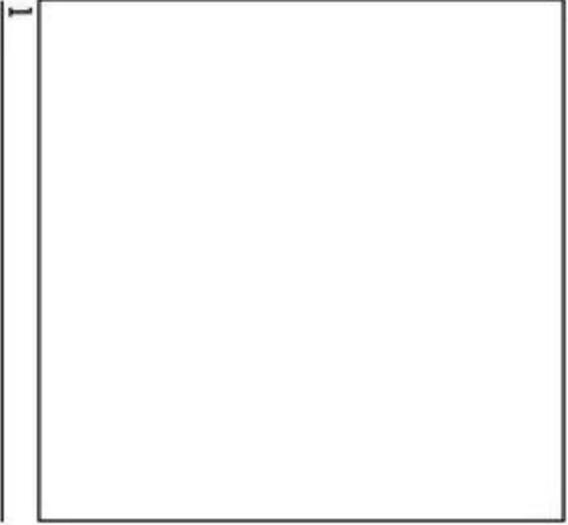
Find out what a 'depth charge' is.	
How fast did the HMCS Regina sink?	
What did many men die of in the water?	
What did the officer give the veteran to wear?	
What was the veteran's regret?	
How many men died?	
What is the name of the ship that the veteran went home on?	
What famous person also travelled on this ship? Where is this famous passenger going?	
In 1993 what did the veteran get to do as a part of the new HMCS Regina ceremonies?	
What part of the new HMCS Regina did the veteran and his son get to visit?	

HO #3

STORYBOARD

Page _____ of _____

PROJECT _____



Rubric for Graphic Strip HMCS Regina

Student Name: _____

	4	3	2	1
Choice of Scenes	Lists all the most important events that occur in the story without revealing the conclusion.	Lists most of the important events in the story without revealing the conclusion, but misses 2 or 3 major events.	Lists most of the important events in the story , but either highlights unimportant points or reveals the conclusion.	Lists some events in the story , but information is incomplete or focused on less important points.
Captions	Captions are related to the events of the story , and the connections are easy to understand.	Captions are related to the events of the story , and most connections are easy to understand.	Captions are related to the events of the story , but the connections are less obvious.	Captions do not relate well to the story . There seems to be no connection or connections are very general.
Characters	The main characters are clearly identified, and their actions and dialogue are well-matched to their actions and dialogue in the book.	The main characters are clearly identified, and their actions and dialogue match actions and dialogue in the book.	The main characters are identified, but actions and dialogue are too general to show their relationship to the book.	It is hard to tell who the main characters are, or main characters in the comic are not the main characters in the book.
Images	Images are directly related to the theme or purpose of the story and enhance understanding of the scene.	Images are directly related to the theme or purpose of the story .	Images are generally related to the theme or purpose of the story .	Images seem randomly chosen OR distract the reader.
Spelling, Punctuation, and Grammar	There are no spelling, punctuation, or grammar errors.	There are 1-3 spelling, punctuation, or grammar errors.	There are 4-5 spelling, punctuation, and grammar errors.	There are more than 5 spelling, punctuation, and grammar errors.

Rubric for Narrative Writing: "HMCS Regina" Student Name _____

	Focus	Content & Development	Organization	Style (Voice)	Conventions (grammar, punctuation, capitalization, mechanics)
	The single controlling point made with an awareness of task (mode) about a specific topic.	The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/ or explanations.	The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion.	The choice, use, and arrangement of words and sentence structures that create tone and voice.	The use of grammar, mechanics, spelling, usage and sentence formation.
4	Main idea of narrative (tells a story) is clear and focused making sense from beginning to end. Writing has a purpose.	Several (4-5) relevant supporting details within paragraphs that tell the story or experience.	Logical order, or sequence of paragraphs; includes a beginning, (introduction), middle, and end (conclusion). Use of a variety of transition words (i.e. first, in addition to, next, then, finally, etc.).	Correct and varied word choice (vocabulary) and sentence variety help make meaning clear. Voice is natural and expressive engaging the audience. Point of view is consistent and convincing. Choices of phrases are fresh and original.	Strong use of conventions make writing meaningful and easy to read. Few or no errors.
3	Main idea of narrative (tells a story) is present but fuzzy at times.	Some supporting details within paragraphs. More information is needed to tell the story or experience.	Organization of paragraphs includes a beginning, (introduction), middle, and end (conclusion). Some transition words, but story order could be improved.	Some variety of vocabulary and sentence structure. Voice lacks some expression to engage the audience. Point of view is consistent.	Some mistakes in grammar, spelling or punctuation, but meaning is still clear.
2	Narrative (tells a story) has no clear main idea but some supporting details are present.	Ideas are not clear. More supporting details and personal experiences or knowledge are needed within paragraphs to tell the story.	Little organization of beginning (introduction), middle and end (conclusion) paragraphs. Ideas are not tied together. Writing lacks rhythm.	Limited variety of vocabulary and sentence structure lessens voice and interferes with point of view. Writing is not smooth. Limited awareness of audience.	Many errors in all areas of conventions. Errors get in the way of meaning.
1	Little or no attention paid to main idea of narrative (tells a story).	Information and personal experiences are limited and/ or repeated. More information is needed in paragraphs to tell the story.	Some ideas are mentioned. No clear direction and not enough attention to narrative (tells a story).	Needs awareness of audience. No variety of sentence structure or vocabulary. No personality or voice. Inconsistent point of view.	Many errors in word usage, mechanics, spelling, and sentence structure make meaning unclear to the audience.

Marking Rubric for Visual Representations

Topic: HMCS Regina

Name: _____

All posters will be marked out of a multiple of 4 using this holistic marking scale.

4 – Outstanding. The product is exceptionally attractive in terms of design, layout and neatness.

- All graphics are related to the topic. They add meaning and/or give context to the topic (make it easier to understand/visualize). Attractive.
- Title and all labels of important item are present. Can be seen clearly from several steps away. Professional quality.
- Information is relevant, accurate, specific and complete. Information is succinctly summarized and important information is highlighted.
- No errors in spelling, grammar, punctuation, etc.
- All bibliographic details recorded correctly.

3 – Good. The product is attractive in terms of design, layout and neatness.

- All graphics are related to the topic. They may add some meaning or give context to the topic. Neat.
- Title and most labels (ex: sub-topics) of important item are present. Can be seen from several steps away. Neatly done.
- Information is complete and generally relevant, accurate and specific.
- Very few errors in spelling, grammar, punctuation, etc.
- Most bibliographic details recorded correctly. .

2 – Minimal. The product is acceptably attractive though it may be a bit messy.

- Most graphics are related to the topic. May be messy.
- Title is present. Many labels (ex: sub-topics) of important item are present. Can be seen from several steps away.
- Information is generally relevant and accurate; may be vague, OR there is way too much unfiltered information.
- Some obvious errors in spelling, grammar, punctuation, etc
- Some bibliographic details recorded correctly.

1 – Poor. The product is distractingly messy or poorly designed. May look slapped together. Not attractive.

- Graphics, if any may not be related to the topic. May be messy and careless.
- Title and other labels (ex: sub-topics) are missing or are too small or too messy to view.
- Information is inaccurate, incomplete, copied or inappropriate.
- Many obvious errors in spelling, grammar, punctuation, etc.
- Few bibliographic details recorded correctly.

0 – Unacceptable. An assignment will not be accepted for any of these reasons:

- It is incomplete.
- It is plagiarized.
- It is completely illegible.
- Instructions have not been followed at all.
- It is from a previous term (extremely late).