

Welcome to Canada

The British Commonwealth Air Training Plan and Huron County

Objectives of the Program

Curriculum Focus

Grade 10

Canadian History since World War I

Strand A: Historical Inquiry and Skill Development

Strand C: Canada, 1929 - 1945

Overall Expectations

Students will interpret and analyse information gathered through research to draw conclusions about what life may have been like for foreign men training and working in Huron County as part of the British Commonwealth Air Training Plan during World War II. Students will use primary sources like oral histories, photographs, and letters to gather knowledge and make reasoned generalizations or appropriate predictions about what it might have been like to be at a Huron County British Commonwealth Air Training Plan school. They will use secondary sources like the internet, books, and articles to identify Huron County's and to a greater extent, Canada's, contribution to the war effort, specifically the British Commonwealth Air Training Plan. Students will also assess the credibility of the sources used and express what they have learned through the performance task.

Required Resources

Materials:

Computer with internet access for each student

Access to [Huron County Archives Online Catalogue](#)

Teacher Preparation

1. Visit the [website](#) to get the necessary information about the [British Commonwealth Air Training Plan](#) and the training schools in Huron County. If necessary, conduct more in-depth research using the [Additional Resources](#) section.

Procedure

1. Start a conversation about Canada's contribution to the war effort during World War II and the role Canada played in the British Commonwealth Air Training Plan (BCATP).

Sample questions: What do you know about the BCATP? Did you know that there were four training schools in Huron County attended by people who came from all over the world? What do you think was their first impression of Huron County? What would someone from New Zealand or Australia think about winter? How would an Englishman feel if he was safely in Canada while his family was facing danger overseas?

2. Have students explore the online Henderson Collection database. Have students browse the different themes, especially daily life, marriages, and funerals so they can get a sense of what an airman's life was like of as part of the BCATP.
3. Present students with activity choices; they must choose one:
 - a) Pretend to be an airmen, instructor, or staff member, writing a letter home telling your family about your training experience and life in Huron County.
 - b) Write a poem or a song about an airman's experience training in Huron County.
 - c) Students can pair up and write a short skit about training in Huron County and the BCATP.
4. Review what are primary sources (photographs, letters, newspapers of the time, oral histories, etc.) and secondary sources (articles, books, etc.). Have students search for the primary and secondary sources they need to complete the assignment. They can look at the database, listen to the oral histories, consult the Additional Resources list for online sources, and/or visit the library.
5. Have students submit a list of the primary and secondary resources that were used to complete their chosen activity.
6. Have the students present their activity to the class.
7. Brainstorm for the resources used by the students to complete their activity and list them on the screen, board, or overhead. Discuss the resources they used.

Sample questions: From our list, which examples are primary resources? Secondary resources? Did you use more primary or secondary sources? What are the pros and cons of using each type of information? Is one more reliable than the other? Explain.

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CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>Knowledge and Understanding</p> <p>Demonstrates understanding of topic under study</p> <p>Explains information gathered through research, using primary and secondary sources</p> <p>Use appropriate terminology to communicate results of inquiries into historical topics and issues</p>	<p>Demonstrates limited understanding of topic under study</p> <p>Explanation of information is based on limited research</p> <p>Uses appropriate terminology to communicate results of inquiries into historical topics and issues with limited success</p>	<p>Demonstrates some understanding of topic under study</p> <p>Explanation of information is based on some research</p> <p>Uses appropriate terminology to communicate results of inquiries into historical topics and issues with some success</p>	<p>Demonstrates considerable understanding of topic under study</p> <p>Explanation of information is based on considerable research</p> <p>Uses appropriate terminology to communicate results of inquiries into historical topics and issues with considerable success</p>	<p>Demonstrates thorough understanding of topic under study</p> <p>Explanation of information is based on thorough research</p> <p>Uses appropriate terminology to communicate results of inquiries into historical topics and issues with outstanding success</p>
<p>Thinking</p> <p>Assess research information</p>	<p>Assessment of research information demonstrates limited use of criteria</p>	<p>Assessment of research information demonstrates some use of criteria</p>	<p>Assessment of research information demonstrates considerable use of criteria</p>	<p>Assessment of research information demonstrates thorough use of criteria</p>
<p>Communication</p> <p>Communicate information effectively</p> <p>Communicate research results in oral or written presentations</p>	<p>Communicates information with limited effectiveness</p> <p>Limited ability to communicate research results in oral or written presentations</p>	<p>Communicates information with some effectiveness</p> <p>Adequate ability to communicate research results in oral or written presentations</p>	<p>Communicates information with considerable effectiveness</p> <p>Competent ability to communicate research results in oral or</p>	<p>Communicates information with a high degree of effectiveness</p> <p>Excellent ability to communicate research results in oral or</p>

Summarize information gathered	Summarizes information gathered using limited organization	Summarizes information gathered using some organization	written presentations Summarizes information gathered using considerable organization	written presentations Summarizes information gathered using thorough organization
Application Demonstrates competence in research Evaluate information to reach conclusions Distinguish between, and use appropriately, primary and secondary sources Research topic under study	Demonstrates limited knowledge of stages of research, availability of sources, and time management Evaluates information to reach conclusions with limited supporting detail Is beginning to distinguish between primary and secondary sources, and is developing an awareness of their appropriate use Research of topic under study demonstrates limited use of inquiry skills	Demonstrates satisfactory knowledge of stages of research, availability of sources, and time management Evaluates information to reach conclusions with some supporting detail Distinguishes satisfactorily between primary and secondary sources, and is usually able to use appropriately Research of topic under study demonstrates some use of inquiry skills	Demonstrates good knowledge of stages of research, availability of sources, and time management Evaluates information to reach conclusions with considerable supporting detail Effectively distinguishes between primary and secondary sources, and is able to use appropriately Research of topic under study demonstrates considerable use of inquiry skills	Demonstrates excellent knowledge of stages of research, availability of sources, and time management Evaluates information to reach conclusions with thorough supporting detail Routinely distinguishes between primary and secondary sources, and is able to use with impact Research of topic under study demonstrates thorough use of inquiry skills