

Sample Lesson Plan for Remembrance Day

By Mary Cummins



Adapt these ideas to fit the English level of your students.

1. Greet everyone and do a little chit chat (i.e. if it's a Monday class, ask everyone about their weekend, or something about the weather).
2. Play the Guessing Game on page 2 & 3 using poppies, enough for each student.
3. Do a mapping diagram on the board.
 - a. Write: 'Remembrance Day' in the middle.
 - b. Then ask the students what they know about it using question words such as: When? Why? What? Who? How?
 - c. Draw lines from the centre (Remembrance Day) to write the answers for each question word.
 - d. If they don't know much, you can fill in the key words.
4. Give the students a Remembrance Day reading (appropriate for the English level of your class).
 - a. Work on the vocabulary; use pictures to help students understand the meaning.
 - b. Practice pronouncing the words before students read the story.

Remembrance Day Reading—Beginner Level (CLB 1-3): Follow the instructions on pages 4 & 5 to make a booklet. Then use the booklets to practice reading.

Remembrance Day Reading—Intermediate Level (CLB 4-5): Follow the instructions on page 6, 7 & 8. Give students time to answer the questions. They could work in pairs or individually. Then go through the questions and have students share their answers.

5. If you have a higher level (CLB 5-8) class and enough time to do it, you might like to introduce the "Flanders Fields" poem on page 9.
 - a. Read through the poem and help them understand the vocabulary.
 - b. Then you could get the students to work on the poem and do like a choral reading.
 - c. Ideas: everyone could say, "In Flanders Fields" by John McCrae.
 - d. Then have each student say a line or two as you go through the poem.
 - e. Encourage them to use actions, such as pointing to the sky when saying "the larks, still bravely singing, fly."
 - f. Everyone can say the last line together, "In Flanders Fields."
6. As a homework follow-up, give the students the Remembrance Day Ceremony Checklist on page 10 with a list of things they will see or hear as they watch the Ottawa Remembrance Day Ceremony on tv. You can review it during the next class and ask them to share their feelings about it.

GUESSING GAME

By Mary Cummins

The "Guessing Game" (aka Twenty Questions) can be used for any object or occasion.

For Remembrance Day Guessing Game, I get some poppies ahead of time—one for each student in the class. Then I put them in a nice box. The students pass the box around and take turns guessing. I put their responses on the board. **For example: Is it something to eat? Answer—no. Is it something to wear? Answer—yes...**

Once they guess or use up 20 questions, I open the box and each student takes a poppy and puts it on.

This is a warm-up & intro for the topic of Remembrance Day..

Regular Guessing Game Instructions

Bring various objects in a box. Students take turns asking questions which **can only be answered by "yes", "no"**. If the class guesses in 20 questions or less, the class wins. If not, the person who brought the surprise item will be the winner. This is an excellent way to build vocabulary.

The idea is to go from the general to the specific. First you need to find out what **general category** the item is in. **For example:** Is it something to eat?

If the answer is "yes", then continue to ask more **specific** questions such as:

Is it soft? Is it brown? Is it healthy?

Examples of **general category** questions:

1. Is it something to read?
2. Is it something to play with?
3. Is it something to listen to?
4. Is it something to wear?
5. Is it something useful (i.e. practical)?
6. Is it something to eat?
7. Is it something living?

Examples of more **specific** questions for something:

To read.

1. Is it a book/magazine/newspaper?
2. Is it funny/sad/romantic/serious?

To play with.

1. Is it hard?
2. Is it round?
3. Is it noisy?
4. Can you throw it?

To listen to.

1. Is it round?
2. Is it rectangular?

3. Can it be played in a tape recorder?

To wear.

1. Is it a pair of something?
2. Is it to be worn in hot weather?
3. is it cotton?

Useful:

1. Is it hard?
2. Is it sharp?
3. Is it used in the kitchen?

To eat:

1. Is it sweet/sour/bitter?
2. Is it fattening?
3. Is it junk food?

For a living thing:

1. Is it an animal?
2. Is it a flower?

Work on making up your own questions. Some examples of things to ask about are:

- ✓ color (Is it red?)
- ✓ shape (Is it round?)
- ✓ size (Is it big?)
- ✓ feel (Is it smooth?)
- ✓ taste (Is it sweet?)
- ✓ where it's used (Is it used on a car?)

Remembrance Day Reading—Beginner Level

By Mary Cummins

For very beginner levels, I've found it's helpful to have them make little booklets. This one is 4 pages. Take a page of construction paper or scrapbook paper and fold it in half so you have 4 pages at 6" by 9".

There are 4 paragraphs (one for each page of the booklet) on page 5. Print and cut up the paragraph for each page. Students will glue 1 paragraph onto each page to create a booklet.

Booklet Instructions:

Page 1: Write the title at the top: REMEMBRANCE DAY and under that students will glue **paragraph 1:** "On Remembrance Day we remember Canadian soldiers who died in wars."

- Students may glue a picture of a soldier or soldiers if you have them available.

Page 2: Students will glue **paragraph 2:** "Remembrance Day is on November 11th. This is because World War 1 ended at 11 a.m. on the 11th day of the 11th month of 1918."

- Underneath draw a blank November 1918 calendar and put #11 in the second Wednesday slot or get a 1918 calendar from this link to print off and glue on the page: <https://www.timeanddate.com/calendar/print.html?year=1918&month=11&country=27&typ=1&cols=1&display=1&df=1>

Page 3: Students will glue **paragraph 3:** "People wear a red poppy over their hearts. This shows they remember the soldiers. They also hope there will not be any more wars."

