Canadian History 1929-1945
Historical Inquiry Resource Set

COURSE: CHC 2P

SPECIFIC EXPECTATION EXPLORED: C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

ABSTRACT: The objective of the following resource set is to cover a range of international events between 1929 and1945 and to engage students in various activities to explore the reactions of Canadians at home and abroad to the respective events covered. Students will examine primary documents with secondary supplementary resources to interact with and apply the historical inquiry method in order to draw their own observations and conclusions to achieve the stated expectation.

KEYWORDS: Depression; Evidence; Women; Cause and Consequence; Dieppe; Historical Perspectives; The *MS St. Louis*; Anti-Semitism; Nazi; Germany; F.C. Blair; Ethics; Liberation of the Netherlands; Historical Significance; Change and Continuity; military; Peacekeeping

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The Great Depression

Course: Grade 10 Applied History (CHC2P)

Specific Expectation:
C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

Primary Historical Thinking Concept Explored: Evidence

Secondary Historical Thinking Concepts Explored: Historical Perspectives

Lesson #: 1/6

Overview: In this lesson, students will learn the significance of the historical concept of evidence by focusing on the Great Depression in Canada. They will learn how the worldwide economic depression severely affected Canadian society. Students will discover how history is an interpretation of the existing evidence and will develop their own ability to interpret such sources. They will analyze evidence through various letters, journals and diary entries written by Canadians during the Great Depression. They will learn to distinguish primary sources from secondary sources as well as explore their strengths and weaknesses. Students will also develop their sense of historical perspective by looking at accounts written by ordinary Canadians who lived through the Great Depression. They will consider the context surrounding the provided evidence and thereby better understand the purpose of the sources.

Materials:
1. Primary Source Documents:
PSD 1.1 - O'Hannen, J. *Letter to R. B. Bennett.* Written September 3, 1933. Accessed November 25, 2014.
http://www.cbc.ca/history/EPISCONTENTSE1EP13CH2PA3LE.html
PSD 1.2 - *Letter to the Premier*. Schomburg, Ontario: January 13, 1933. Archives of Ontario.
PSD 1.3 - *Letter to the Premier*. Toronto, Ontario: January 18, 1933. Archives of Ontario.
PSD 1.4 - *Letter to the Premier*. Toronto, Ontario: February 14, 1933. Archives of Ontario.
PSD 1.5 - *Letter to the Premier*. Cache Bay, Ontario: February 25, 1933. Archives of Ontario.

2. Teacher Resources:
- Lesson Plan with sequencing and guiding questions
- SMARTBoard technology

- YouTube access: BLM 1.1 - "It's A Hard Knock Life." *Annie*. 1982. YouTube. https://www.youtube.com/watch?v=-0bOH8ABpco
- Handouts for students

3. Black Line Masters:
BLM 1.2 - Letters from the Great Depression Worksheet
BLM 1.3 - Letters from the Great Depression - Primary Source Overview

LESSON SEQUENCE

1) Warm Up: Contrasting Views of the Great Depression (15 minutes)
Begin with a diary entry of a woman describing the hardship of living through the Great Depression in Canada (PSD 1.1). This emotional entry will demonstrate the human struggle which many Canadians had to face during the depression to students. Ask students how this entry made them feel and what emotions it evoked. Follow up this dramatic reading by playing "It's A Hard Knock Life" on YouTube from the film "Annie." This film takes place in the United States during the Great Depression and demonstrates its devastating effects on the New York in particular (BLM 1.1):
https://www.youtube.com/watch?v=-0bOH8ABpco
Ask students how they felt during this video clip and what emotions it evoked. The contrast between the emotional diary and the upbeat musical will provide students with different perspectives of the Great Depression. Ask the class for their thoughts regarding:
- Which piece of evidence better represents life in the Great Depression?
- Are there any biases present in either piece of evidence?

2) Discussion (25 minutes)
Both the diary entry and movie clip are evidence of what life was like for people during the Great Depression. Begin a discussion with the class based on these two pieces of evidence by brainstorming differences between these sources. This will result in the students distinguishing between primary and secondary sources. This will also work as an assessment for learning because it will provide an understanding of how much prior knowledge students already have in regards to sources. Write the differences that the students come up with on the board with primary sources on one side and secondary sources on the other. Use these questions to guide the discussion:
- How is the diary entry used as evidence to describe life in the Great Depression?
- How is the movie clip used as evidence to describe life in the Great Depression?
- What are the similarities and differences between the pieces of evidence?
- What is the difference between primary sources and secondary sources?
- What are examples of both primary sources and secondary sources?
- What are the pros and cons of primary sources? Secondary sources?

- In regards to the Great Depression, what would be considered a primary source? Secondary source?
- Would you consider primary sources or secondary sources more reliable?

3) Independent Activity: Primary Source Document Analysis (25 minutes)
Students are each given one out of four letters written by Canadian citizens to Premier Henry in 1933 (PSD 1.2, 1.3, 1.4, 1.5). These letters are primary source documents which serve as evidence of the hardships which Canadian citizens had to endure as a result of the Great Depression. Students have a hand out to complete in which they will analyze the letter which they are given concerning the Great Depression (BLM 1.2). This handout has the students describing the who, what, where, when, why, and how which are found in the letters. This will give them insight into the perspective of an ordinary Canadian during the Great Depression.

4) Sharing/Discussing/Teaching: Jigsaw (25 minutes)
Students will do a jigsaw activity where they will get into groups of four with each member having analyzed a different letter to Premier Henry. Since there were four possible letters handed out to students, there should be no one student with the same letter in a group. Each student will be given a handout on which they will take notes about the other letters in the primary source set (BLM 1.3). After each student presents their primary source analysis, they will discuss overarching themes that they found in all of the letters. They will also discuss differences in perspective found in all of the letters. Students should discuss how these pieces of evidence enhanced their understanding of life in Canada during the Great Depression.

Assessment: Students will hand in their primary source document analysis handouts on their individual letters. Their analyses will be evaluated in order to determine to what extent they have demonstrated their capability of analyzing historical evidence in the form of primary sources. This will be a method of assessment as learning because they will do more primary source analysis later on in the unit; therefore, this assessment will inform their learning goals.

Women in the Workforce in World War II

Course: CHC2P

Specific Expectation:
C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

Primary Historical Thinking Concept Explored: Cause and Consequence

Secondary Historical Thinking Concepts Explored: Historical Perspectives

Lesson #: 2/6

Overview: In this lesson, students will learn the significance of the historical concept of cause and consequence by focusing on women in the workforce in World War II. They will learn how men engaged in war allowed the opportunity for women worldwide to increase their independence. Students will learn about cause and consequence by specifically exploring how Canadian men leaving to fight in the war directly resulted in an increase of women in the workforce. Students will analyze primary sources such as newspaper articles, photographs and cartoons which demonstrate the attitudes towards increasing female independence. Students will learn how to explore the actions, beliefs, and circumstances that led to consequences, in particular women being allowed to join the labour force. This will also allow students to develop their understanding of different historical perspectives through the exploration of women's role in World War II.

Materials:
1. Primary Source Documents:
PSD 2.1 - *Powder Magazine*. Vol. 1. April 11, 1942. Archives of Ontario.
PSD 2.2 - Canadian Car and Foundry Collection. 1945. Archives of Ontario, 10002965.
PSD 2.3 - Canadian Car and Foundry Collection. 1945. Archives of Ontario, 10002964.
PSD 2.4 - General Engineering Company (Canada) Fonds. 1945. Archives of Ontario.
PSD 2.5 - General Engineering Company (Canada) Fonds. 1945. Archives of Ontario, 10028230.
PSD 2.6 - "We're All in the Good Fight Together." *Powder Magazine*. Vol. 1. April 11, 1942. Archives of Ontario.

2. Teacher Resources:
Lesson plan with sequencing and guiding questions
Axis and Allies board game

SMARTBoard technology
Handouts for students

3. Black Line Masters:
BLM 2.1 - Newspaper Article Analysis

LESSON SEQUENCE

1) Warm Up: Axis and Allies (20 minutes)
Class will begin with students being split into four separate teams with a team captain chosen by the students within the teams. One round of the board game "Axis and Allies" will be played with each team being one player. The students on each team will discuss their chosen moves amongst one another and the team captain will move the actual game pieces once a decision has been made. Once a team has won, the students will explain what they thought the purpose of this activity was. The students will discuss how every action that is made has a consequence and that different actions result in different outcomes.

2) Discussion: Cartoon Analysis (20 minutes)
Using SMARTBoard technology, a cartoon from a Canadian magazine in 1942 concerning women in the workforce will be displayed for the students (PSD 2.1). As a class, we will discuss the context and meaning of the cartoon. The class will discuss the context of the cartoon in regards to women gaining more freedom for themselves as a result of the shortage of labour during World War II. They will also discuss why this social change was resisted and how this is demonstrated through sources from the time. Guiding questions for the discussion will be as follows:

- What does the cartoon say about the role of women in the workforce?
- What message was the cartoon trying to convey?
- To whom was the cartoon trying to convey a message?
- What was the cause of an increase in female labour during WWII?
- What was the consequence of an increase in female labour during WWII?

3) Sharing/Discussing/Teaching: Photo Analysis (30 minutes)
Students will split into groups and each group will be given one of four possible photos (PSD 2.2, 2.3, 2.4, 2.5). These photographs are in the Archives of Ontario and are from The Canadian Car and Foundry Collection as well as the General Engineering Company (Canada) Fonds. Each group will analyze the photographs and within their group discuss the implications of the photo. Students will have approximately fifteen minutes to discuss their photographs within their groups and then be expected to share what they inferred about their photographs to the rest of the class. The students will not only discuss the specific observations made about their photographs, but also discuss the importance of photographs as primary sources. They will explore how

photographs can be useful pieces of evidence as well as how their use can be limited. They will use the following questions to guide their discussion:

- Who are in these photos? Is there anything surprising in the photos? If so, what?
- What are the people in the photos doing?
- How are the people in the photos dressed? Can you infer anything from their postures and/or facial expressions?
- What did the photographer want to capture in the photos? Is there a message he/she is trying to convey?

4) Independent Activity: Newspaper Analysis (20 minutes)

Students will each receive a hand out with a newspaper article from *Powder Magazine* in 1942 (PSD 2.6). This article is entitled "We're All in the Good Fight Together" and discusses Canadian women entering into the labour force due World War II. Students will also receive a handout where they will write responses to the following questions (BLM 2.1):

1. Where did the women come from who are in the workforce?
2. What does the article say about the role women played in the workforce across Canada?
3. What other areas did women work in?
4. Why could the war not be won without the help of women?

