

LESSON PLANS & STUDENT ACTIVITIES

ARCHAEOLOGY ON THE WESTERN FRONT: DIGGING THE TRENCHES



LEARNING OUTCOMES:

- Students will:
 - Critically consider the meaning of remembrance as it relates to archaeological discoveries on the Western Front
 - Identify, articulate and share their viewpoints on issues related to remembrance during a kinesthetic activity that encourages intellectual change and growth

ACTIVITY OVERVIEW:

- Watch the Archaeology on the Western Front video lecture with students. (52 mins)
- Allow students to consider their responses to the prompts listed on the Participant Information Sheet below.
- Explain to students how the Moving Conversation will work. Instructions follow. Be sure to explain the goals of the activity and participant protocols for a successful discussion.
- Conduct the Moving Conversation.
- Debrief verbally, or by journaling, using the suggested Debrief Questions.
- Consider having students complete the Extension Activity.

GOALS AND BENEFITS OF A MOVING CONVERSATION:

- To provide a dynamic forum which encourages students to extend their thinking, refine their opinions and challenge their existing assumptions in a non-threatening way.
- To have students formulate their own opinions and articulate their thinking in response to prompts and to the opinions of others.
- To give students who don't often participate in verbal discussions a way to freely express their opinions in a non-verbal, kinesthetic way.
- To get a visual sense of how the group feels about issues raised in the lecture.

MOVING CONVERSATION INSTRUCTIONS:

- All members of the group stand in an open area.
- The first prompt is written on chart paper, a whiteboard, or displayed on a screen where all participants can see it.
- Prompted by the facilitator, one student will respond to the prompt provided by reading it in full then choosing to end the sentence in a way that reflects their opinion.
 - Example based on Robertshaw's lecture: "Not doing all you can do is like killing him twice' means not giving the dead of the First World War their due." Or, "Not doing all you can do is like killing him twice' means going through an unnecessary process of disturbing a dead body for the purpose of glorifying war."

Objectives:

Our Intention is to educate Canadian Citizens so that they:

- » *Appreciate the role of our military heritage in protecting Canadian interests, values and beliefs.*
- » *Understand the role our military history has had in shaping our country and the world.*
- » *Are inspired to be engaged and well-informed participatory citizens of Canada.*

Historical Era:

First World War (1914-1918)

Intended Student Body:

Grades 10 – 12

** Activity can easily be modified for most grades and ability levels.*

RESOURCES REQUIRED:

- 52 Minute video lecture: <http://valourcanada.ca/video-documentaries/archaeology-of-the-western-front-digging-the-trenches/>
- Large open space (gym is ideal, but dependent on number of participants)
- LCD projector and screen or flip chart or whiteboard

For more information about the Moving Conversation discussion technique, see <http://www.hostingtransformati on.eu/methode/soft-shoe-shuffle/>

INSTRUCTIONS CONTINUED:

- Participants then walk toward or away from the speaker. The closer they are to the speaker, the more strongly they agree with the opinion stated. The farther they are away from the speaker, the more strongly they disagree with the opinion stated.
- Prompted again by the facilitator, another student will either continue to address one of the prompts given by a student, or choose to respond to the original prompt in a different way.
 - Ex. "Giving the dead of the First World War their due involves finding and identifying the bodies of any of the fallen that are recovered and burying them in a cemetery." (Extending the student response to the original prompt.) or "'Not doing all you can do is like killing him twice' means failing to honour the war dead. This will lead to the lessons of history being forgotten and more war in the future." (A new response to the original prompt.)
- Students will move toward or away from the speaker during and after each statement. Occasionally the facilitator should ask a student why they are standing where they are or why they chose to move after a particular statement was made.

ABOUT THE LECTURER:

Andrew Robertshaw, BA, MA, FSA, is a self-employed military historian, author and broadcaster based in the United Kingdom. He was previously Curator/Manager of The Royal Logistic Corps Museum in Deepcut and before that Head of Education at The National Army Museum in London.

During his career, Andrew has lectured to international audiences on many aspects of military history including leadership at the Staff College, Shrivenham, infantry history at the Infantry Training Centre, Catterick and military medicine for the Norwegian Army's annual surgical course held in Oslo. He is also an honorary lecturer in public archaeology at University College London and Fellow of the Society of Antiquaries. For the past twenty years, Andy has been conducting archaeological projects on the Western Front.

Andy is Director of Battlefield Partnerships Ltd and the company is currently preparing for a major archaeological project on the Western Front. Other projects include a battlefield summer school and a programme of conferences on conflict archaeology. Much of the year will be spent on the Western Front although battlefield studies will include trips to Crete, Italy and Normandy.

Andy's publications include various articles and essays, three books on military history for young people including 'A Soldier's Life', Heinemann 1997. 'Somme I July 1916: Tragedy and Triumph' was published by Osprey in 2006. A joint work with David Kenyon 'Digging the Trenches: The Archaeology of the Western Front' was published in the spring of 2008 and is currently in a third edition. Research on film and photography in June and July 1916 was used in the publication 'Ghosts on the Somme' and in the viewing notes to accompany the Imperial War Museum DVD. Following the success of '24 Hour Trench' and 'Feeding Tommy: Rations and Cooking on the Western Front' his newest publication is a book on the Battle of the Somme.

Over the past fifteen years he has regularly appeared in archaeology and military family history series such as the BBC series 'Two Men in a Trench', Channel 4's 'Time Team' and 'Blood and Bullets' for The History Channel. He is best known for the series 'Finding the Fallen' and 'The Trench Detectives'.

He is currently building a replica trench system in and restoring a Victorian house in Kent, United Kingdom.

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Participant Information Sheet

A Moving Conversation:

- Before participating in a Moving Conversation, watch the Archaeology on the Western Front video lecture by Andrew Robertshaw here: <http://valourcanada.ca/video-documentaries/archaeology-of-the-western-front-digging-the-trenches/> (52 mins)



Participant Protocols for a Successful Moving Discussion:

- Accept that other students may have differing interpretations of the prompts provided as well as opinions diametrically opposed to your own. This is normal. Allow difference of opinion to exist and realize that opinions (yours and others) may or may not change.
- You may choose not to verbally explain why you chose to stand in a specific place, but you are strongly encouraged to be brave and state your agreement or disagreement with the prompts and other students' responses to the prompts by choosing to stand in a certain location. Do not feel obligated to follow your peers – your individual opinion is valuable. You may be pleasantly surprised to see that others share your perspective.
- Always raise your hand and wait to be called upon by the facilitator to participate verbally. Move freely (but quietly) throughout the discussion. The conversation is most powerful when you are moving continuously, even as others are speaking. This shows that you are actively evaluating what is being said.
- If you don't understand a prompt or a statement, make a "T" with your hands for "timeout" to ask for clarification from the facilitator or the student who made the statement.

Prompts:

- "Not doing all you can do is like killing him twice" means...
- Robertshaw states that the German government takes the opinion that honouring the German war dead will lead to more war. This is logical/illogical because...
- We should/shouldn't dig up the remains of the those who died in the First World War because...
- We should/shouldn't remember the First World War because...
- We owe those who died in the First World War...
- ???

Debrief Questions:

- Was this activity useful in helping you refine your thinking about the topic of remembrance? Why or why not?
- Describe the progression of your thinking about one of the prompts.
- Were you surprised at the level of consensus or disagreement on any of the prompts?

Extension:

- In a written assignment:
 - Describe the evolution of your thinking about one of the prompts provide. Consider how you thought about it before, during and after the Moving Conversation.
 - Using evidence, argue a perspective related to a specific prompt. Argue either your perspective or a perspective in opposition to yours that was expressed in the Moving Conversation.