- If you can find a picture of a person wearing a poppy, glue it underneath the paragraph. If not, they can pin an artificial poppy there.

Page 4: Students will glue **paragraph 4:** "You can pay what you want for the poppy. The money helps veterans and their families. Veterans are soldiers who came back from a war."

- Glue a picture of veterans if you have them available.

When the booklets are done, have the students take turns reading aloud.

Print and cut out the 4 paragraphs (one for each student) on the next page.

Paragraph 1

On Remembrance Day, we remember
Canadian soldiers who died in wars.

Paragraph 2

Remembrance Day is on November 11th.

This is because World War I ended
at 11 a.m. on the 11th day of the
11th month of 1918.

Paragraph 3

People wear a red poppy over their hearts
This shows they remember the soldiers.
They also hope there will not be any more wars.

Paragraph 4

You can pay what you want for the poppy.
The money helps veterans and their families.
Veterans are soldiers who came back from a war.

Remembrance Day Reading Comprehension—Intermediate Level

By Mary Cummins

Read the story below about Remembrance Day. When you see a word or group of words underlined, find a synonym from the list below. Write the synonym above the underlined words. There are more words than you need.

monuments	wreaths	a moment of silence	ceremony
poppies	a symbol of	protest	petitions
adopted	the Peace Treaty	circulate	Remembrance Day
veterans	demonstrations	officials	the Peace Tower

Remembrance Day Story (The first underlined word in the reading is done as an example for you).

(Ceremony) is a synonym of event.

On November 11, there was a special public event in Ottawa. November 11th is a day to remember in Canada.

This is a day when Canadians remember soldiers who died in wars and soldiers who have survived wars.

November 11, 1918 was the day that an official agreement was signed to end World War I. It was signed at 11

a.m., so every year at 11 a.m. on November 11th there is a short time when no one talks to honour Canadian

soldiers. Also, on November 11th many people lay special round arrangements of flowers and greenery on

tombs and structures built in memory of people or historical events. In the days before this event, you can see

many people wearing artificial red flowers over their hearts. This flower became an object to represent our

remembrance of Canadian soldiers. It became famous from a poem called, "In Flanders Fields" written by a Canadian military doctor, John McCrae, who noticed that many of these flowers grew in Flanders where many Canadian soldiers were buried.

Canadians believe that too many Canadian soldiers have died. We want peace. Canadians have had a part in every major United Nations peacekeeping activity. We encourage positive ways to change our country and the world. One way is for people with a common cause to have public gatherings to share their ideas. Another way to make changes peacefully, is to pass around a document with many signatures asking for something. We can also write letters to government leaders to take a formal stand against something. As we remember those who gave their lives for our freedom, we can do our part to work for peace all year long.

Reading Comprehension Questions: Read the questions and answer them as best as you can.

1. When was the peace treaty to end World War 1 signed?

2. What flower is used to symbolize Remembrance Day?

3. Why did John McCrae use this flower in his poem, "In Flanders Fields"?
4. Why is Remembrance Day important to Canadians?
5. In what ways can Canadians try to make changes in their country peacefully?
6. If you had the power to create world peace, what would you do?

In Flanders Fields



A Poppy

In Flanders fields the **poppies** grow
Between the crosses, row on row.
That mark our place; and in the sky
The **larks**, still bravely singing, fly
Scarce heard amid the guns below.

A red flower

*A bird
Barely heard*

We are the Dead. Short days ago
We lived, felt dawn, saw sunset glow,
Loved, and were loved, and now we lie
In Flanders fields.

Take up our quarrel with the foe:
To you from **failing** hands we throw
The Torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.

*Continue the fight
Dying*

John McCrae



John McCrae was a Canadian poet who served as a medical officer in the Boer War and World War I. This poem honours and commemorates the men who died in the horrific battles in Flanders. It is said that he was inspired to write this poem after seeing the blood red poppies grow on the graves of his friends around Flanders. The poppy has since become a symbol of veterans worldwide. This poem was published in December 1915.

Remembrance Day Ceremony Checklist—Listening Comprehension Activity

By Mary Cummins

Instructions: Watch the Remembrance Day ceremony from Ottawa on November 11th morning. Or you can watch the highlights on the evening news or YouTube. Check the box next to things you either see or hear as you listen to the ceremony.

Check the box next to things you either see or hear.



Prime Minister Justin Trudeau (2023)	<input type="checkbox"/>
Governor- General Mary Simon (2023)	<input type="checkbox"/>
Soldiers marching in a parade	<input type="checkbox"/>
Veterans	<input type="checkbox"/>
People saluting	<input type="checkbox"/>
Singing of Canada's National Anthem, "O Canada"	<input type="checkbox"/>
The poem, "In Flanders Fields", either spoken or sung	<input type="checkbox"/>
People wearing poppies	<input type="checkbox"/>
People laying wreaths in front of monuments	<input type="checkbox"/>
The Canadian flag	<input type="checkbox"/>
The Peace Tower	<input type="checkbox"/>
A moment of silence	<input type="checkbox"/>
The Tomb of the Unknown soldier	<input type="checkbox"/>
People putting poppies on the Tomb of the Unknown soldier	<input type="checkbox"/>
Gun salute	<input type="checkbox"/>
Bagpipes being played	<input type="checkbox"/>
People crying	<input type="checkbox"/>
Snowbirds "Fly over"	<input type="checkbox"/>
	<input type="checkbox"/>