

# Remembrance Day Virtual Activities Guide for Young Students (K-8)

## Contents

General Lesson.....	2
Brief History of Remembrance Day in Canada.....	2
Symbol – The Poppy.....	2
Activities.....	4
Getting in the Remembrance Mood .....	4
Symbols for Remembrance.....	4
Poppy in the Window.....	5
Curriculum Connections.....	7
References and Resources.....	11
Educational Resources .....	11
Veterans Affairs.....	11
Music.....	11
Activities.....	12
Index.....	13
a) Painted Poppies .....	13
b) Painted Tissue Paper/Paper Towel Poppy.....	14
c) Poppies in the Window .....	15
d) Poppy Wreaths .....	16
e) Poppy Stencil.....	17

## General Lesson

Below we have provided educators with a general history of Remembrance Day to incorporate into their own ceremonies and/or lessons, they may modify the history ceremony/lesson to their student's specific needs. For further information, please refer to the [References and Resources: Educational Resources](#).

### Brief History of Remembrance Day in Canada

In April of 1919, there was a motion in the Canadian House of Commons to institute an annual "Armistice Day" on the second Monday in November, the motion sat with Parliament for months. Parliament was still deciding on a date for commemorations when King George V sent out an appeal to mark a year from the end of hostilities at 11 am on November 11 with 2 minutes of silence. For two years Canada also commemorated the fallen on this day. In 1921 an Act in Canada's Parliament declared that the Monday the week of November 11 would be "Armistice Day"; but this conflicted with Thanksgiving and angered the veterans. In 1931, it was determined that Canada would celebrate on November 11. There was another motion for the name to change to "Remembrance Day" to place more focus on the soldiers that were being remembered. It now includes remembering all those who have served and continue to serve.

### Symbol – The Poppy

The poppy is an important symbol for Remembrance Day in Canada and around the world. The idea came from the poem "In Flanders Fields" written by Lieutenant Colonel John McCrae on May 3, 1915. His inspiration for the poem came after the passing of a close friend, and without a chaplain he was asked to conduct the ceremony. After the ceremony, he discarded the paper the poem was written on, but a close friend found it and sent it to a variety of London newspapers and magazines; the poem was first published December of 1915 in *Punch Magazine*.

Sitting in the trenches, the soldiers repeatedly saw bright red spots across the battlefield; poppies had popped up from the constant turning of the earth. Poppies can lie dormant in the soil for years, with the constant turning of the earth, they were able to grow. The poppies also bloomed on the graves of their comrades, and the destroyed and deserted battlefields. It quickly became a symbol of hope for the soldiers: amidst the horror of war, something beautiful had bloomed.

In Flanders Fields

In Flanders fields the poppies blow  
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.

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

\*There are two versions of the poem, with the only difference being the last word in the first sentence: blow. He used "blow" and "grow" interchangeably.

Lieutenant Colonel John McCrae was a doctor from Guelph, Ontario who served in France during the First World War. Within a couple of years, poppies had become a popular remembrance motif.

In 1921 Canada had its first "Poppy Day" and by 1922 the artificial poppies were popular in Canada. The Royal Canadian Legion formed in 1925 and the annual poppy campaign has been a fundraiser ever since.

## Activities

### Getting in the Remembrance Mood

Remembrance is a very subjective emotion. Music may offer an alternative creative outlet to help students connect to feelings of remembrance. Remembrance is often an extraordinarily strong emotion and allowing students some time after the music videos to digest it may help with your activities. These external links are in not affiliated with the Royal Canadian Regiment Museum. There are more musical resources available for your ceremonies/lessons in the [References and Resources: Music](#).

Terry Kelly - [A Pittance of Time](#)

The Trews - [Highway of Heroes](#)

Shania Twain - [Soldier](#)

### Symbols for Remembrance

Before and after watching (or listening) to the music, ask the students what they think of when someone says Remembrance Day. These can be words, feelings, or actions, some examples:

- Poppy
- In Flanders Fields
- Parades
- Soldiers
- Assembly
- Love
- Family
- War memorials

Ask the students why these items remind them of Remembrance Day.

By asking them what symbols and feelings the students recognize may help them understand a bit more about what Remembrance Day is about.