Assessment:

Students will hand in their newspaper article answers either by the end of class, or the next day if they want extra time at home to complete it. Their newspaper article will be evaluated based on their ability to analyze a primary source and demonstrate their contextual knowledge regarding societal attitudes which prevailed in Canada during World War II. This will be a method of assessment as learning because the students will continue to improve upon their primary source analysis throughout the rest of the term.

What were Canada's Reactions to the Dieppe Raid?

Course: CHC 2P

Primary Historical Thinking Concept Explored: Historical Perspectives

Specific Expectation: C3.2 describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

LESSON #: 3/6

Overview: In this lesson, students will examine and compare different reactions by Canadians to the Dieppe raid in August 1942. Students will compare and contrast different accounts of the event through film, poetic works done by soldiers, soldier memoirs, and newspaper articles in order to understand Dieppe as an international event that is constructed by a variety of perspectives and accounts which complicates and extends student understanding of the implications of the event in future battles involving Canadian soldiers.

MATERIALS:

- Primary Source Documents:
    - PSD 3.1 – "Land with Tanks, Heavy Weapons; Wage Fierce Fight with Boches in Dynamic Dieppe Area Attack." *The Hamilton Spectator*, August 19, 1942
    - PSD 3.2 – "Canucks Land Singing After Raid on Dieppe"
    - PSD 3.3 – "Dieppe" A poem by Gordon Barnes
    - PSD 3.4 – Excerpt from Stewart Bull Hastings' "Memoir"
    - PSD 3.5 – "Important New Details on Dieppe Raid Revealed" *The Hamilton Spectator*, May 3, 1948
- Black Line Masters:
    - BLM 3.1 Video Viewing Note-Taking Sheet;
    - BLM 3.2 The Dieppe Raid: Primary Source Analysis
    - BLM 3.3 Perspectives Placemat
- Teacher Resources:
    - Lesson plan,
    - "Canada: A People's History, episode 14" downloaded and ready to play: https://www.youtube.com/watch?v=L9WTTB1Adi4
    - Smartboard/chalk board (& chalk)/ white board (&whiteboard markers) – Depending on the resources in the room to create a "Placemat" Wall in the classroom with enough writing utensils for every student (markers).

LESSON SEQUENCE:

1) **Hook/Warm up (10 minutes)**
   - Play a clip from Canada: a People's history, episode 14: The Crucible.
   - Start at 46 minutes and play for students the major events of the Dieppe raid. On BLM 5.1 Video Viewing Note-Taking Sheet have students keep track of the progression of the event, and use their observations to decide whether the raid was successful or not.
   - Stop the clip at 53:42

2) **Discussion (10 minutes)**
   - As a class, summarize the events of the Dieppe raid (What was the plan, when was it supposed to happen, what went wrong, what were the consequences)
   - Have students explain what they saw, and what the narrative voice decided to focus on in the "Canada: A People's History" episode.
   - Guide the discussion focussing on the following questions:
     - What does A People's History want the viewers to understand about Canada and Dieppe? What was the focus of this recount of the event? Does this recount show the Raid as successful or unsuccessful?

3) **Modeling (5 minutes)**
   - Define for students the concept of "Perspective" in historical inquiry. Explain to them the importance of considering and evaluating multiple perspectives of a single event in order to better understand what happened through various reactions, missing footage/accounts, and a number of different recounts by soldiers in memoirs, letters, and poetry.
   - Through discussion, have students identify the different perspectives illustrated in the film clip. Answers may include newspaper headlines, film/documentary, images, recounts by soldiers from different places in the raid etc. Explain to students that all of these perspectives contribute to how we understand the event as it happened and its effects.

4) **Independent Activity (50 minutes)**
   - Distribute BLM 3.2 "Understanding Perspective: Dieppe Raid, August 1942" to each student.
   - Divide students into groups of 4 or 5 and distribute a copy of PSD 3.1, 3.2, 3.3, 3.4, and 3.5 between the groups so that there is an equal representation of each source among the class. Students will be asked to read their document, and then, as a group, decide how this perspective contributes to their understanding of the event.
   - Each group will use their PSD to answer the following questions:

- Describe the particular experience of Dieppe that is being depicted in your Source (positive, negative, heroic, unexpected?)? What reactions do you think a Canadian readership would have to this particular account of Dieppe?
- Are there any consequences discussed in your source? If yes, explain what those consequences are. If no, explain why you think consequences were not included and what effect this has on your understanding.
- What information about Dieppe is missing/unclear/surprising that influenced your understanding of what took place?

5) Sharing/Discussing/Teaching (20 minutes)

- Groups will use their findings to contribute to a "placemat wall" in the classroom to examine all five perspectives at once.[1]
- Teacher will set-up a space in the classroom (chalkboard/whiteboard/paper wall) where details from each source will be recorded in its designated area of the wall, leaving room in the middle for the subject: "The Dieppe Raid, August 1942". Students from each group will record their thoughts on each of the questions about their source from BLM 3.2 on their designated area of the wall.
- As a large group, discuss the importance of being aware of the different perspectives of the Dieppe raid to develop a more informed understanding of the significance of this event for Canadians and Canada's contributions to WWII
- Using a BLM 3.3 template, students will summarize the significant aspects of each perspective in a graphic organizer for their own notes. The teacher may also photograph the wall or save the document if using a smartboard and print off for student reference.

6) Assessment:

Students will have met the success criteria for this lesson when they:

- Identify and explain the chronological events of the Dieppe Raid, and discuss the consequences of the Raid for Canadian soldiers.
- Define and describe the importance of Perspectives and explain how/why they are important to our understanding of historical events
- Articulate, and demonstrate using a graphic organizer the different perspectives of the Dieppe Raid from a variety of primary sources through group participation and class discussion. The teacher will collect BLM 3.2 to check on individual student understanding and attention to detail while reading his/her assigned article. The teacher will also track student participation on the placemat activity and will gage student comprehension with an exit ticket whereby students reflect on which perspectives were the most useful for their understanding of Dieppe raid.

[1] As an additional resource about "Placemat" learning strategies, visit http://www.learnalberta.ca/content/sssm/html/placematactivity_sm.html for more examples and diagrams.

The *MS St. Louis*: Why didn't we help? Canada's Reactions to Anti-Semitism

COURSE: CHC 1P

Primary Historical Thinking Concept Explored: Exploring the Ethical Dimension

LESSON #: 4/6

Specific Expectation: C3.2 describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

Overview: In this lesson, students will use their understanding of the context of Anti-Semitism and racism at the outbreak of WWII to discuss and reflect on the ethical dimension of Canada's "closed-door" political policies. Students will examine government documents in order to identify and explain Canada's political decisions regarding the Jewish plight in the 1930s and will use the data that they collect to discuss and debate the ethics behind whether or not Canadian officials were justified in their decision to reject the application of Jewish Refugees on the *MS St. Louis* to be protected from Nazi persecution in Europe in 1939.

Materials:

- Primary Source Documents:
    - PSD 4.1- "Letter from F.C. Blair to Ronald Fredenbugh, February 14, 1939," page 1 and page 2
- Black Line Masters
    - BLM 4.1 "Canada Turns Away Jewish Refugees";
    - BLM 4.2 "Video Viewing Note-Taking Sheet"
    - BLM 4.3 "A Letter to F.C. Blair"
- Teacher Resources:
    - Insiders and Outsiders warm up activity cards,
    - "When Canada Said No: The Abandoned Jews of the MS St. Louis" documentary: https://www.youtube.com/watch?v=zv3s81dsByo

LESSON SEQUENCE

1) **Hook/Warm up (10 minutes): Insiders and Outsiders**
    - Begin the class by distributing pre-made cards to each student as they enter the classroom. The teacher will have two sets of cards, each of a different colour.

- One set of coloured cards will read: **"You have just been evicted by your landlord. Try and find someone in the class who would be willing to offer you shelter and safety."**
- The second set of coloured cards will read: **"Ignore any classmate that asks you for help. Only speak to the students that have the same coloured card as you."**
- Ask students not to share the instruction on their cards with one another. Have students begin to mingle around the room, following the instructions on the card they were given. After 5-7 minutes, have students return to their seats.

2) Discussion (15 minutes)

- Once students are settled into their original seats, have a volunteer from the "Ignore" group share with the class what he/she thinks the "Help Wanted" group had been instructed to do. Similarly, have one volunteer from the "Help Wanted" group share with the class what they think the "Ignore" group had been instructed to do.
- Have students reflect on how they felt when they either: **A) asked for help but were ignored; or B) were asked to help but ignored the person in distress.** Once students have completed their individual reflection, return to the large group and have students share how the activity made them feel. Possible answers may include: feelings of exclusion or isolation; feeling guilty for not being able to help a friend; not having any hard feelings because he/she was told to not help others so ignoring other classmates was okay etc.
- Ask students if anyone rejected the instructions on their cards and chose to do something differently? Have them explain why they did or did not make this choice. Ask students if they had the chance to do the activity again, would they change how they handled the instructions they were given? Again, have them explain their reasons why or why not.

3) Modeling (10 minutes)

- Connect students back to previous learning about Anti-Semitism, racism, and the Holocaust during WWII. In a think-pair-share activity, have students state some of the influential messages of Nazi propaganda, discriminatory acts against the European Jewry, and define Anti-Semitism. Discuss and reiterate with the class as a large group.
- Explain to students that the discriminatory policies against the Jewish people were not unique to Nazi Germany, and that other countries, including Canada, were unwilling to help the European Jewry in the years leading up to the outbreak of WWII.

4) Guided Practice (40 minutes)

- Distribute the BLM 4.1 "Canada Turns Away Jewish Refugees" and PSD 4.1 "Frederick Blair's Letter to Ronald Frodenburgh" to the class. In groups of 4, students are to examine PSD 4.1 and fill out the BLM as they work through the document.
- Model appropriate coding strategies for students to analyze the PSD 4.1 for the first paragraph of the text, then circulate as the students complete the rest of the reading on their own.

- Return to the large group and ask the students to identify and explain a) the components of F.C. Blair's letter, and b) Frederick Blair's reasons against accepting Jewish refugees.
- Have each group of 4 answer the question: Based on the historical context of the time, was Blair's decision reasonable? Explain their reasoning using evidence from the letter they read and their knowledge of Anti-Semitism/Propaganda. Each group will record their answers on chart paper and display around the classroom. Revisit these anchor charts to help students in the Exit Activity

5) Independent Activity (25 minutes (or 40 if you play documentary x2))

- Watch the documentary video "When Canada Said No: The Abandoned Jews of the MS St. Louis" (link under "Materials")
- Distribute BLM 4.2 to the students to complete individually while they watch the documentary. Teacher can keep track of key words/ phrases on the board if students require assistance with note-taking. Can also show the video a second time if students respond better to watching it once through first and taking notes the second time.

6) Sharing / Discussing (20 minutes)

- Summarize the main events leading up to and during the MS St. Louis arrival in Cuba and it's departure back to Europe
- Identify and brainstorm some of the potential consequences of Canada's decision
- Ask students if anything surprised them about what they saw/heard in the documentary?
- Based on what students know of F.C. Blair's perspective of the Jews (direct students to refer to group anchor charts around the room), have students express an opinion about Canada's decision to close its doors to Jewish refugees by writing a letter to F.C. Blair. Was Canada's decision fair in the context of the time? Or, was Canada's inaction despicable and a crime against humanity? Have students take a side and explain why they believe this. Collect students' answers as their ticket out of class as a formative assessment of their learning

7) Assessment

Students will have met the success criteria for this lesson when they:

- Remember and define the terms of Anti-Semitism
    - diagnostic assessment at the beginning of class – students verbally define their prior learning
- Recognize and discuss the controversies and complex motivations of Canada's position on Jewish refugees in 1939 using evidence from the PSD
    - assessment of discussion based on primary source readings and group positions on the subject which are posted around the room
- Evaluate the decisions made by the Canadian government about the MS St. Louis controversy as justified/unjustified through discussion and a written letter to F.C. Blair based on their viewing of documentary footage

- exit ticket Letter-writing exercise which utilizes understanding of Primary Source activity and applying and extending knowledge to form an opinion on the treatment of the Jews on the MS St. Louis taking into consideration historical context

The Liberation of the Netherlands

Course: CHP 2P

Primary Historical Thinking Concept Explored: Historical Significance

Specific Expectation: C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II, and explain the significance of these responses for Canadian identity and/or heritage.

Lesson #: 5/6

Overview: In this lesson, students will discover the role Canada had in the liberation of the Netherlands at the end of the Second World War. They will assess how this event helped to construct a nationalistic identity, contribute to the development of Canada's increasing role on the international stage, and further the development of global relations.

Materials:

- Primary Source Documents:
    - PSD 5.1 - CBC Archives: Holland Towns Celebrate Liberation, Broadcast April 14, 1945 (https://www.youtube.com/watch?v=8l6KhHROT_s)
    - PSD 5.2 - Image: Thanks to Canada
    - PSD 5.3 - Interview manuscripts by dutch citizens and their perception of the liberation (http://www.thememoryproject.com/stories/1572:peter-melkert/)
- Black Line Masters:
    - BLM 5.1 - Guess the Country Handout
    - BLM 5.2 - Historical Perspective Collector and Map of Liberation
    - BLM 5.4 - Interview Investigator Sheet (Interview manuscript + historical significance/perspective fill-in-the blanks).
- Teacher Resources:
    - Lesson Plan with sequencing and guiding questions
    - SMARTBoard/Video and Audio Technology

LESSON SEQUENCE

1) Warm Up: Guess the Country! (10 Minutes)

- Materials needed: BLM 5.1

In this activity, the students will be given a list of statements or facts about the Netherlands. As a class, they will engage in a game of "20 Questions" to determine which country will be focused on in the class (The Netherlands).

> *- If SMARTBoard technology is available, this activity may be transferred into an interactive version with the statements put up on the board, rather than handed out via paper copy.*

2) Discussion (25 minutes)

- Materials needed: PSD 5.1, BLM 5.2

Students will be shown a short video from the CBC archives titled, *Holland Towns Celebrate Liberation* (Broadcast April 14, 1945). This video will provide students with a brief summary and narrative about Canada's role in the liberation of the Netherlands. Students will watch the video a first time without any guiding questions, in order to allow them to embrace the content. A second and third viewing will then occur. With each additional viewing, the teacher will provide students with a specific question (one of three listed below) to keep in mind as a viewing expectation. Students will fill out BLM 5.2 to record their findings and thoughts about the video. A class discussion will then take place using the following questions as a guide:

1) Name three facts you can take away from this video. Describe the plot. (When, where, how, why did this event occur?)
2) Why does the commentator claim "both joy and anger mingle together"? Is this a story of success and triumph, or failure and destruction?
3) Which group is credited for liberating the Netherlands? How did their role in this event contribute to their overall role in the second world war?

3) Modeling (10 minutes)

- Materials needed: PSD 5.2, BLM 5.4 (Teacher Copy)

As a class, students will view the image "Thanks to Canada" (PSD 5.2, Appendix B) together. The image is a flag with the words "Thanks to Canada - Greetings from Oosterbierum", which was written by a Dutch civilian and kept by a Canadian soldier until after his death when it was returned to Oosterbierum. By using this primary source, students will discover the significance of Canada's role in the liberation of the Netherlands. Additionally, insight into the relationship between Canada and the Netherlands will be formed. Teacher prompts for this primary source include:

- Why do you think the Canadian soldier kept this flag until after his death?
- What you think the Liberation meant for this Canadian soldier?

- How were Canadian soldiers perceived by the Dutch people?
- What is the significance of this photo? Is it historically significant?
- Did this event in WWII help construct Canada's growing nationalistic identity?
- Did this event result in change in Canada both internally and externally?'

Discuss questions found on BLM 5.4 - 'Interview Investigation' to assess the significance of the photo (this will provide students with an example of what is expected of them for their next task).

4) Guided Practice (35 minutes)

- Materials needed: PSD 5.3, BLM 5.4, audio of interview (computer + speakers)

Divide class into groups of two. Groups will be given a text version of the interview they are about to listen to. As a class, students will listen to the interview, following along on their manuscript, and answer the questions outlined on BLM 5.4. The purpose of this activity is to familiarize students with the Liberation of the Netherlands from the perspective of a Dutch citizen. In doing so, they can understand the humanistic nature of war, how Canadian soldiers were perceived by Dutch people, the relevance of the liberation in ending the second world war, and how Canada gained prominence on a global scale through the recognition gained by this event.

5) Sharing (10 minutes)

Students will break out of pairs, and come together in a class discussion to debrief their investigation findings.

- What other historical or current events that are similar to the liberation of the Netherlands? (i.e., Vimy?)

Assessment:

Teacher will collect BLM 5.4 from students as they leave class as a method assessment *for* learning.

The Liberation of the Netherlands

Course: CHP 2P

Primary Historical Thinking Concept Explored: Change and Continuity

Secondary Historical Thinking Concept Explored: Historical Significance

Specific Expectation: C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II, and explain the significance of these responses for Canadian identity and/or heritage.

Lesson #: 6/6

Overview: In this lesson, students will use their knowledge about the historical significance of liberation of the Netherlands to assess how Canada's role in military missions has changed and developed over time. Students will read, reflect, and compare and contrast two news articles (one about Liberation and one current events article) to demonstrate their understanding of the significance of the event.

Materials:

- Primary Source Documents:
- PSD 6.1 - "When they ask who freed us…" (Newspaper Article)
- PSD 6.2 - "Masked gunman killed after Canadian soldier, Cpl. Nathan Cirillo, fatally shot at National War Memorial" (http://news.nationalpost.com/2014/10/22/soldier-shot-outside-of-parliament-at-national-war-memorial-active-shooter-believed-to-be-on-the-loose/)
- Black Line Masters:
  - BLM 6.1 - Timeline of Canada's Role in Military and Peacekeeping Missions, 1914-2014
  - BLM 6.2 - Newspaper Article Reflection
- Teacher Resources:
  - Lesson Plan with sequencing and guiding questions
  - SMARTBoard/Video and Audio Technology
  - Class set of balls/hackey sacks

LESSON SEQUENCE:

1) Warm Up: C&C Ball Toss Extravaganza! (15 Minutes)

The purpose of this game is to demonstrate the concept of continuity and change to students through a hands-on activity. Students will stand in a circle, each student holding a ball. In the first round, the teacher will yell out "RIGHT", and students will toss a ball to the person to their right. When the teacher yells out "LEFT", they will toss the ball to the person on their left. The teacher will yell out "ACROSS", students will toss the ball across the circle to someone. Students will develop an understanding that the act of throwing the ball is continuous throughout the game. Change occurs when a switch is yelled out. The exact moment in time when the switch occurs can be considered the turning point.

- How does our game change over time?
- How can this process of thinking applied to history?

2) Discussion (25 Minutes)

Together as a class, students will create a chronological timeline showing the military history of Canada, starting at the First World War, and ending with the War on Terrorism. Students will copy these timelines onto their BLM 6.1 Timeline Chart. Discuss the following questions:

- How would you describe the changes in Canada's military role since World War One?
- Do certain elements stay the same, while others are changed?
- Keeping Canada's involvement at Vimy Ridge, or at the Liberation of the Netherlands in mind, how did our military involvement change and shift between the first and second World War?
- What types of technological advancements contributed to these changes?
- Was the Liberation of the Netherlands a turning point in the history of Canada? If so, what kind of turning point was it?
- In what decades was change like a speeding train? Like a horse and buggy? Like a car in reverse?

3) Independent Practice: Newspaper Article Reflection (40 minutes)

- Materials needed: PSD 6.1, BLM 6.2

Using their new-found knowledge and understanding about Canada's role in the Liberation of the Netherlands, students will reflect upon the contributions of Canadian soldiers from World War Two to today. Students will read a news article titled, "When they ask who freed us…", written by an editor of a Dutch newspaper in 1945, and write a reflection about what that moment meant for the evolution of Canada's military using the guiding questions supplied in BLM 6.2.

4) Sharing and Discussing (10 minutes)

If comfortable, students will share pieces of their reflection with the class, focusing on how they feel Canada's military has evolved over the past 100 years, and the historical significance associated with that role.

Assessment

Students will hand in their reflections about Canada's military role as a method of assessment *as* learning.

Appendix A: Primary Source Documents

PSD 1.1 - O'Hannen, J. *Letter to R. B. Bennett.* Written September 3, 1933. Accessed November 25, 2014.
http://www.cbc.ca/history/EPISCONTENTSE1EP13CH2PA3LE.html

PSD 1.2 - *Letter to the Premier*. Schomburg, Ontario: January 13, 1933. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Letters_Depression.pdf

PSD 1.3 - *Letter to the Premier*. Toronto, Ontario: January 18, 1933. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Letters_Depression.pdf

PSD 1.4 - *Letter to the Premier*. Toronto, Ontario: February 14, 1933. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Letters_Depression.pdf

PSD 1.5 - *Letter to the Premier*. Cache Bay, Ontario: February 25, 1933. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Letters_Depression.pdf

PSD 2.1 - *Powder Magazine*. Vol. 1. April 11, 1942. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 2.2 - Canadian Car and Foundry Collection. 1945. Archives of Ontario, 10002965.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 2.3 - Canadian Car and Foundry Collection. 1945. Archives of Ontario, 10002964.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 2.4 - General Engineering Company (Canada) Fonds. 1945. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 2.5 - General Engineering Company (Canada) Fonds. 1945. Archives of Ontario, 10028230.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 2.6 - "We're All in the Good Fight Together." *Powder Magazine*. Vol. 1. April 11, 1942. Archives of Ontario.
http://www.archives.gov.on.ca/en/education/pdf/Gr10_Working_Women.pdf

PSD 3.1"Land with Tanks, Heavy Weapons; Wage Fierce Fight with Boches In Dynamic Dieppe Area Attack." *The Hamilton Spectator*, August 19, 1942. Accessed: November 22, 2014
http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/dieppe_e.shtml

PSD 3.1

Land With Tanks, Heavy Weapons; Wage Fierce Fight With Boches In Dynamic Dieppe Area Attack

Fight Savagely With British, Americans and Free French to Overcome German Resistance—Task Successfully Accomplished Under Mammoth Umbrella of 1,000 Allied Planes—Battling Continues

London, Aug. 19.—(BUP)—The authoritative British Press Association said to-night that the chief objectives of the Dieppe attack had been achieved.

London, Aug. 19.—(CP)—First units of the allied commandos who smashed at the French coast returned to a British base in gay spirits this afternoon.

(By Alan Randal, Canadian Press Staff Writer)

London, Aug. 19.—(CP Cable)—Canadian army forces, supported by British, American and Fighting French commandos, stormed the French coast on the broad beaches around Dieppe at dawn to-day, and with tanks and the greatest aerial umbrella ever spread aloft fought on throughout the day against the German defenders. Every Canadian fighter squadron in Britain was in action support of their countrymen on the ground. There was a constant procession of more than 1,000 Canadian, British and American fighters and bombers from British front-line aerodromes to the battle zone in France.

NOT AN INVASION

Despite the unprecedented scope of the attack by the commandos, the B.B.C. repeatedly announced that the action was not an invasion intended to create a front in western Europe, but was only a raid. This was supported by the return to Britain this afternoon of some of the forces who had accomplished their mission speedily. Despite the great concentration of planes, it was reported reliably that no parachutists were used.

Terrific Explosions

From dawn on through late afternoon the constant shuddering roar of heavy explosions denoting the battle's continuance shook buildings on the English side of the channel.

Escorted by Canadian and British fighters, two squadrons of United States Flying Fortresses smashed at one base of Nazi aerial resistance in a high-level bombing of a German fighter station at Abbeville, 38 miles northeast of Dieppe, setting buildings afire and smashing runways.

As the battle thundered on, first units of the commando force, who had speedily accomplished their mission, returned to a British port in gay spirits.

Men Not Identified

There was no immediate indication how many men returned in the first group, nor whether Canadians, who made up the bulk of the troops involved and about one-third of the entire expedition, were among them.

It was presumed that those who returned constituted the wing of the allied force which a communique said accomplished its objective and withdrew.

The German radio was heard broadcasting this account of the fighting: "The German counter-attack against troops which landed at Dieppe is taking a successful course. Advancing German troops repelled the enemy and hourly increased the British losses in men and material. A number of prisoners already have fallen into German hands."

Have First Test

The Canadian forces in Britain thus had their first test against the German enemy, just as the new

PSD 3.2 Barclay, Foster. “Canucks Land Singing After Raid on Dieppe.” Newspaper Article, *The Globe and Mail*, August 20, 1942. Accessed: November 25, 2014.

Canucks Land Singing After Raid on Dieppe

By FOSTER BARCLAY.

A Southern British Port, Aug. 19 (CP).—Canadian Commandos, back from the fierce nine-hour Battle of Dieppe, landed in the evening's dusk at this southern port in power-driven, seagoing barges amid the cheers of army transport drivers waiting to receive them.

Their faces were splotched with black, green and yellow paint and their uniforms torn, the Canadians were cheerful and singing as they transferred to lorries which drove them away from the harbor.

"Good show, boys!" the waiting transport drivers shouted.

Hospital trains were on hand to care for the wounded, most of whom were taken to nearby hospitals in ambulances.

The first barge entered the harbor at about 4 p.m., and a few minutes later an ambulance containing men with their legs bound in splints sped from the dockside.

One returning soldier walked barefoot across the street, carrying his boots in his hands.

All wore Balaclava helmets and the majority had on soft tennis shoes.

Cottagers, during a brief delay while one group of Commandos waited for places in trucks, rushed indoors and came out with cups of tea and cigarets for the soldiers.

One truck moved off so quickly that a Commando had no time to return his cup. The woman who had given it to him looked glum for a second, then said, "Well, he's worth it."

Just after dusk more barges arrived and another large contingent, carrying rifles and wearing deflated life preservers, marched to the trucks and were driven away with motorcycle escort.

One of them, a young French-Canadian, proudly waved a field-grey tunic.

"What happened to the owner?" called a soldier from the curb.

"I finished him," the French-Canadian replied.

A second Commando who had been on three previous raids said grimly:

"This was the hottest I've been in."

A dance hall was converted into a casualty clearing station and cots which covered the floor soon were filled with wounded, the majority only slightly hurt. There was a constant stream of ambulances from the hall to hospitals near army bases.

PSD 3.3

Barnes, Gordon. "Dieppe." *Canadian Letters and Images Project*. August 1942. Accessed: November 27, 2014.
http://www.canadianletters.ca/letters.php?letterid=2636&warid=4&docid=4&collectionid=168

It was the eighteenth day of August, in nineteen-forty-two
We sailed away from England, and no one knew where to
We had received no orders, no friends to see us leave
The Second Canadian Division, with the blue patch on their sleeve

Early the next morning, when everything was still
We saw those tracer bullets, come at us from the hill
Though we kept right on sailing, and no one will forget
The morning that we landed, on the coast there at Dieppe

The enemy was waiting, and had taken up their post
We met a hail of bullets as we landed on the coast
Every man there landed, or at least he tried
Many men were wounded there, and many more men died

It was early in the morning, when we started in to fight
The mortar bombs came at us, from in front, and left and right
The shells came at us from the cliffs, they bombed us from the air
But the Second Canadian Division, did not so easily scare

We fought there for eight hours, from 6 a.m. till two
Our losses were terrific, but there was nothing we could do
The navy came to help us, but their boats they could not land
So we had to surrender, at Dieppe there on the sand

What is left of us are now prisoners, beneath a foreign flag
Here in the heart of Germany, in this VIII B stalag
Though many of our comrades fell, we never will forget
They gave their lives there fighting, in the battle of Dieppe

When this war is over, and once again we're free
To our homeland we'll be sailing, to a land of liberty
Many have a battle scar, there's no one will forget
The morning that he landed, on the French coast at Dieppe

PSD 3.4
Bull, Stewart Hastings. "Memoir." *Canadian Letters and Images Project*. Accessed: November 27, 2014.
http://www.canadianletters.ca/letters.php?letterid=10992&warid=4&docid=5&collectionid=428

Dieppe
I went back to Middleton-on-Sea Headquarters where our regiment was, and suddenly it seemed that all the troops were disappearing, and they said, "We're going to attack the French." I said, "Attack the French? You're supposed to be fighting Germans." But the soldiers thought they were going to be attacking the French on the French shore on the other side of the Channel. Well, we weren't included in this operation because it had been decided months before. But what they had found for troops to do this raid was to take three battalions, who were defending the English coast. We were the central one, at Middleton-on-Sea and one was on the one side of Bognor Regis, and one was on the other side. They were all withdrawn from those defensive positions to go to the landing craft, which were going to take them across the Channel. Well I thought this is silly business, to strip the coast of our defences; however, they didn't think it was necessary. All these fellows went down and got on the landing craft and started to cross the Channel. Well, the landing craft were simply what looked like barges with a ramp that you could lower and run off to get to the shore. Unfortunately that system didn't work. We didn't know it at the time, but it was a colossal disaster. A lot of those boats were sunk with all the men aboard. Those that got to the shore and got onto the beach were trapped there. In the Essex Scottish, landing craft, they got up partly on the beach, but there was a low wall, and they crouched down behind that and got ready to make the final assault. But the enemy had the wall covered with machine guns, and if anybody tried to poke his head up he got shot. My young friend at Camp Borden who came from the States took a chance and he said, "I didn't come here to hide behind a wall, I came to fight." And he gathered up as many men as would follow him and said, "Follow me!" And he rushed up the beach, and he was killed, and so were all the men with him. Most of the men at Dieppe were taken prisoner, a lot of them were shot, or killed, or wounded. Many spent the rest of the war in a German prison camp. It went wrong, the whole scheme was wrong, and we discovered that later, but we didn't know at the time what had happened. Why hadn't our men come back? Well, I was at Witley, and we didn't see any returning troops, and then the signal came that, "You have to get down to your defensive positions on the coast as quickly as possible. Gather up what men you can." Well, I gathered up eleven men, I didn't see anyone else, and we got a truck and we started down and had a map reference so we went through the fields of Surrey, and then to Sussex, and then to the Middleton-on-Sea. (See note below.*)

PSD 3.5 "Important New Details on Dieppe Raid Revealed" Newspaper Article, *The Hamilton Spectator*, May 3, 1948. Accessed: November 28, 2014.
http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/dieppe_e.shtml

Important New Details On Dieppe Raid Revealed

Canadian Army Records Show Attack Forced Huns To Make Unwise Change

By Ross Munro
(Written for The Canadian Press)

Ottawa, May 3, (CP)—New light is thrown on a number of aspects of the controversial Dieppe raid of August 19, 1942, in an official story of the Canadian Army in the Second World War, to be published by the Defence Department May 5.

Final Word

Two lengthy chapters of "The Canadian Army 1939-45" written by Col. Charles Stacey, director of the historical section of the general staff deal with Dieppe, probably the most-hotly debated operation of the war.

Of the 4,963 Canadians who sailed 56 officers and 851 other ranks were killed, including seven officers and 64 other ranks who died in captivity. Prisoners totalled 1,944, of whom 558 were wounded. Only 2,211 of the force returned to Britain and 589 of these were wounded, but survived. In 28 cases wounds proved fatal.

The historical division examined German, British and Canadian documents. The chapters devoted to Dieppe are, in effect, the final word.

Battleship Needed

Among important facts hitherto undisclosed or uncertain, are these eight highlight points:

1. The naval force commander, Capt. J. Hughes-Hallett, reported after the raid that in his opinion a battleship could have operated off Dieppe during the first hours of daylight and "would probably have turned the tide in our favour."

2. Throughout the whole operation, Maj.-Gen. J. H. Roberts, commander of the 2nd Canadian Division, was hampered by "limited and frequently quite inaccurate" information reaching him on the headquarters destroyer about events ashore. One "extremely exaggerated" report of successes by the Essex Scottish from Windsor, Ont., on the main beach was responsible for the general's decision to land his floating reserve, the Fusiliers Mont Royal, on the main beach. They ran into withering fire.

Surprise Element

3. After reading enemy records, it can be said "with complete certainty" that the Germans had no fore-knowledge of the Canadian operation. Also, the interception of landing craft on the left flank by German coastal ships "did not result in a general loss of the element of surprise."

4. Canadian officers did not enter the planning until after completion of the outline by Britain's combined operations headquarters and approval of the British chiefs-of-staff committee. When the Canadians did consider the outline plan, they felt it had "reasonable prospect of success" and accepted it.

5. The Germans persisted in believing the landing was the opening phase of an invasion of France and their entire Coastal Defence Army was ordered ready for action

Unwise Deletion

6. The outline plan said that "intelligence reports indicate that Dieppe is not heavily defended." The book added: "It is difficult to avoid the conclusion that the planners under-estimated the influence of topography and of the defensive works known to be numerous in the target area."

7. Prior to the originally intended raid, scheduled for July 4 and cancelled due to bad weather, only to be launched quickly on August 19, the plan was materially altered, with the heavy bombing attack being deleted. "The elimination of this air bombardment removed from the plan the only element of really heavy support contained in it."

8. The raid had considerable influence on the Germans' subsequent system of defence in France. They were convinced that landings could be destroyed on the beaches and that the Allies would seek, in the initial phase of any invasion, to capture a major port.

"An uncovenanted result of the Dieppe raid was thus to warp the Germans' system of defence in north-west Europe to our advantage."

The heavy bombing attack was cancelled because the Air Force commander, Air Vice-Marshal T. L. Leigh-Mallory, was unable to guarantee the degree of accuracy which would ensure destruction of the row of houses facing the seafront. In these conditions, Gen. Roberts feared that destruction within the town would be such as to block the streets with debris and prevent the tanks from getting through to their objectives to the south.

Paramount Lesson

Elimination of the air attack left the assault backed by nothing stronger than four-inch guns of the six small destroyers and Boston medium bombers.

Col. Stacey said the paramount lesson learned was "the need for overwhelming fire support, including close support, during the initial stages of the attack."

Col. Stacey added:

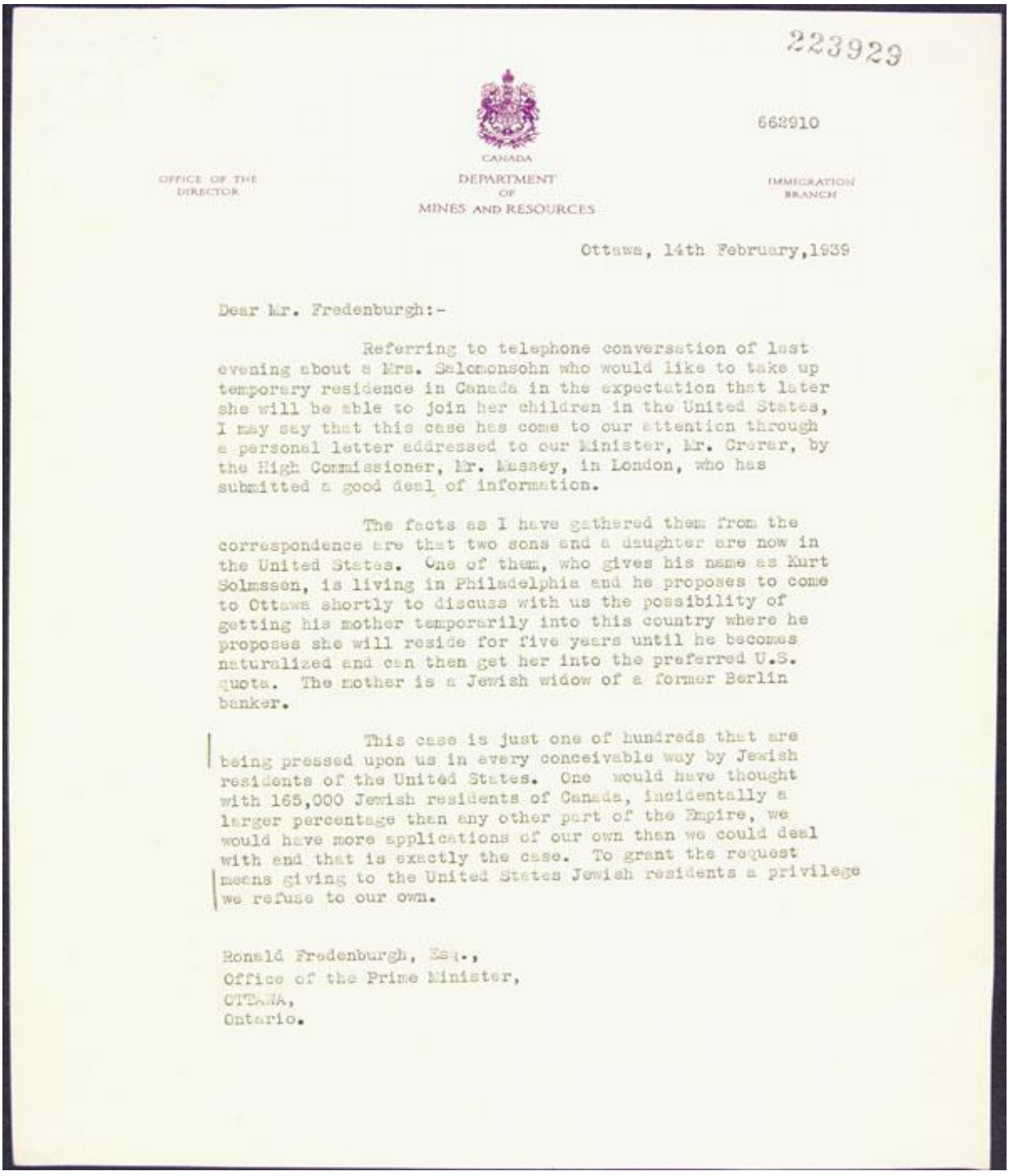
"The casualties sustained in the raid were part of the price paid for the knowledge that enabled the great operation of 1944 (the Normandy invasion) to be carried out at a cost in blood smaller than even the most optimistic ventured to hope for. . . That much-criticized undertaking had made an essential contribution to the success of the most momentous operation of war ever attempted."

The book said that the Germans likewise took lessons from the raid and "evidence indicates that it convinced them that any attempt at invasion could be destroyed on the beaches."

"Their efforts, they decided, should be concentrated preventing landings and particularly the landing of armour. This was reflected in the arrangement of their coastal defences, which in lower Normandy were simply a thin line along the beaches, almost entirely without depth."

PSD 4.1

Blair, F.C. "Letter from F.C. Blair to Ronald Fredenbugh, February 14, 1939." *Library and Archives Canada: Moving Here, Staying Here*. *The Canadian Immigrant Experience*, October 20, 2006. Accessed: November 24, 2014. http://www.collectionscanada.gc.ca/immigrants/021017-119.01-e.php?&document_code=021017-112&page=1&referer=021017-2531.02-e.html&section_code=dp-refuge



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CANADA

OFFICE OF THE DIRECTOR

DEPARTMENT OF MINES AND RESOURCES

IMMIGRATION BRANCH

Ottawa, 14th February, 1939

Dear Mr. Fredenburgh:-

Referring to telephone conversation of last evening about a Mrs. Salomonsohn who would like to take up temporary residence in Canada in the expectation that later she will be able to join her children in the United States, I may say that this case has come to our attention through a personal letter addressed to our Minister, Mr. Crerar, by the High Commissioner, Mr. Massey, in London, who has submitted a good deal of information.

The facts as I have gathered them from the correspondence are that two sons and a daughter are now in the United States. One of them, who gives his name as Kurt Solmssen, is living in Philadelphia and he proposes to come to Ottawa shortly to discuss with us the possibility of getting his mother temporarily into this country where he proposes she will reside for five years until he becomes naturalized and can then get her into the preferred U.S. quota. The mother is a Jewish widow of a former Berlin banker.

This case is just one of hundreds that are being pressed upon us in every conceivable way by Jewish residents of the United States. One would have thought with 165,000 Jewish residents of Canada, incidentally a larger percentage than any other part of the Empire, we would have more applications of our own than we could deal with and that is exactly the case. To grant the request means giving to the United States Jewish residents a privilege we refuse to our own.

Ronald Fredenburgh, Esq.,
Office of the Prime Minister,
OTTAWA,
Ontario.

The United States quota for Germany is approximately 27,000 immigrants annually but there is no limit in their law to the number of persons they may admit temporarily. They have a lot of temporary residents there now and judging from correspondence that passes through our hands they have shut down on the temporary entry of many applicants with the result that those interested are now turning their attention to Canada.

You have doubtless heard of the "grape-vine" as a means of spreading information. Not one application has been granted by us for the temporary entry of persons whose interest in this country is making it a waiting-room for the United States and if an exception were made in this case it would not only create a very awkward precedent but it would be put on the "grape-vine" at once and we would then have to face demands we could not very well turn down. We consider it is no legitimate part of our business to straighten out difficulties that arise under the U.S. law for people living in the United States. If you could see the volume of correspondence that passes through our hands from week to week from those who are determined in some way to get into Canada, you would understand why we are compelled to use great care in dealing with such cases as these.

Within recent years we have become aware that there are individuals and firms, mainly in the United States but also in this country, who are engaged in making money out of the distress of refugees and others. Not long ago a barrister with whom I am well acquainted, called to ask about getting a permit in just such a case as this. A concern in New York, which advertised itself as offering advice in international matters, stated that there was two thousand dollars to be split between three persons (the Head Office in New York, an agent in Montreal and the solicitor in Ottawa) if this solicitor could induce us to issue a permit. I informed him that it made no difference to us whether the amount was two thousand dollars or two million as we are not having anything to do with that sort of business.

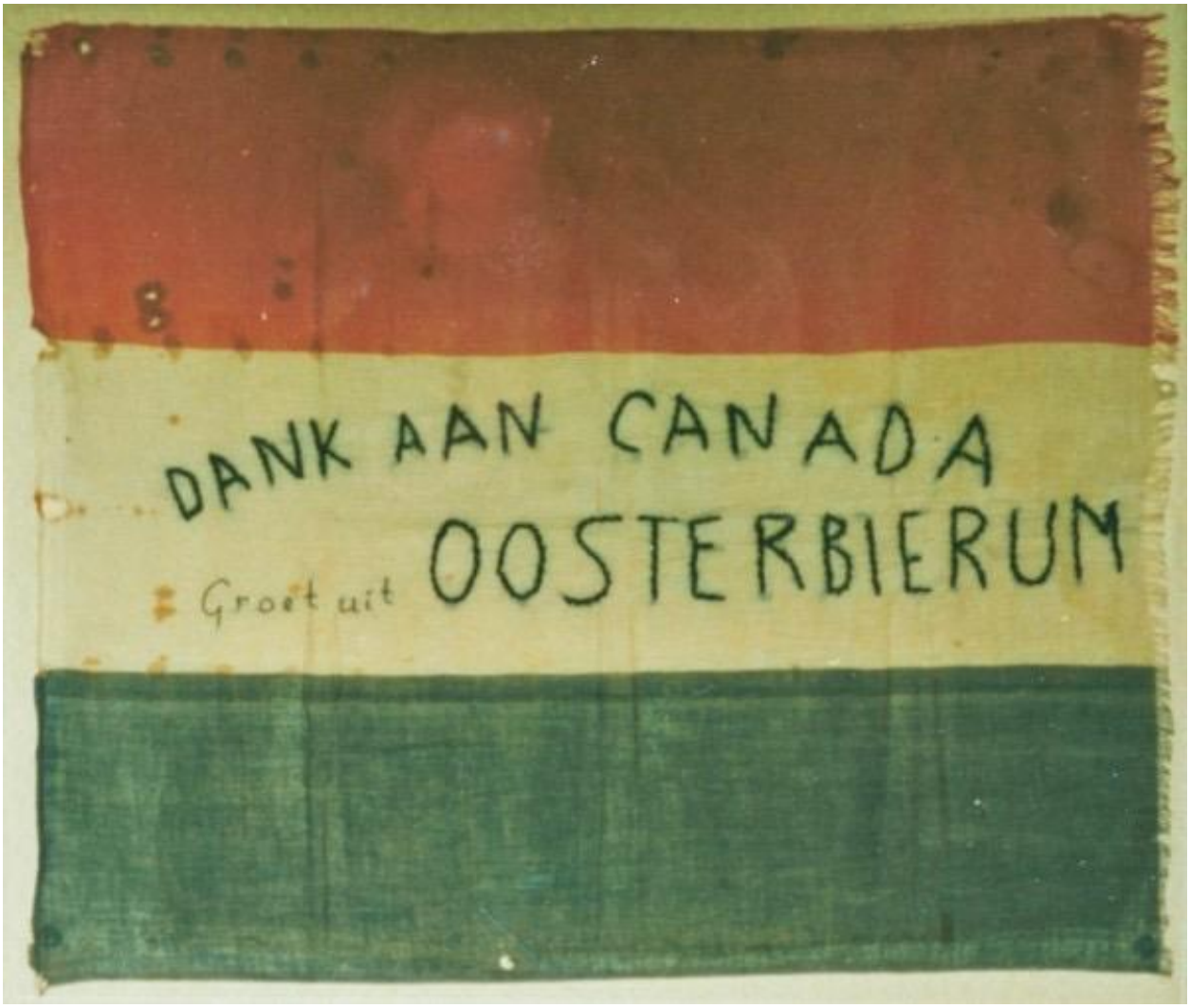
I think I have said enough to show what folly it would be for us to offer to American Jewx a privilege we refuse our own.

Yours very truly,

F. C. Blair
Director

PSD 5.1 Historical Significance - Video
Canadian Army Newsreel. *Canadian Army Liberates Holland in 1945*. CBC Digital Archives. Broadcast April 14, 1945.http://www.cbc.ca/archives/categories/war-conflict/second-world-war/victory-the-end-of-the-war-in-europe/canadians-liberate-holland.html. Accessed December 3, 2014.

PSD 5.2 Historical Significance - Image - Thanks to Canada
The Memory Project. *Martin Boomsma*. Historica Canada. http://www.thememoryproject.com/stories/2640:martin-boomsma/. Accessed December 3, 2014.



Courtesy of Martin Boomsma. (http://www.thememoryproject.com/stories/2640:martin-boomsma/)

PSD 5.3 Historical Significance - Interview/Transcript
The Memory Project. *Peter Melkert*. Historica Canada.
http://www.thememoryproject.com/stories/1572:peter-melkert/. Accessed December 3, 2014.

PSD 6.1 Canadian War Museum. Democracy at War: Canadian Newspapers and the Second World War. *When they ask who freed us*. Hamilton Spectator, 1945.
http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/netherlands_e.shtml.
Accessed December 3, 2014.

PSD 6.1 - "When They Ask Who Freed Us...

MAR 25 1946 HAMILTON SPECTATOR

"When They Ask Who Freed Us . . ."

A Moving Good-bye to Canadians From a Dutch Editor Who Speaks From the Heart

Deventer, the 10th of March, '46.

Dear Sir: Enclosed I send you an open letter to the soldiers of the Canadian Army. This one has been inserted in a Dutch illustrated weekly at the departure of the Canadians from Holland. I read it, and was very sorry that "the boys" couldn't read it; so I translated it. I'm sorry, but I know that I made many mistakes. I hope that you will be so kind as to correct and insert it in the Hamilton Spectator. Thanking you in anticipation. Yours very truly,

ANNEKE KLEIN KLOUWENBERG,
"A Dutch girl from Deventer,"
1st Pauwenlandstraat 3,
Deventer, Holland.

Good-bye, Canada!

Open letter to the Canadian soldiers!

To Jimmy, Jack, Harold, Reggie, Tom, Bill and Harry and the thousands of other battle-dressed boys of the Canadian Army!

Old Boy! With the farewells that finally you, too, had to take from your Dutch friends, now you return to your country. You will permit me to give you a few words in a heart-to-heart talk.

When you, eight months ago, on a, for us, historical day, entered the capital of our country, from all sides the boys and girls jumped on your jeeps, then you found a nation of grateful and moved people, who hardly knew their happiness.

First you didn't understand the tear you saw in many eyes and you couldn't understand that, because you didn't know the sufferings which we had to bear during five years, the sufferings from which thousands of men, women and children went to rack and ruin and that we all, when you got acquainted with us, bore in despair.

* * * * * *

Your first impression gave you a wrong idea of the reality. That wasn't your fault. You thought that the cigarette was the principal thing that we had done without, we hailed you with the "classic question": "Have you got a cigarette for me? Just as if that was our national greeting. And the cigarette that you used to dole out, sometimes it was your last one; at that moment it was a benefaction, we recovered our sick nerves when we smoked your "real" cigarette. We revived, but your cigarette —you were astonished on account of the gratitude they showed—was an emblem, for you gave us every time the same, the confirmation of our liberty, and it took us some time, dear boy, to demonstrate our great happiness.

* * * * * *

We knew that our capital, Amsterdam, became a "leave centre" under the guidance of your chief, Lieut.-Col. G. Weir. It wasn't the least result of the circumstance that you and your comrades took care of it, that it isn't a heap of rubbish now. During the time you stayed in our country, you saw something of our manners and morals, of our habitudes and unmannerliness, learned something of our history and our nature, our traditions and our temper, and many other things. You will take them with you like a memory to your country, so far away in the north of America.

Between the very old history of our country, with its civilization and cultivation, and the still young history of your country, is a world of difference. You and your family don't know about the Middle Ages and the Renaissance, but something else you didn't know, too, the torment of the German occupation during five years, that was finished when you came. The German yoke of bondage, the Jerries. as you used to call them, gave themselves the name of "nation of gentlemen," and when I think now—excuse me—that you Canadian boys often brought us the memories of the cowboys from the American Wild West pictures, then, I must say, that the acquaintance with the "boys," in spite of all, was much better than that one with the "gentlemen."

* * * * * *

I said, in spite of all, for you know as well as I know you sometimes gave us reason for uneasiness and worry. You see, sometimes you were a little bit too spontaneous and too tempestuous. You were a little bit too rough with your vehicles on our roads and "a little bit" too tempestuous with our girls.

As we, free Dutchmen, were fit again after our "struggle for life," you and your friends started your "struggle for love," and be sure that you presented troubles to many Dutch mothers. They spoke and wrote much about you, and I don't like to be severe on you for that, for the carelessness with which you threw yourself into the reckless love affairs was an understandable result of the hard war, with its privation, solitude and want, that you hadn't wanted any more than we.

How can I reproach you all, where you showed courage, when five years ago they asked you with emphasis to join the army, because the leadership of a country, of which you hardly knew its existence, so bestially broke bounds?

Dear boy, of course your action sometimes was a little bit more rough and unpolished than we in the "old west" are accustomed to. But we shall never forget, boys, that with that same rough indifference your comrades fought to death near Nijmegen and Arnhem, while we still were suffering under the "bad Jerries."

And do you know our dear Queen, her child and grandchildren are safely in our midst again? That was your work. We can say again what we like to say, we can write everything and we don't spare our statesmen our criticism, thanks to you. We are no more hungry, since we started to eat your biscuits and now eat tarts again; our trains and street cars go again, we have coals for our stoves and food for our children. That was your work.

* * * * * *

And now, take to your Canadian country a good lasting memory of us, the gratitude of a nation that was itself again by your co-operation.

Once our grandchildren will ask us who liberated us and then we will say, many brave, gay boys with caps on their heads; we shall tell them all—much and much more than that Montreal and Ottawa are two big cities in Canada!

Godspeed, boys, and welcome home!

Maybe you will see a tear in the eyes of your mother, your wife, your girl or your sister, but don't forget that a tear is a smile of the heart, and that same heart is beating in the small low-lying country near the sea, Holland, that will set down your name in the chronicles of its history.

In the name of thousands,
THE EDITORSHIP OF A DUTCH ILLUSTRATED WEEKLY, OUR FREE HOLLAND.

PSD 6.2 Ivison, John, J. Ling, J. Visser, J. Edmiston, National Post Staff. *Masked gunman killed after Canadian soldier, Cpl. Nathan Cirillo, fatally shot at National War Memorail*. National Post. October 22, 2014. http://news.nationalpost.com/2014/10/22/soldier-shot-outside-of-parliament-at-national-war-memorial-active-shooter-believed-to-be-on-the-loose/. Accessed December 3, 2014.

Appendix B: Black Line Masters

BLM 1.1 Letters from the Great Depression Worksheet

Letter:
WHO is writing the letters? Who are they writing it to?
WHAT is the purpose for the letter? What does the letter writer want or need?
WHEN is the letter writer writing? Is it after a specific event in their life?
WHERE is the letter coming from?
WHY would letter writing be an effective or ineffective way to communicate their circumstances? Do you think they would have been successful in their request? Why or Why not?
HOW does this letter make you feel about the letter writer's circumstances?

BLM 1.2 Letters from the Great Depression - Primary Source Overview

Letter Who What Where When Why How	
Letter Who What Where When Why How	
Letter Who What Where When Why How	

BLM 2.1 Newspaper Article Analysis

1. Where did the women come from who are in the workforce?

2. What does the article say about the role women played in the workforce across Canada?

3. What other areas did women work in?

4. Why could the war not be won without the help of women?

Name:_____ Date:_____

BLM 3.1: Video Viewing Note-Taking Sheet

Video Title:_____

Video Type (documentary, video essay, commentary, interview, investigative report, speech/tribute etc.):_____

Author/Creator:_____

Date Created:_____

Video Description Details:_____

_____

_____

Viewing Observations:

While watching the video, complete the following chart:

Description of Canada's Contribution to Dieppe	**Was this a successful or unsuccessful contribution to the war effort? Why?**	**Evidence to support your choice**

My Comments/Reactions:

Name:_____ Date:_____

BLM 3.2 The Dieppe Raid: Primary Source Analysis

In your groups, use your primary source document and complete the following chart:

Document Title:	
Author:	
Date Published:	
Medium (newspaper article, poem, memoir?)	
Important Details about the event:	

Answer the following questions in your notebook about your source:

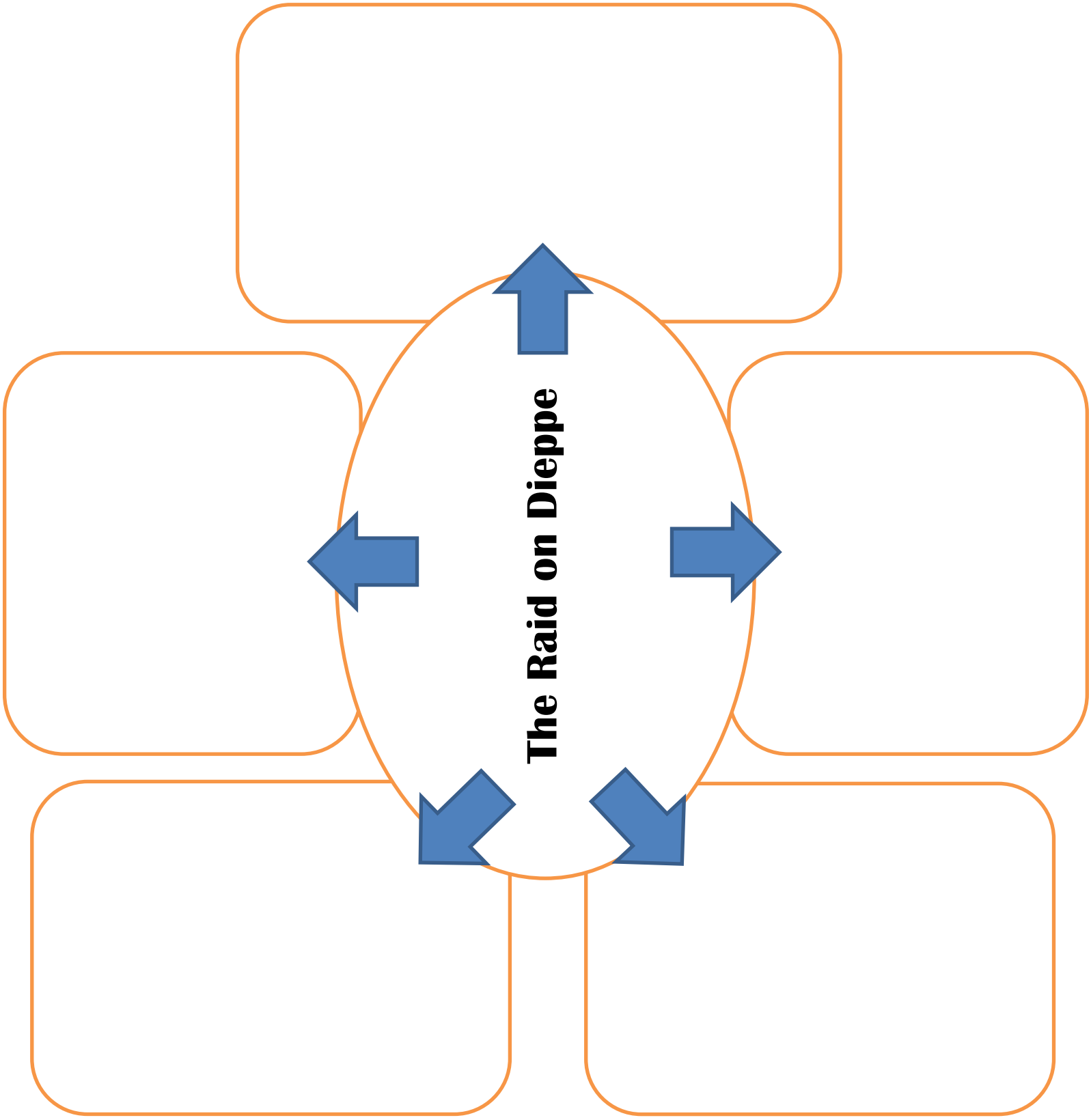
1) What kind of perspective does this source depict of the Dieppe raid? Is it positive? Negative? Heroic? Etc. What kind of message is this source sending to an audience?

2) Are there any consequences of the raid discussed in your source? If yes, explain what those consequences are. If no, explain why you think consequences were not included and what effect this has on your understanding.

3) What information about Dieppe is missing/unclear/surprising that influenced your understanding of what took place?

Name:_____ Date:_____

BLM 3.3 Perspectives Placemat



Name:_____ Date:_____

BLM 4.1: Canada Turns Away Jewish Refugees

Using the readings from PSD 4.1 "Letter from F.C. Blair," answer the following questions:

1) Identify the components of F.C. Blair's letter in the following chart using evidence and details from the Primary Source Document:

Component	**Evidence and Details**
The issue being presented: Who is the letter being written about and what information do we know about this individual's circumstances?	
What problems does Blair identify as issues in Canada at the time this letter is written?	
What is Blair's decision? Explain his reasons	

2) Based on the historical context of the time, was Blair's decision reasonable? Explain your reasoning using evidence from Blair's letter and your knowledge of the conflicts at this time.

Name:_____ Date:_____

BLM 4.2: Video Viewing Note-Taking Sheet

Video Title:_____

Video Type (documentary, video essay, commentary, interview, investigative report, speech/tribute etc.):_____

Author/Creator:_____

Date Created:_____

Video Description Details:_____

_____

_____

Viewing Observations:

While watching the video, outline the FOCUS of the video and the IMPORTANT DETAILS (what you feel is important to understand the topic) in the chart below:

Focus:	Important Details:

My Personal Comments/Reactions:

Name:_____ Date:_____

BLM 4.3: A Letter to F.C. Blair

Using the space below, write a letter to Minister F.C. Blair about whether or not you believe Canada's position on Jewish refugees and the refusal to let the *MS St. Louis* land on Canadian soil was a justifiable position or a crime against humanity. Use specific details from the documentary "When Canada Said No: The Abandoned Jews of the MS St. Louis" to demonstrate your understanding of the event and use your knowledge from class discussions and notes to frame your position.

Dear F.C. Blair,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,_____.

BLM 5.1 - Guess the Country!

- Although it's main land is located in Western Europe, parts of this country are also found amongst the Caribbean islands.
- It's people are some of the tallest in the world, with the average height of men being 184 cm, and 170cm for women.
- 1180 windmills can be found in this country.
- During World War Two, this country's royal family took refuge in Canada. As a thank you, the people sent tens of thousands of tulips to Ottawa, and continue to do so each year.
- It's people are often referred to as 'Dutch,' as it is the official language of this country.
- Princess Margaret was born during the Royal Family's stay in Ottawa during WWII. The maternity ward of the Ottawa Civic Hospital was made extraterritorial allowing her to remain a completely Dutch citizen.
- Foods enjoyed in this country include: gouda cheese, chocolate sprinkles, mashed potatoes and french fries with mayonnaise.

Can you guess which country this is?? _____

BLM 5.2 - Historical Perspective Collector & Map of Liberation

Name: _____ Date:_____

From September 1944 to April 1945, troops from the First Canadian Army worked tirelessly to help the Allied forces liberate the Netherlands, which was under German Nazi occupation.

The CBC video *Holland Towns Celebrate Liberation* (broadcast on April 14, 1945), depicts the reaction of Dutch citizens in the moments immediately following the liberation.

Use the questions listed below to assess the historical significance of this event. You may discuss quietly with an elbow partner.

Describe the event addressed in *Holland Towns Celebrate Liberation*:

WHO (which groups are involved, who are the key players?):

WHAT (What happened? What were some causes leading up to this event?):

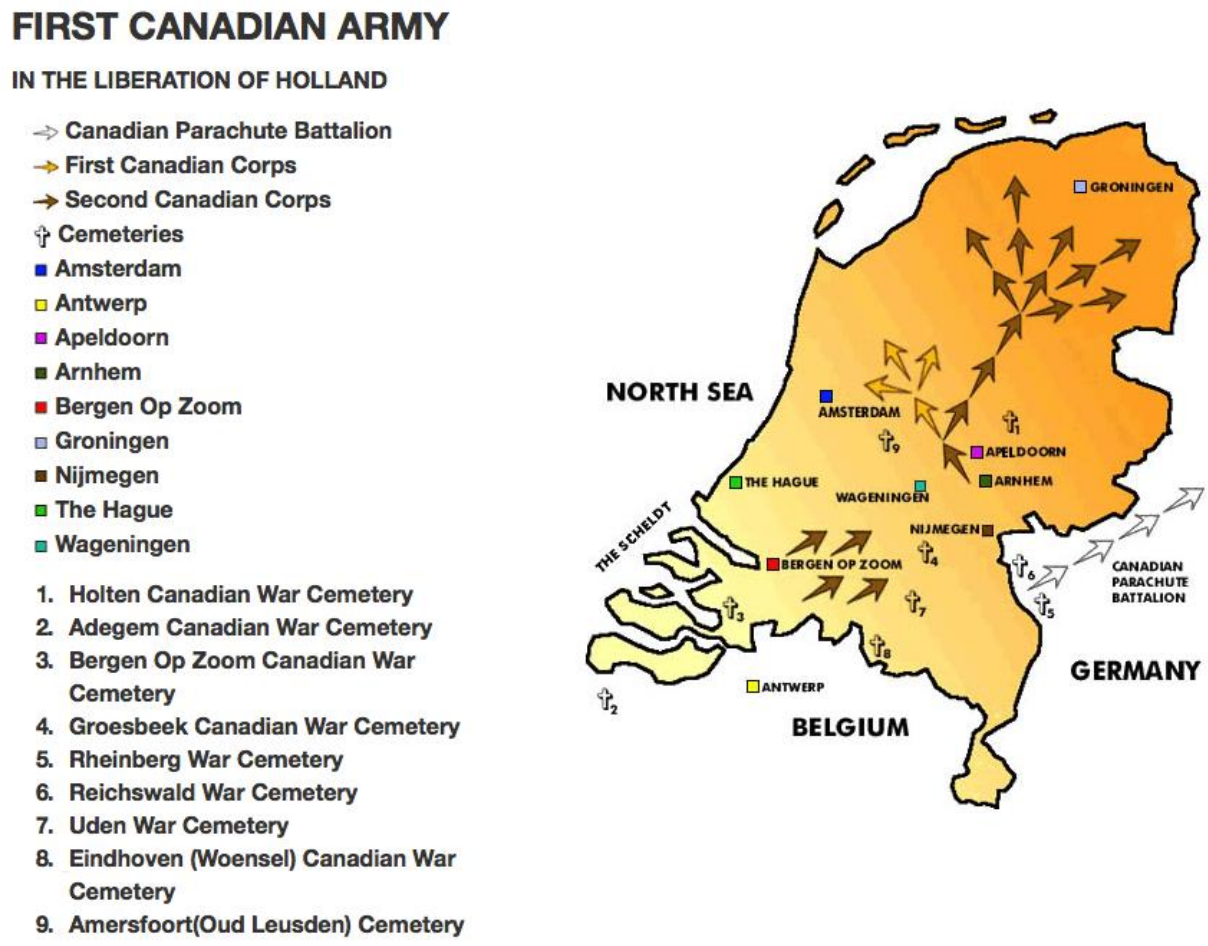
WHERE (which country? rural or urban?) :

WHEN (what year did this occur? During what major world event?):

WHY (why was this even necessary?):

HOW (what types of tactics were used in this event?):

This map indicates movement of the First Canadian Army during the Liberation of the Netherlands. The location of **nine** local cemeteries where Canadian War Dead are buried is



indicated on the map.

(Source: http://www.veterans.gc.ca/eng/remembrance/information-for/educators/learning-modules/netherlands/module1-map)

Is the recognition of the Canadian War Dead by the Dutch an indication of respect for Canadian soldiers?

How does this fact contribute to your understanding of the historical significance of the Liberation?

BLM 5.3 - Interview Investigator

Name: _____ Date:_____

Listen up!! You are an interview investigator on the loose! Using your expert historian skills, you and your P.I.I. (Partner In Inquiry) must uncover the historical significance of the Liberation of the Netherlands in the development of Canada's heritage!

The following is a transcription of the audio from the interview of Peter Melkert, a Dutch boy who lived through World War Two and the Liberation.

Your task is to listen to and follow along with the interview, investigate your findings, and answer the following questions in order to answer the question: Why was the Liberation an historically significant event??

"My name is Peter John Melkert. I was born in Rotterdam, Holland on the 9th day of the first month, 1930. I was 11 years old when [the Second World War] started, I was 16 years old when the war ended. Some of my friends, one of my friends [in] particular, his father was very active in the Resistance. He was the only one that had a Sten gun and they were going on raids in the evening. What we were doing is during the day, I lived down on, there was a railroad bridge going down from Rotterdam, the train used to go from Rotterdam to Den Haag [The Hague] to Amsterdam. Behind that bridge was a pasture, only one farmhouse and a big pasture. In the daytime, the Germans brought forced labour there and they were putting poles in the ground to prevent paratroopers or gliders to land there if, you know. So four of us, we trying to get as much information as the older people on the ground and ourselves, in the evening, late evenings, nights more or less, removed as many poles as we could.

Also in the daytime, they built ramps where they could put anti-aircraft guns on and all we used to carry as teenagers, I mean, many were teenagers and being under the occupation of the Germans and having the hardship going on that was going on in my family, we were trying to do as much damage as we could towards whatever they built. We trying to shut it down.

We almost got caught a couple of times. We got away but, like I say, we were more or less involved as the younger part to pass on whatever information we could get in our neighbourhood. The reason is, I found out and I knew during the war that in our neighbourhood, there were collaborators that were collaborating with the Germans. And so we were trying to get some information that we could pass on towards the Underground.

One evening, we went down to see what was going on during the day. So we went down one evening, we were always in the evening, always when it was very quiet, almost dark.

Apparently, they were putting up a little building like where the guard stands in or something like that, a little building. And we chopped most of it down in the evening. And well of course, like I say, being teenagers, you … So then they fired at us and we were be able to get out of there, get out of it. So we were very lucky, it was very lucky that there is a lot of water in the pasture down there, there were little canals, little rivers there where the ducks were swimming in. We got into the water there and we got out of it.

They took my youth away from me. I grew up in a very bad time. I mean, my father got taken to Germany for forced labour. My mother took a very nervous breakdown. And so bad that, you know, I was the only son, so that was very hard when I see my mother there, that sometimes couldn't even breathe. And I got some medicine there from the doctor there, some powder. There was no inhalers at that time of course. There was some powder I had to put on a little dish and then light it and then the smoke comes up and my mother had to breathe it in order to breathe again. So those were not easy times for a teenager.

I hate that it was, was very bad at that time and when you're my age and you're going through this, you don't see any danger. You don't see any danger. The things that we were doing during the evening, you wanted to do something there that, you know.

The Canadian troops already had liberated part of Holland for eight months. And we were still waiting. Amsterdam, Den Haag and Rotterdam, we were still waiting for the Canadians to come and liberate us. There were no supplies coming in and you can see that the Germans wouldn't feed us while they have to feed their own men. So that means we eat tulip bulbs. I eat tulip bulbs, I eat sugar beets. I eat some other things that I don't even want to mention but I mean, that was a fight for survival. We were starved.

When we got word that the Canadians were coming in, I went to city hall. And I was fortunate enough to meet the first Canadians that were coming into Rotterdam. There were four officers in a jeep. And they pulled in front of city hall. And they wanted to find out who [was in charge], well, of course, I didn't speak English. I didn't speak English. So, but they more or less wanted to talk to some of the people from the Underground, how they could get in touch with them? So we took them into city hall. And of course, there's where they stayed and I left after that, to come outside.

And when I came outside, the first tanks were coming in and the soldiers were coming in and like I always mention, I call them my liberators, I walked up to the first Canadian soldier and he shook my hand and I shook his hand and I said, thank you, thank you, thank you. And my first gift of a Canadian soldier was a handful of raisins. I was very proud to accept it, to carry the Dutch flag in front of the group, behind the Canadian soldiers having marched down, from city

hall out in some of the parts, the main street of Rotterdam. That was the liberation march that I was involved in." (Interview date: 8 October 2010)

(Source: http://www.thememoryproject.com/stories/1572:peter-melkert/)

Why did the Germans put holes in the field?

Why does Peter say "the Germans took my youth away from me"?

What types of conditions did the Dutch people suffer through before the Canadians liberated the Netherlands?

Why do you think Peter distinctly remembers a Canadian soldier handing him some raisins?

How did the Dutch people view Canadians?

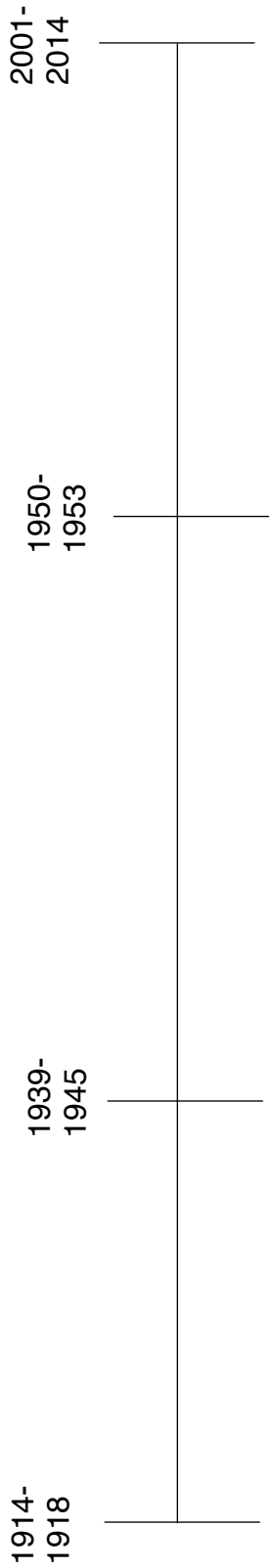
After listening to Peter's interview, what does he think is significant about the event? What key points does he emphasize?

Did this event in WWII help construct Canada's growing nationalistic identity?

Why should we bother to learn about the liberation of Holland? Why is it significant?

BLM 6.1 - Timeline of Canada's role in Military and Peacekeeping Missions, 1914-2014

Name: _____ Date: _____



BLM 6.2 - Newspaper Article Reflection

Name: _____ Date: _____

As we are discovering, Canada has had a significant role in global military initiatives from 1914-2014. In this activity, you will read two newspaper articles (provided) and reflect upon their significance on Canada's identity and heritage, using the questions listed below as guiding questions.

The first article titled, "When the ask who freed us…" (1945), was written by a Dutch newspaper editor thanking Canadian troops for their role in the liberation of the Netherlands. The second article, "Masked gunman killed after Canadian soldier, Cpl. Nathan Cirillo, fatally shot at National War Memorial" (2014), is one of the first articles made public after the Ottawa War Memorial Shooting this year.

Guiding Questions:

- Are there any similarities between the events (who was involved, purpose of initiative)?
- What is the significance of the National War Memorial? What does it represent for this country?
- What attitude is reflected by the Dutch editor towards the Canadian military? How is that the same or different from the attitudes reflected today towards our military?
- How have Canada's roles in military initiatives over the past 100 years contributed to our nationalistic identity and heritage?