Remembrance Day
(November 11, 2026)

TEACHING GUIDE

ℹ️ **What?** A day to honour soldiers who died in wars, starting with those of the First World War.

👤 **Who?** The millions of soldiers who fought from 1914 to 1918, and the people who remember them today.

🌍 **Where?** In many countries around the world. The armistice that ended the fighting was signed in a railway carriage in France.

🕰️ **When?** Every November 11, in memory of November 11, 1918, when the fighting stopped at 11 a.m.

❓ **Why is it important?** Remembering those who lost their lives in war helps us understand the value of peace. 🕊️

🎯 **In this activity, your goal will be to learn more about Remembrance Day and the First World War.**

OBJECTIVES

- Discover the origins of Remembrance Day and the armistice of November 11, 1918
- Place the First World War in time and name the countries that fought in it
- Interpret the poem In Flanders Fields by John McCrae
- Explain why the poppy became the flower of remembrance
- Compare the number of victims of the two world wars using graphs
- Calculate a sum, a difference, and a ratio using real data

SUBJECTS

- **Social Studies**
  - First World War (1914-1918)
  - Armistice and Remembrance Day
  - Symbols and commemorations
- **English**
  - Understanding a video
  - Reading a poem
  - Imagery and symbols in a text
- **Mathematics**
  - Reading a bar graph
  - Adding and subtracting decimals
  - Estimating a ratio

COMPETENCIES

- Extract information from a video
- Read and interpret a poem
- Read and interpret a bar graph
- Perform simple calculations (addition, subtraction, division)
- Exercise critical thinking

DURATION

- Approximately 45 minutes

GETTING STARTED

- Ask the students whether they have ever seen people wearing a red poppy in November, and why
- Ask them what the word “remembrance” means to them
- Ask them what they know about the First World War: when did it take place? Where?
- Gather their hypotheses: why a minute of silence on Remembrance Day?

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LEARNING MADE RELEVANT

ADVENTURERS

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QUESTIONS AND ANSWERS

STEP 1 — The First World War. Viewing of a short video from Alex Kids Fun about Remembrance Day and the end of the First World War, followed by five short-answer questions.

Q1 — 4 years (from 1914 to 1918).
Q2 — An agreement (a truce) to stop fighting.
Q3 — Germany (and its allies).
Q4 — Two of the following: Britain, France, Russia, Italy, Japan, the United States.
Q5 — November 11, 1918 (at 11 a.m.).

STEP 2 — A Poem That Became a Symbol. Viewing of a clip from a Remembrance ceremony, followed by a reading of John McCrae's poem and five multiple-choice questions.

Q6 — b) The soldiers' graves.
Q7 — a) The larks' singing.
Q8 — c) The dead soldiers. (The poem is written as "we," from the point of view of the dead.)
Q9 — d) To carry on their fight and not forget them.
Q10 — b) It grows on the soldiers' graves in Flanders fields.

STEP 3 — The Numbers Behind the Wars. Reading of two bar graphs estimating the deaths (military and civilian) in the two world wars, followed by five questions on finding and calculating data.

Q11 — The Soviet Union (23.5 million).
Q12 — Germany.
Q13 — 9.7 million (2.5 + 7.2).
Q14 — 6.5 million (23.5 − 17.0).
Q15 — About 4 times more (75 ÷ 18.5 ≈ 4.05).

WRAPPING UP

- Review what the students have learned as a group
- Discuss what surprised them the most (fighting stopped at exactly 11 a.m., a poem known worldwide, 4 times more deaths in 1939-1945)
- Ask: why remember, more than 100 years later? How can we, too, pay tribute?
- Remind the students that they can talk to a trusted adult if the topic of war worries them

FURTHER EXPLORATION

📖 Heather Patterson and Ron Lightburn. *A Poppy Is to Remember*. Scholastic