Some questions for the students to consider while discussing remembrance:

- Who created the poem “In Flanders Fields”?
- Why they think the poppy is the symbol of Remembrance?
- Why do we feel so full of emotion at Remembrance Day ceremonies?
- Why do we gather at war memorials?
- Who were the memorials built for?
- Who is the Remembrance Day Ceremony for?
- How can Remembrance Day ceremonies help us remember?
- Explain what makes hearing about a veteran’s experience effective.

## Poppy in the Window

### **May require parent/teacher/guardian help.**

In May 2020, a movement called “Hearts in the Window” spread across the world. People hung homemade, painted hearts on their windows as a sign of solidarity to their neighbours during the stressful times of COVID-19. Through months of isolation, this simple message of warmth and friendship, offered a simple message of hope, that we would get through this together.

Many Canadians continue to stay home; parents working from home, kids attending school at home, and weekly home grocery deliveries. This has become the new normal. Many malls, salons, and restaurants have reopened, but the anxiety of being in public is still very high for many of us. “Lest we forget” may face a great risk. As we approach Remembrance Day this year, we must not forget the poppy.

“Poppy in the Window” will mimic the “Hearts in the Window” movement. Since we might not wear our poppies – and see other’s poppies – as often as other years, we need to pivot and adjust. The beauty of this campaign is that anyone can make poppies – what a great way to teach children about the war while offering a creative outlet. For a simple activity, downloading and printing poppies is another option: see template in [Index e](#).

### **Suggested Supplies**

- Markers/paint/crayons/pencil crayons/dye/food dye/etc. (Anything that will colour an item red and black)
- Paper/cardboard (from deliveries, food boxes, etc.)/book pages (get permission from owner first!)/paper towel/felt/yarn/coffee filters/paper plate (anything that can be cut or painted on to make poppy shapes).
- Paint brushes/Styrofoam cups/thumbs/foam/old toothbrushes (anything that can help get the colour to the canvas).

### **Suggested Projects**

- Paper poppies ([Index a](#))
- Tissue paper/paper towel poppies ([Index b](#))
- Window covered in a variety of different poppies ([Index c](#))
- Wreaths (for doors or windows) ([Index d](#))
- Finger painted poppies

No two poppies in nature are the identical and a project like this will allow people to exercise their individual creativity while contributing to a larger social collective – something we all need right now. We all have different memories of standing at our local cenotaphs with parents and grandparents or school assemblies with teachers and friends – and our poppies this year should symbolize our need to be together during times of great crisis. Each poppy has a story to tell – and this year, the telling is so very important – and so very different.

Steps for cutting the outline for a poppy: (See [Index e](#))

1. Cut out the leaves, these usually have a flatter end.
2. Cut the inside circle out. This can be round, or with frayed edges.
3. Attach the petals and circle to where the petals meet in the middle.
4. Repeat as much as necessary.

If making the poppies out of yarn, you can either glue the yarn to the page in the same shapes as above or try knitting/crocheting poppies if you know how to.

\*See [References and Resources: Activities](#) for a few activity pages for younger students.

## Curriculum Connections

Connections to the Ontario Curriculum for Remembrance Day activities; taken directly from the Ontario Curriculum, with some examples removed or shortened.

### The Kindergarten Program

- **5.2:** talk about events and retell, dramatize, or represent stories or experiences that reflect their own heritage and cultural background and the heritage and cultural backgrounds of others (*e.g., traditions, cultural events, myths, Canadian symbols, everyday experiences*).
- **9.1:** use reading behaviours to make sense of familiar and unfamiliar texts in print (*e.g., use pictures; use knowledge of oral language structures, of a few high-frequency words, and/or of sound-symbol relationships*).
- **10.3:** write simple messages (*e.g., a grocery list on unlined paper, a greeting card made on a computer, labels for a block or sand construction*), using a combination of pictures, symbols, knowledge of the correspondence between letter and sounds (phonics), and familiar words.

### Grade 1

- **Social Studies: A3.4** identify some elements of respectful behaviour that they can practise in their everyday life (*e.g., sharing, cooperating, being courteous, not damaging the natural or built environment*) and/or that other people practise (*e.g., some people bow to each other as a sign of respect; when meeting an Elder, one offers tobacco, a sacred medicine, for symbolic purposes*).
- **Visual Arts: D2.3** demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art.
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a few different situations (*e.g., listen without interrupting and wait their turn to speak; show that they are paying attention and are interested by looking at the speaker, nodding, or asking relevant questions*); **Extending Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

### Grade 2

- **Social Studies: A1.1** compare ways in which some traditions have been celebrated over multiple generations in their family, and identify some of the main reasons for changes in these traditions; **A3.4** describe some significant traditions and celebrations of their families, their peers, and their own communities, as well as of some other communities in Canada (*e.g., special days such as Remembrance Day*); **A3.6** identify some ways in which heritage is passed on through various community celebrations and events.
- **Visual Arts: D2.3** demonstrate an awareness of signs and symbols encountered in their daily lives and in works of art.
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in a variety of situations (*e.g., demonstrate understanding of when to speak, when to listen, and how much to say; restate what the speaker has said and connect it to their own ideas; express personal interest in what has been said by asking related questions: I like what \_\_\_\_\_ said about \_\_\_\_\_*); **Extending**

**Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

### Grade 3

- **Visual Arts: D2.3** demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art.
- **Music: C3.1** identify and describe ways in which music can be used in the community (*e.g., to celebrate events, to bring people together, to dance to, to communicate*).
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups (*e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; make connections between personal experiences and the contributions of other group members; ask relevant questions to clarify information and ideas*); **Extending Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them.

### Grade 4

- **Visual Arts: D2.3** demonstrate awareness of the meaning of signs, symbols, and styles in works of art.
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (*e.g., demonstrate an understanding of when to speak, when to listen, and how much to say; summarize information and ideas from a small-group meeting; ask relevant questions to clarify meaning and link responses appropriately to the topic of conversation; adapt listening behaviour to the requirements of informal social settings and more formal settings*); **Extending Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.
- **Media Literacy: Purpose and Audience 1.1** identify the purpose and audience for a variety of media texts; **Making Inferences/Interpreting Messages 1.2** use overt and implied messages to draw inferences and construct meaning in media; **Production Perspectives 1.6** identify who produces various media texts and the reason for their production (*e.g., the government produces public service announcements, and the media broadcast them at no charge, to protect citizens' safety and the public interest*).

### Grade 5

- **Visual Arts: D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a range of situations, including work in groups (*e.g., ask questions to clarify understanding before responding; affirm and build on the ideas of others; summarize and respond constructively to ideas expressed by others; use brief vocal prompts to signal agreement or interest during*

*conversations: Yes; Say that again, please; Tell me more);* **Extending Understanding 1.6** extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

- **Media Literacy: Purpose and Audience 1.1** identify the purpose and audience for a variety of media; **Making Inferences/Interpreting Messages 1.2** use overt and implied messages to draw inferences and construct meaning in media texts; **Production Perspectives 1.6** identify who produces various media texts, the reason for their production, how they are produced, and how they are funded.

## Grade 6

- **Social Studies: A1.1** explain how various features, including built, physical, and social features of communities, can contribute to identities in and images of a territory and/or country (*e.g., built features such as memorials, different types of buildings; social aspects such as cultural traditions, religious celebrations; geographic, political, and/or socio-economic boundaries between communities*), and assess the contribution of some of these features to images of and identities in Canada.
- **Visual Arts: D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- **Drama: B1.1** engage actively in drama exploration and role play, with a focus on identifying and examining a range of issues, themes, and ideas from a variety of fiction and non-fiction sources and diverse communities, times, and places (*e.g., prepare a presentation about peace for Remembrance Day*).
- **Language - Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups (*e.g., ask questions to deepen understanding and make connections to the ideas of others; summarize or paraphrase information and ideas to focus or clarify understanding; use vocal prompts in dialogues or conversations to express empathy, interest, and personal regard: That's really interesting. You must have been excited.*); **Extending Understanding 1.6** extend understanding of texts by connecting, comparing, and contrasting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them **Analysing Texts 1.7** analyse oral texts in order to evaluate how well they communicate ideas, opinions, themes, and information (*e.g., compare their own response to an oral text with a partner's response, citing details from the text to support their own view; explain what makes a war veteran's Remembrance Day speech effective*).
- **Understanding Media Texts: Purpose and Audience 1.1** explain how a variety of media texts address their intended purpose and audience; **Making Inferences/Interpreting Messages 1.2** interpret media texts, using overt and implied messages as evidence for their interpretations.

## Grade 7

- **Visual Arts: D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- **Language – Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (*e.g., take turns without interrupting or overlapping during a*

*class debate or panel discussion; ask questions to make connections to the ideas of others; use vocal prompts in dialogue to express empathy, interest, and personal regard: After an experience like that, I can imagine how you felt);* **Extending Understanding 1.6** extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

- **Understanding Media Texts: Purpose and Audience 1.1** explain how various media texts address their intended purpose and audience; **Making Inferences/Interpreting Messages 1.2** interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations; **Production Perspectives 1.6** identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.

## Grade 8

- **Visual Arts: D2.1** interpret a variety of art works and identify the feelings, issues, themes, and social concerns that they convey (*e.g., compare art works in different artistic media that express a common theme, such as wartime suffering in the art work of Käthe Kollwitz and Francisco Goya*); **D2.3** demonstrate an understanding of how to read and interpret signs, symbols, and style in art works.
- **Dance: A1.3** determine the appropriate choreographic form and create dance pieces for a specific audience or venue (*e.g., use a narrative dance structure for a primary class; use features of a site-specific outdoor space to structure a dance on an environmental theme*).
  - *Teacher prompt: “How can you use theme and variation to convey a message of peace at a Remembrance Day assembly? If you are performing alone, what are some ways that the movements can be varied using different elements?”*
- **Oral Communication: Active Listening Strategies 1.2** demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (*e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning*); **Extending Understanding 1.6** extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other texts, and to the world around them.
- **Understanding Media Texts: Purpose and Audience 1.1** explain how a variety of media texts address their intended purpose and audience; **Making Inferences/Interpreting Messages 1.2** interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations; **Production Perspectives 1.6** identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve.

## References and External Resources

### Educational Resources

How Remembrance Day came to be: Marsh, James H. "Remembrance Day in Canada". The Canadian Encyclopedia, 03 October 2018, Historica Canada.

- <https://www.thecanadianencyclopedia.ca/en/article/remembrance-day>.  
Accessed 15 October 2020.

Remembrance Day information from the Legion: <https://www.legion.ca/remembrance/remembrance-day>

The Legion has a Teaching Guide for teachers on Canada's military history (including the First World War, Second World War, other military ventures, symbols of remembrance and stories, songs, and poems): <https://www.legion.ca/communities-youth/youth-education/teaching-guide>

### Veterans Affairs

Quick facts about Remembrance Day: <https://www.veterans.gc.ca/eng/remembrance/information-for/educators/quick-facts/remembrance-day>

Veterans Week learning resources: [www.veterans.gc.ca/eng/remembrance/get-involved/veterans-week/learning-resources](http://www.veterans.gc.ca/eng/remembrance/get-involved/veterans-week/learning-resources)

Second World War Home Learning Corner: [www.veterans.gc.ca/eng/remembrance/classroom/home-learning-corner](http://www.veterans.gc.ca/eng/remembrance/classroom/home-learning-corner)

Faces of Freedom Podcast: Will be available on Apple Podcasts, Spotify and Google Play starting October 20<sup>th</sup>, 2020.

Virtual Historian's Panel: Will be available during Veterans Week (the week of November 11<sup>th</sup>) on the Veterans Affairs Website.

Defining Moments Canada: Joined with the Juno Beach Centre and The Canadian Research and Mapping Association ([Project44.ca](http://Project44.ca)), they will be offering free educational resources about the ending of the Second World War; <https://definingmomentscanada.ca/veday75/>.

### Music

Remembrance Day Music: <https://www.legion.ca/remembrance/remembrance-day/ceremony-music>



## Index

### a) Painted Poppies

White cardstock, red paint, black paint.

Large brush strokes and a dot in the center, add little amounts of black to change the darkness of the red.



b) Painted Tissue Paper/Paper Towel Poppy

Cut large rectangular squares then glue them together at the bottom. Then glue the black square into the middle of the four pieces.



c) Poppies in the Window

Make as many poppies as you can, then tape them all over a window.



d) Poppy Wreaths

These wreaths are student examples from previous years.



e) Poppy Stencil

Both images have been created by the Royal Canadian Regiment Museum and are available for use.

