

Crafting a Dieppe Raid Thesis Statement

Through studying the August 1942 Dieppe Raid, you will be engaging with authentic evidence found on The Virtual Historian website (www.virtualhistorian.ca) and crafting a thesis statement in response to the following central question (CQ):

CQ = Was the Dieppe raid a useless slaughter, or a necessary lesson for the Allies?

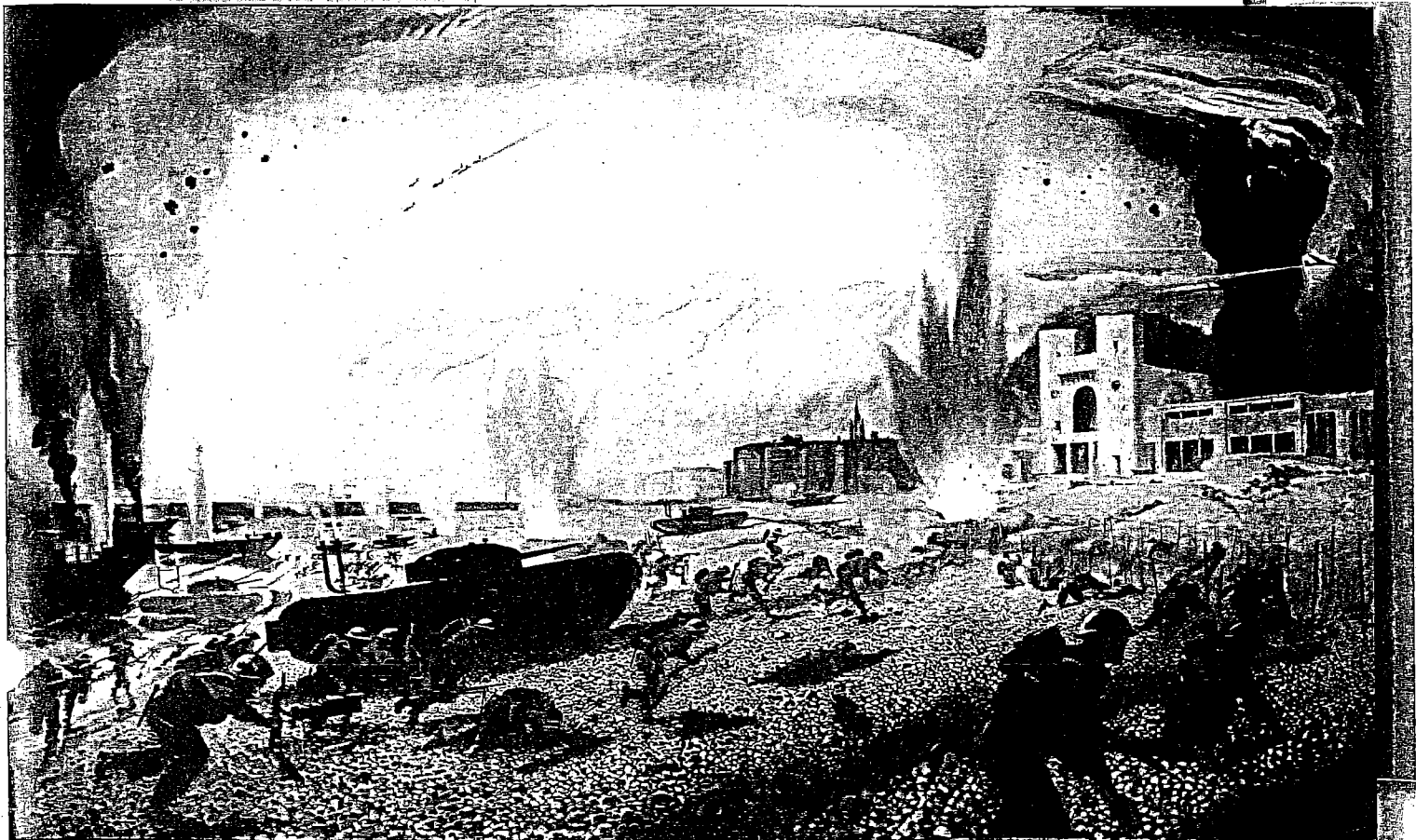
In your research, look for relevant evidence that addresses your position on this question given the maps, photos, documents, reports, and newsreels you have analysed. You will provide **three (3)** points of support for your position, and **three (3)** proofs / evidence for each of your **three (3)** points.

Key Questions to Ask About Each Piece of Evidence You Analyse

- a) Can we trust the source of information?
- b) Does the source provide evidence that is relevant to the central question you hope to answer?
- c) Does the evidence support the interpretation or conclusion offered by the source?

Evidence 4.2

The Dieppe Raid, by Canadian war artist Charles Comfort. Of the 5000 Canadians who participated in the ill-fated Dieppe raid of 1942, 1400 were killed or wounded and nearly 2000 were taken prisoner.





