



Thank you for booking a [Memory Project](#) speaker for your classroom. Historica Canada has a number of educational resources to help you prepare to host a speaker. Download the **Memory Project Speaker Visit worksheet**, for before, during and after visit classroom exercises for your students. Search hundreds of bilingual learning tools on Historica Canada's [Education Portal](#) to help plan for your speaker visit.

BEFORE THE VISIT

1. Once you have received a speaker confirmation, read your speaker's biography on The Memory Project website. Encourage your students to work in small groups to brainstorm questions for the speaker. If the biography is not available on-line, please contact memory@historicacanada.ca for your speaker's military service details.
2. Provide your students with a copy of the Memory Project Speaker Visit worksheet to record their notes and questions before, during and after the visit.
3. Before the visit, introduce students to the historical context of your speaker's experiences using [The Canadian Encyclopedia](#), [Heritage Minutes](#), free lesson plans and other resources:

FIRST WORLD WAR

LESSON PLANS

- [First World War Education Guide](#)
- [Vimy 100 History Lens Tool Kit](#)
- [Think Like a Historian: The Battle of Vimy Ridge](#)
- [Passchendaele Learning Tool](#)

RESEARCH RESOURCES

- [First World War Collection](#)
- [Memory Project Archive](#)

VIDEO RESOURCES

- [Private John Henry Foster Babcock interview](#)
- [Think Like a Historian: The Battle of Vimy Ridge](#)
- [The Battle for Hill 70](#)
- [Heritage Minutes – Nursing Sisters, Valour Road, John McCrae, Winnipeg Falcons & Winnie](#)

SECOND WORLD WAR

LESSON PLANS

- [Second World War Education Guide](#)
- [Chinese Canadians Learning Tool](#)
- [D-Day Learning Tool](#)
- [Victory in Europe Learning Tool](#)

RESEARCH RESOURCES

- [Second World War Collection](#)
- [Second World War Timeline](#)
- [Memory Project Archives](#)
- [Québec and The Second World War](#)

VIDEO RESOURCES

- [Flight Lieutenant Albert Wallace interview](#)
- [Dieppe Raid](#)
- [Heritage Minutes – Mona Parsons, Marion Orr, Tommy Prince, Home from the Wars, Andrew Mynarski & Osborn of Hong Kong](#)

THE KOREAN WAR

RESEARCH RESOURCES

- [Korean War Timeline](#)
- [Korean War History](#)
- [Korean War Online Exhibit](#)
- [Memory Project Archives](#)
- [Battle of Kapyong](#)

VIDEO RESOURCES

- [Captain Mort Lightstone interview](#)
- [Heritage Minutes – Tommy Prince](#)

COLD WAR

LESSON PLANS

- [Canadian Military Innovations Learning Tool](#)
- [Canadian Forces in Global Conflict](#)
- [Len Badowich's Cold War Timeline](#)

RESEARCH RESOURCES

- [Cold War History](#)
- [North Atlantic Treaty Organization \(NATO\)](#)

VIDEO RESOURCES

- [Susan Beharriell interview](#)
- [Heritage Minutes – Avro Arrow](#)



PEACEKEEPING

LESSON PLANS

- [Canadian Forces in Global Conflict Learning Tool](#)

RESEARCH RESOURCES

- [Peacekeeping Timeline](#)
- [Peacekeeping History](#)
- [Memory Project Archive](#)
- [United Nations](#)

VIDEO RESOURCES

- [Gerry O'Pray interview](#)
- [Heritage Minutes – Dextraze in Congo](#)

CONFLICT IN AFGHANISTAN

LESSON PLANS

- [Canada in Afghanistan Learning Tool](#)

RESEARCH RESOURCES

- [War in Afghanistan](#)
- [9/11 and Canada](#)
- [NATO \(North Atlantic Treaty Organization\)](#)

VIDEO RESOURCES

- [Major Mark Bossi interview](#)

WOMEN IN THE MILITARY

LESSON PLANS

- [Women at War Learning Tool](#)

RESEARCH RESOURCES

- [Nursing Sisters and the Costs of War on Women](#)
- [Women in the Military](#)

VIDEO RESOURCES

- [Sergeant \(ret'd\) Phyllis Howard interview](#)
- [Heritage Minutes – Nursing Sisters & Marion Orr](#)

DOMESTIC SERVICE

RESEARCH RESOURCES

- [Emergency Preparedness](#)
- [Ice Storm of 1998](#)
- [Oka Crisis](#)
- [Canadian Rangers](#)

4. Work with your students to develop thoughtful questions to ask the speaker during the visit.

Younger students may be inclined to ask candid questions, particularly about death. It is important to discuss the traumatic nature of some types of military service with students (including combat, disaster relief, etc.) and to avoid questions that could upset some speakers. Some speakers may be comfortable to share these details, but others may not. If you have any questions or concerns about suitable questions to ask, please contact us at memory@historiacanada.ca.

Some common questions include:

- What was daily life like? (food, sleeping arrangements, uniforms)
- Why did you join the Forces?
- What were your duties or responsibilities?
- Why do you believe Remembrance and commemoration are important?

Request a copy of the Memory Project's free DVD, **Witnesses to our History** by emailing memory@historiacanada.ca. The disc features 13 stories of service from the First World War to the conflict in Afghanistan.

DURING THE VISIT

- Arrange to meet the speaker when she or he arrives, and direct them to the space where the engagement will take place. Memory Project speakers can be identified by their lapel pins.
- Offer the speaker a glass of water, or something to eat if he or she is visiting during lunch.
- Consider having a student introduce the speaker to the class or assembly.
- Encourage your students to record their notes and reflections during the visit.

AFTER THE VISIT

1. Use the Memory Project Speaker Visit worksheet to prompt student reflection on the presentation.
2. Encourage students to write a letter or card to a veteran thanking them for their service or posing thoughtful questions. Send them to [The Memory Project](#) and we will share them with our veterans.
3. Fill out our online [feedback form](#). Your feedback helps us improve our programming!



Images courtesy of The Memory Project.

CONTACT US

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THE MEMORY PROJECT SPEAKER VISIT WORKSHEET

BEFORE THE VISIT:

- Working individually, or in pairs, read the speaker's biography on The Memory Project website, and the historical context of their service on [The Canadian Encyclopedia](#).
- Take notes on your reading and brainstorm questions to complete the 'What I KNOW' and 'What I WANT to know' sections of the chart on the opposite page.
- Have a class discussion about the questions you recorded in 'What I WANT to know' and record the questions you have agreed upon as a class.

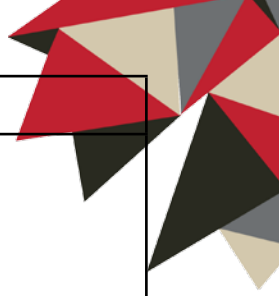
DURING THE VISIT:

- During the visit, take notes on the speaker's presentation, their answers to questions, and any other important information or reflections you may have on the visit.

AFTER THE VISIT:

- After the visit, work in pairs to discuss your reflections. Complete the 'What I LEARNED' section of the chart on the opposite page.
- Come back together and discuss your reflections as a class.
- Use the 'What I WANT to know' section to prompt further inquiry questions, which can be researched using [The Canadian Encyclopedia](#), [Veterans Affairs](#) and/or [The Canadian War Museum](#) websites.





What I KNOW:

Blank space for writing known information.

What I WANT to know:

Blank space for writing what you want to know.

Classroom Questions for *The Memory Project* Speaker:

Blank space for writing classroom questions.

What I LEARNED:

Blank space for writing what was learned.