CATEGORIES	Level 1 (50-59%) limited	Level 2 (60-69%) some	Level 3 (70-79%) considerable	Level 4 (80-100%) thorough
KNOWLEDGE/UNDERSTANDING -Describe the contribution of Canada/Canadians to the war effort -Understand key concepts of war (raid, allies, POWs, Nazis, WWII, military operations and units) -Discuss the influence of Great Britain and Allies on Canada's war participation	Describe the contribution of Canada/Canadians with limited ability Limited understanding of key concepts of war Discuss the influence of Great Britain and Allies on Canada with limited effectiveness	Describe the contribution of Canada/Canadians with some ability Some understanding of key concepts of war Discuss the influence of Great Britain and Allies on Canada with some effectiveness	Describe the contribution of Canada/Canadians with considerable ability Considerable understanding of key concepts of war Discuss the influence of Great Britain and Allies on Canada with limited effectiveness	Describe the contribution of Canada/Canadians with limited ability High degree of understanding of key concepts of war Discuss the influence of Great Britain and Allies on Canada with high degree of effectiveness
THINKING -Select and analyze critically various historical sources (incl. viewpoints, credibility, and expertise) -Use historical and critical thinking processes (questioning, problem-solving, and decision-making) -Apply key historical concepts to historical inquiry (chronology, continuity/change, cause and effect, evidence, significance)	Conduct critical source analysis with limited ability Use historical / critical thinking skills with limited effectiveness Apply key historical concepts with limited ability	Conduct critical source analysis with some ability Use historical / critical thinking skills with some effectiveness Apply key historical concepts with some ability	Conduct critical source analysis with considerable ability Use historical / critical thinking skills with considerable effectiveness Apply key historical concepts with considerable ability	Conduct critical source analysis with high degree of ability Use historical / critical thinking skills with high degree of effectiveness Apply key historical concepts with high degree of ability
COMMUNICATION -Express ideas, arguments, and conclusions using appropriate style and supporting evidence -Use acceptable forms of documentation and references (citations, bibliography, references)	Use communication and writing skills with limited effectiveness	Use communication and writing skills with some effectiveness	Use communication and writing skills with considerable effectiveness	Use communication and writing skills with high degree of effectiveness
APPLICATION -Create a narrative account (or story) explaining the Dieppe Raid. -Use information and communication technology (ICT) to create an essay	Create a narrative with limited effectiveness Use ICT skills with limited effectiveness	Create a narrative with some effectiveness Use ICT skills with limited effectiveness	Create a narrative with considerable effectiveness Use ICT skills with limited effectiveness	Create a narrative with high degree of effectiveness Use ICT skills with limited effectiveness

Dieppe Raid Evidence to Support Your Thesis

First Order Sources

- ① Military Map

- ② Photo # 1 – RAF Bomber taking part in the Dieppe raid, with beaches in the background

- ③ Photo # 2 – Damaged landing craft on Dieppe beach, with Canadian soldiers killed before landing

- ④ Photo # 3 – Royal Navy destroyer of the bombarding Dieppe beaches

- ⑤ Photo # 4 – Canadian troops in landing craft en route to Dieppe raid

- ⑥ Photo # 5 – Bodies of Canadian soldiers lying among damaged landing craft, and tanks

- ⑦ Photo # 6 – Captured Canadian troops (POWs) under German surveillance in the streets of Dieppe

- ⑧ Preliminary Report 083 on Operation “JUBILEE” (i.e. Dieppe Raid)

Second Order Sources

- ⑨ Report 089 on the Operation at Dieppe by Capt. G.A. Browne 1942

- ⑩ Report 089 Memorandum of the capture and escape of soldier Dumais 1942

- ⑪ Report 116 German intelligence report on landing at Dieppe 1942

- ⑫ Confidential notes from Theatres of War No. 11 on the destruction of German Battery No. 4 during raid 1943

- ⑬ Canadian Army Newsreels – Dieppe, 1944

- ⑭ German Newsreels (Dieppe Raid) 1942

Third Order Sources

- ⑮ Report 128 on the Operation at Dieppe by Major C.P. Stacey 1944

- ⑯ Newspaper 1 – Important New Details on Dieppe Raid Revealed, The Hamilton Spectator, 03 May 1948

NAME: _____

ARGUMENTATIVE ESSAY OUTLINE

INQUIRY QUESTION:

INTRODUCTION:

General Introductory Information:

Directional Sentence Info: (supporting sub topics/areas of investigation/main evidence for argument)

1-

2-

3-

Thesis _____

BODY PARAGRAPH 1: Topic Sentence _____

Supporting Points:

<i>Point</i>	<i>Explanation</i>	<i>Proof/Evidence</i>	<i>Source</i>

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Segue/Link to thesis and next paragraph: _____

BODY PARAGRAPH 2: Topic Sentence _____

Supporting Points:

<i>Point</i>	<i>Explanation</i>	<i>Proof/Evidence</i>	<i>Source</i>

Source

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Segue/Link to thesis and next paragraph: _____

BODY PARAGRAPH 3: Topic Sentence _____

Supporting Points:

<i>Point</i>	<i>Explanation</i>	<i>Proof/Evidence</i>	<i>Source</i>

Segue/Link to thesis and next paragraph: _____

CONCLUSION:

Restatement of key parts of argument (supporting sub topics/main evidence for argument):

Rewording of Thesis:

Thought provoking statement to finish:

OTHER NOTES: