

## **Lesson 1:**

### **Introduction to Canada in the Second World War**

#### **Overview:**

This lesson will serve as an entry to the subject. Including a sound recording of a knowledge check, the lesson will allow the teacher to assess the student's prior knowledge of Canadian involvement in the Second World War as well as exposing the students to the primary source driven component of the unit plan. This lesson will help students recall any information they know on the topic and provide a brief introduction (or reintroduction) to the subject matter. The lesson will also introduce the six historical thinking concepts (if they have not yet been explored by the class)

#### **Learning Goal:**

The learning goals for this lesson are to have students practice recalling their previous knowledge of a topic and then record it. The lesson should trigger an understanding of strengths and weaknesses within the students regarding the subject material. It should also prepare students for further work with the six historical thinking concepts.

#### **Curriculum Expectations:**

As this is the introductory lesson students will not be particularly focused on a single expectation. However, the students will be relaying knowledge which applies to section C2 which focuses on "Communities, Conflict and Cooperation" during the period from 1929 to 1945. No individual historical thinking concept will be targeted for this lesson, but all six will be applied as a brief introduction.

#### **Materials:**

- Radio broadcast announcing Canada's entry into WW2. (Appx. 1.1)
- Copies of the "Second World War and Canada" knowledge check. (Appx. 1.2)
- Image of "Attack on All Fronts" poster. (Appx. 1.3)
- Projector for image and some way to play the sound clip.

#### **Plan of Instruction:**

- 1) Play sound clip which covers Canada's entrance into the Second World War. (Appx. 1.1)  
(8 min)
- 2) Have students fill out the "Second World War and Canada: A Knowledge Check" sheet (Appx. 1.2) to the best of their abilities. On the back have them create a chart with two columns, one stating "I'd like to know..." the other stating "Now I know...". (10-15 min)
- 3) Take up the sheet with the students, having them volunteer answers and correct their own in a separate coloured pen if they have one. After this, have them fill out the "I'd like to know..." side of their chart. Make sure they hand in their quiz/chart for you to hand back at the end of the unit. (10 min)
- 4) At this point display the image of the Canadian propaganda poster "Attack on All Fronts"(Appx. 1.3).

Write the six historical thinking concepts on the board:

- Historical Significance
- Evidence
- Continuity and Change
- Cause and Consequence
- Historical Perspective
- The Ethical Dimension

- 5) If you have already explored the six concepts with your students before this point, you can use this activity as a refresher; otherwise it becomes a brief introduction to the concepts. Tell the students that this is a poster that would have been posted throughout Canada during the Second World War. Ask them to consider it for a moment and reflect on how each of the six historical thinking concepts may be applied to it. Then have them provide answers for each concept in turn, guiding discussion to these main points (encourage note taking):
  - a) Historical Significance: The poster reflects a change in the Canadian work force still felt today, women now work jobs traditionally saved for men. It shows that workplace equality was not always to norm (or at least the goal). The poster shows that all members of Canadian society were involved in the conflict, not just the soldiers.
  - b) Evidence: The poster itself is evidence of the conflict and how it affected the lives of Canadians. It tells us that people removed from the battle fields needed to be reminded that they played an important role in the war effort.

- c) **Continuity and Change:** The image shows us that the military was a male dominated occupation, this is still true today. In terms of change, however, this poster is a display of some of the first steps towards elevating the status of Canadian women. Technological change or progress is also evident in comparing the equipment in the poster to today's tools of production and war.
- d) **Cause and Consequence:** Returning to the idea of women taking up traditionally male roles, this poster shows the cause, men joining the armed forces, and the consequence, women stepping in to take up their former roles on farms and in factories. This was a massive consequence of the Second World War, without the conflict things may have progressed in a different direction or at least at a different pace.
- e) **Historical Perspectives:** This poster was made to appeal to the majority of Canadians at the time. All the faces are white. This is important to note, but we must consider why this is the case by assuming the mindset of a person who would create this poster or be exposed to it during the war. Their perspectives are diverse and this clear and simplistic image may have been the best way to reach the majority of intended audiences.
- f) **Ethical Dimension:** This concept applies to many of the same points made when considering the Historical Perspectives, it may seem unfair now, but we must always consider the context. Beyond this, the poster is an ethical reminder of our own actions; we must remember the sacrifices made by those this poster was created for and we have a responsibility to respect those people and to learn from them and what they have left behind.

Wrap up the conversation about the poster and the six historical thinking concepts by telling the students that they will be using them over the course of the next few classes so they should always keep them in mind. (20 min)

**Assessment:**

Assessment for this lesson is just of prior knowledge and will not be used for any form of marking. Their knowledge will be assessed through the collected quizzes and the interactions between students and students and students and teacher while that quiz is being taken up.

## **Lesson 2:**

### **The start of the Second World War**

#### **Overview:**

This lesson is intended to further the student's understanding of why the war took place. Focusing on the causes and their consequences, students will develop and understanding of the factors which pushed so many nations into conflict. From this point the class will be better able to approach individual features of the war as a result of their understanding of the whole. They will have a sense of the motivations and thus will be better able to study the results.

#### **Learning Goal:**

By the end of this lesson students should have exercised their abilities to draw connections between multiple historical events and then further develop their understanding of how those connections were formed and how they actually work. Students should be looking for logical progressions, patterns, and catalysts of change. They should be pushing deeper into their understanding of the causes of the war and addressing the forces that operated beneath the surface of political posturing and tensions.

#### **Curriculum Expectations:**

This lesson addresses expectation of understanding the causes of the Second World War from the 10<sup>th</sup> grade academic program C2.3 directly. The historical thinking concept that will be utilized in effecting this lesson is Cause and Consequence. This concept will be used as students make connections between the events that they are visually representing and come to an understanding of how the first few situations developed until war broke out.

#### **Materials:**

- *Triumph of the Will Speech* video (Appx. 2.1)

- “Treaty of Versailles” main points handouts.
- Set of poker chips.
- Recycled paper
- Scissors

**Plan of Instruction:**

- 1) Play closing speech from *Triumph of the Will*. (Appx. 2.1) (9 min)
- 2) Briefly comment on the source of that speech, Leni Riefenstahl’s 1935 film. Focus a brief discussion with the class on what the students saw ensuring that the similarities to speeches by leaders like Churchill and the allusions to the Jewish question are noted. Ask them what stood out about Hitler and the clip in general. (5 min)
- 3) State that the rest of the lesson will be focused on studying the war as a consequence of multiple causes: Expansionism, Militarism, Fascism, and Treaties. All of these things are not necessarily the result of Germany’s or Hitler’s actions and so the root causes must be explored. (2 min)
- 4) Class must prepare to move about.
  - a) Have the entire class stand to one side of the room.
  - b) Get four volunteers. Have one sit, they are Germany in 1919. The other three are France, Britain, and the United States, they stand around Germany.
  - c) State that it is June 28, 1919 and that ‘the big three’ have decided what is to be done about WW1. Have UK, Fr., and US read sections of the “Treaty of Versailles” summary which is now distributed to the class (the original is far too long for this activity). Germany must begrudgingly accept. (Appx. 2.2)
  - d) From this point have US go to the far side of the room. Place UK between them and Germany/France who are side by side in the middle of the room. Add two more students to UK, France, and Germany. Give each ‘country’ 5 poker chips, provide US with 7. Have France, UK, and US each take an additional chip from Germany. Have the US record the transactions.
  - e) Have Germany, France, and UK all ask for a chip from the US to aid in rebuilding. US accepts, but stipulates that the debt will be remembered/repaid.

- f) Have three more students stand shoulder to shoulder between France and Germany. They represent the Maginot line. Comment on how this was a direct counter to the military actions made by Germany at the outset of WW1. Construction of the defenses was undertaken in the 1930's.
- g) Repeat the activity with the poker chips (UK and Fr. don't borrow from the US) and comment on how the most fertile/resource rich German land was controlled by other nations, France in particular. Have one member of France move just past Maginot line onto German soil. Repeat poker chip activity once more. This time have the US decline to provide Germany with an additional chip.
- h) Take two chips from each country. This is the beginning of the Great Depression. At this point have another class member join Germany, stating that they are from Austria (make sure this kid is one that will be okay with representing Hitler...).
- i) Take two more chips from each country. Have three more students join 'Hitler' in Germany. State that this is the beginnings of the Nazi party and fascism in Germany. Have one of these students go 'south' and represent fascist Italy, give them five chips.
- j) Take two more chips from each group. Have one of the Germany students shift to join Hitler's group (still in Germany). Have the fascist group create a semi circle around the back of the Germany group, Hitler in the middle making comments on how the predicament Germany finds itself in is the fault of others (Jews) and is unfair. The rest of the nations are relatively disinterested in these developments.
- k) Add two more students to the fascists (one, apprehensively at Hitler's coaxing, from the original Germany group), they now circle Germany (add a student to this group). Take two more chips from all nations, don't take any from Germany or Italy.
- l) Have Hitler comment on how crowded they are getting in Germany, makes a subtle suggestion that maybe some members of Germany don't belong within National Socialism. Give two chips to Germany/Nazis as the France student is kicked back over the Maginot line. Hitler applauded by Nazi circle.
- m) Provide Nazi/Germany group with paper and scissors. Have them cut out spears/swords (or any other quick representation of rearmament). France and Britain should do a little hand wringing and maybe tell them to stop. They won't.

Pleas to the US go unanswered. Take 2 more chips from UK, France, and US. Give two to Germany and Italy both.

- n) It's now late in the 1930's and Hitler is in full control of Germany. Have Hitler give a rousing speech to Germany/Nazis about the injustices they have surmounted. Much cheering. Add Austria, China, Japan, Denmark, Norway, Canada, and Belgium, all represented by one student. Two will be Poland. The remaining class members are to be Russia. Situate Poland between Russia and Germany, Denmark and Finland above Germany towards France, Belgium just beneath. Send Japan to the opposite side of the room from US and put China (sitting) between them and Russia. Comment that Japan has invaded China. Canada goes above the US. Create an Albania near Italy using a Russian student.
- o) Now armed, Germany should appear to be bursting at the seams. Hitler will pull Austria into the Nazi group, without consulting them. UK and France are uncomfortable, but do nothing. Albania will be pulled into Italy.
- p) It's August 1939. Have Hitler talk to Russia and create a truce (The Molotov-Ribbentrop pact) on the condition that Poland will be split between them following an invasion. September 1<sup>st</sup>, 1939. Move a Nazi to Poland. Russia and Japan make a treaty. Move a Russian to Poland. Have them split the two Poland students towards their respective starting points.
- q) War is declared against Germany by UK and France. Denmark, Norway, and Canada follow suit shortly after. US does nothing. Move one UK student to France, one France student to the Saarland. Retract the France student quickly back over the Maginot line, this attempt to help Poland has failed. Move the bulk of the Germany/Nazi group through Denmark and Finland, leaving one occupier in each country and Hitler back with one Germany.
- r) The Nazi blitzkrieg is now poised above France with only neutral Belgium in the way. It's now May 10<sup>th</sup> 1940. Germany rolls through Belgium into France, around the Maginot line. Withdraw one France and the supporting UK over to the UK. France is now occupied. Russia sits back, the US sits back. Both feel that they have their own issues to deal with.

(30 min)

- 5) This visual representation has covered the causes and opening acts of the Second World War. While not necessarily thorough, the basics have been addressed and are ready to be expanded upon. (0 min)
- 6) Begin a discussion of what has been learned and how the actions of individuals, groups, and nations led to the conditions that allowed the Second World War to take place. How is Germany responsible? How about Britain and France? The US? Russia? What happened with Italy? Japan and China? Students should be prepared to further examine the causes through a variety of perspectives during their next class following this discussion. Field any questions on what has occurred during the lesson. Return the class to its original state. (10-15 min)

**Assessment:**

The dialogues created throughout this lesson will provide a chance for you, as the teacher, to assess what points the class has learned and what elements need to be reinforced.

### **Lesson 3:**

#### **Examining the causes of the Second World War**

##### **Overview:**

Having established the sequence of events which led to the commencement of the Second World War during the last class, students have a basic understanding of how the various causes interacted to ignite the conflict. This lesson will focus on the causes specifically now that the framework created by the sequence of events has been established. Students will examine the following causes in groups: Rise of dictatorships (fascism, militarism, and expansionism. Include Germany, Italy and Japan), "Treaty of Versailles" (economic hardship, Hitler's rise), and the failings of the League of Nations (appeasement). Some of these topics have overlap, but once students have generated a basic knowledge of their topic they will present the findings to the class and any congruencies will strengthen the concept that none of the factors acted alone in creating the circumstances for war. While studying their topics, students will be asked to focus on the different perspectives the involved nations would have had in regards to the causes.

##### **Learning Goal:**

Expanding on their knowledge of the beginnings of the Second World War, students are expected to further develop their understanding of the war's main causes: the rise of dictatorships, the Treaty of Versailles, and the failure of the League of Nations. Students will work on communication, research, and cooperation within groups while gathering information on their assigned topics.

##### **Curriculum Expectations:**

This lesson addresses the expectation of understanding the causes of the Second World War from the 10<sup>th</sup> grade academic program C2.3 directly. The historical thinking concept that will be utilized in effecting this lesson is Historical Perspectives. This concept will be built upon by having the students conduct their research under certain guidelines which will encourage them to consider the variances between their perspectives (having hindsight) and the perspectives of the historical figures at the time.

## Materials:

- projector with internet/computer connection
- *The Great Dictator* speech video. (Appx. 3.1)
- Single copies of *Mien Kampf* excerpts (Appx. 3.2) and Japanese Imperialist expansions map (Appx 3.3)
- Access to either or both a set of computers and the school library.

## Plan of Instruction:

- 1) Play speech from *The Great Dictator*. (Appx. 3.1) (5 min)
- 2) Briefly outline Chaplin as a silent film star/director. This film is unusual in its use of sound. Released in 1940, but production/planning had begun much earlier. Chaplin, who plays a barber mistaken for a dictator (a la Hitler), is thrust into control of a fictional state. But he displays qualities far different from those expected of the true dictator. (3 min)

Ask of the students; How does that speech make you feel? How does it differ from the one we listened to yesterday? How would it seem to somebody who saw it in 1940? How would it be different to them if they just heard it and didn't see the video? Chaplin claimed he would never have made the film had he been aware of the events taking place in the concentration camps, would that have been the correct course of action? Why? Why not? (this last query focuses students on considering Chaplin's changing understanding of the events of the war and how it shifted his perspective on his own work) (10 min)

Discuss the importance of considering historical perspective when studying events from the past. Point out these key points and tell students to keep them in mind throughout the rest of the class and the entire course:

- Perspectives can change over time; always consider the conditions people faced at the time the event took place.

- Track the changes in culture between then and now. You may have a strong opinion on the actions of some historical figure, but consider how the realities of today affect your judgment, what would you think of that individual from the perspective of a member of his

or her time? What is the context surrounding the historical actor when they make this history?

-Consider that even beyond the perspective of the one historical figure there are likely many other perspectives stemming from members of different cultures, classes, races, etc. all acting in the same time period. The world is a diverse place and always has been, everyone has an opinion. Always consider theirs.

3) From this point break up the class into six (fairly) even groups:

1&2: Both groups will focus on the rise of dictatorships. Have one work with Germany and Italy while the other does Japan. Encourage them to consider the situations of the people in these countries during the periods when Fascism or Imperialism took hold. What were the people thinking? What were the leaders thinking? How would these nations and their actions appear from outside perspectives? (France, Britain, China, US) Make sure they touch on the ideas of militarism and expansionism that each nation experienced (Living space for Germany, quest for resources for Japan). Provide resources: printed excerpts from *Mein Kampf* discussing 'Lebensraum' (Germany group) (Appx. 3.2) and a map of Japanese expansion between 1937 and 1942 (Japan group) (Appx. 3.3) as well as a link to a BBC page outlining Japan's expansionist movements (Appx. 3.4). Instruct them to conduct further research using these primary resources as a starting point from which to expand their understanding. For the Japan group have them consider the resource needs of the growing Empire and encourage research both on the invasion of China and interaction with the United States pre December 1941.

3&4: Both groups will focus on the impact of the "Treaty of Versailles" on Germany following the First World War. They will look at it from an Entente perspective, how was it justified? And from the German perspective, how did it cause undue hardship and how was it unfair? Look into how it was used by Hitler as an aid to his rise to power. The groups will be provided with a link to the entire original treaty (Appx. 3.5) from which to begin their research. They could potentially look to speeches made by Hitler, maps of the areas in Germany controlled by foreign powers after the First World War, and arguments between the 'Big Three' over the terms of the Treaty in 1918/19.

5&6: Both of these groups will focus on how the actions or inaction of The League of Nations led to the outbreak of the Second World War. These groups are to be instructed to examine issues of appeasement from the perspectives of Britain and France in particular as

- influenced by the economic and political situation during the 1930's. The composition of the League itself is also to be studied as a cause of the war. Why was it drafted the way it was? How could it have been changed? What makes it better or worse than the United Nations? The groups will be provided with a link to the "Covenant of the League of Nations" from which they can begin their research. (Appx. 3.6) (5 min)
- 4) After the groups have been created and their respective assignments provided, they are to use the internet and the library to conduct some research on their subject. They are expected to create brief presentation (it can be a slideshow, lecture, dramatic presentation, news report, etc.) as well as a handout for the class which covers their topic. Remind them that they are supposed to place themselves in the shoes of the leaders and citizens of the time and try to understand how the decisions that led to war were reached. Make sure they consider both sides of each cause (Axis vs. Allies). Students are encouraged to use the resources they have been provided as well as to look for further primary and secondary sources. One copy of the handout is to be submitted to the teacher by the end of the activity. (60-90 min depending on productivity and access to resources)
  - 5) On the day following the research and presentation planning class, each group is to present their information to the rest of the class. There will be some overlap in the presentations, this is expected and will help to fill in details that some groups may have missed, while reinforcing particularly important points. These presentations should not need to be longer than 5 minutes and may contain audio/visual components. (40 min)

**Assessment:**

This lesson, beginning with discussion of the film clip, leading to cooperative research and culminating with the completed handouts and oral presentations, provides the teacher with a range of options for assessment. The discussion and the cooperative work allows for observation and assessment for learning, while the handout and presentation allow for a more direct assessment of the learning that has occurred. After seeing the contents of the handouts the teacher can easily address any issues of concern regarding missing or inaccurate content before they are distributed to the class and the presentations commence.

## **Lesson 4:**

### **Major Canadian Battles**

#### **Overview:**

This lesson moves the class away from the topic of how the war began and focuses their attention on four of Canada's most significant battles during the Second World War. The battles will be examined from a Canadian perspective, taking into account the reasons, the preparation, the goals, and the outcomes of each. Each of these battles will be researched in an effort to determine how they are significant to the war on the whole as well as to Canada as a combatant nation. The battles to be studied are the following: the Battle for Hong Kong, the Battle of the Atlantic, the Dieppe Raid, and the D-Day invasions of Juno beach. Students will use a film resource for each and information will be disseminated to the class through a jigsaw structure where study groups split into research groups and then return to study groups to report their findings.

#### **Learning Goal:**

Through a brief examination of both provided and found resources students are to come to a consensus within a group about the key points of their assigned battle and about what makes that battle historically significant to both the war and to Canada. Students will be utilizing and developing their research skills, their ability to determine key points/facts and their group work skills while looking up information on their battle. When they return to their first group to share information they will be working on communication, peer teaching, and presentation skills as well as critical thinking when faced with questions about why they think they have covered the parts of the battle which make it significant.

#### **Curriculum Expectations:**

This lesson directly addresses the curriculum expectation C2.3 as it requires students to develop and understanding of the historical significance of several major Canadian battles in the Second World War. Sections C2.2 and C2.4 will also be touched upon by the groups who look into how the battle affected Canada in the eyes of her allies and how the battles changed the people who were involved in them.

**Materials:**

- “Letter from Overseas”, from National Film Board. (Appx. 4.1)
- Access to computers.

**Plan of Instruction:**

- 1) Play “Letter from Overseas” film of the NFB site. (Appx. 4.1) (15 min)
- 2) Begin a brief discussion of the film, asking students to examine how it sheds light on what was deemed significant to the soldiers, their families, and the country. Do we think the same things about the Second World War are still significant? What has changed? Why? (Eg. Video and dialogue about army life including training was a big part of the film. Why was that included? Is it still very significant today?)

Explain that historical significance is present when the subject being studied resulted in change, help to further explain or expose issues in the past, and has been deemed important enough to merit study or be recorded. Also point out that the significance (it may no longer be significant, or it may be significant for a different reason) may vary over time, as with the clips showing exercising soldiers. Significant at the time in that the film helped connect the people at home to their loved ones far away by showing what they did on a daily basis, but significant now because it gives us insight into how the military was run at the time and how the soldiers were prepared for the battles to come. Also mention that the significance can vary based on the group (cultural, national, etc.) studying the event, as well as over time. (10 min)

- 3) After students have begun to think about the portrayal of events in films and how ‘significance’ is determined, launch the main activity.
  - a) Begin by explaining that students will be breaking into ‘home groups’ of four and then those ‘home groups’ will number off (1,2,3,4).
  - b) The numbered groups, one taken from each ‘home group’, will then be organized and tasked with watching a film addressing a significant Canadian battle from the Second World War. These are the ‘battle groups’.

- c) Have the groups form and then separate into their 'battle groups'. Assign them 1-Battle of the Atlantic, 2-Battle of Hong Kong, 3-The Dieppe Raid, 4-Landing at Juno Beach.

(5 min)

- 4) The 'battle groups' will conduct research on their topic.

Tell students that each group will be watching a film which addresses their battle either through news reels, compiled footage of the event, recreations, interviews, or some combination of these resources. Links to these films are found in Appx. 4.2-5. Having watched these films the groups are then to compile the following information (make sure each member has some physical copy of the data by the end of the research) from both the film they watched and from a brief period of research via the internet;

- The date and location of the battle

-Who was involved in the battle: nations, significant groups, individuals, etc.

-Why did the battle take place, what significance did the objective(s) hold?

-What happened during the battle? Are there any key events of particular historical significance?

-What was the outcome of the battle? This is important to the historical significance of the battle as it determines how the battle affected the entirety of the war. Outcome can include who was victorious, what objectives were taken or lost, and what was learned as a result of the action.

-How did the battle and Canada's part in it change Canada's role and image in relation to her allies and enemies?

Using this information the groups should develop an understanding of what made each battle historically significant. In short, how did the battles shape history in a meaningful way and why do we find them important to study and understand?

Note: If you wish to provide further information/guidance to expedite the process give them access to the informational pages listed in Appx. 4.6. (30 min)

- 5) As they research the battles the members of each group will compile the significant information they find onto a word document or write them out by hand. This can be done through collective reasoning and discussion but each individual must have a page of facts, logically organized, perhaps in point form, with which to present their battle to their 'home group'. Remind them to keep in mind what makes their battle historically significant. The

teacher should circulate as this is going on, ensuring that the key points are being covered and that no misinformation is being shared. (10 min)

- 6) After the research is done the 'battle groups' will split and the four members of the 'home groups' will reunite.

Each group member, now an expert on their battle, will present their information to the 'home group' in turn.

All 'Home group' members should take notes when listening to each expert. They are encouraged to discuss points and seek clarification from the presenting expert. (15 min)

**Assessment:**

The teacher has a good deal of control over the learning taking place during this assignment. By providing the main resource (the initial film the 'battle groups' watch) the basic required information on the battles is sure to reach the students. By checking up on the groups the teacher can further ensure that the information has been noticed, grasped, and expanded upon. This observation is assessment for learning and watching the final 'home group' presentations provides an opportunity for assessment of learning as the individual experts should show a clear understanding of their battle and how it is historically significant.

\*All of the following lessons take their curriculum expectations from the revised 2013 history curriculum for Grade 10 Academic History. All page numbers are referenced after each expectation.

#### Lesson 4: Women in the War

##### a. Overview

- This lesson will allow students to examine and inquire about the role and contributions of women during the second world war. This activity will not only allow students to examine and interpret primary source evidence, but it will also support their understanding of WWII by incorporating an important but sometimes overlooked group of citizens.

##### b. Learning Goals

- To be able to make inferences about primary source evidence
- To be able to ask questions about the sources: their context, validity, reliability, relevance, etc.
- To be able to discuss the role of women during WWII: what kinds of jobs they held, what they wore, some emotions they felt, etc.  
(some goals are adapted from p. 49 in the “Bix Six” resource)

##### c. Curriculum Expectations

- General/specific
  - A1.3 assess the credibility of sources and information relevant to their investigations (p. 110)
  - C2: “**Communities, Conflict, and Cooperation:** analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change*)” (p. 115)
  - C2.3: “explain the main causes of World War II and analyse Canada’s contribution to the war effort)” (p. 116)
- Big six
  - This lesson will focus on the use of **evidence**: how do we look at evidence, what can we infer about it, what kinds of evidence are available and what do the different mediums tell us?

##### d. Materials

- Primary sources
  - Attack on All Fronts poster (Appendix 5.1)
  - Audio interview with Olive May Peat Matthews (Appendix 5.2)
  - Photos of women in the military (Appendix 5.3)
- You will need a computer and projector, or computer and Smartboard. It must also have audio.

- The photos will be printed off, approx 5x7 size. They do not need to be professionally done, although if you like them you can print them professionally and laminate them for continued use.
  - Chart paper and markers (#s will vary depending on class size)
  - Instructions for teachers
    - All of the relevant instructions will be embedded within the Plan of Instruction. They will be in bold to make it easier to see them.
  - Prompts for students
    - Appendix 5.4
- e. Plan of Instruction
- Step 1: Warm-up (5 mins)
    - **Have the “Attack on all Fronts” poster up on the screen as students come in.** We are re-visiting this poster in the light of its portrayal of women. A question on the board will say : How does the artist portray these people and why do you think it is done in this way?
    - They will have 5 minutes to discuss with a partner and jot down some notes.
  - Step 2: Discussion (5 mins)
    - **Ask the students for some of their answers.** Guide the discussion with help from page 48 in the “Bix Six” resource (prompt them if needed with more questions or guide their answers). This will help you see what their background knowledge on the role of women is.
  - Step 3: Modelling (15 mins)
    - **Write questions from *The Memory Project* website on the board to guide students.** Where did Olive work and what was her job? Why did she choose to serve? What were some of her responsibilities?
    - Listen to the interview clip of Olive. (Appendix 5.2)
    - **Discuss what some of their answers were for the above questions.**
  - Step 4: Guided Practice (10 mins)
    - **Ask the students:** what does this clip tell us about women serving in WWII? What was the most interesting part of the clip for you?
  - Step 5: Independent Activity (15 mins)
    - **Hand out the photographs (appendix 5.3).** Have students in groups of no less than 3, no more than 5, each group with a photograph.
    - **Hand out a guide for the group (appendix 5.4).** Have them spend time in their groups discussing the questions and writing down their answers on a piece of chart paper, with the picture affixed at the top.
  - Step 6: Sharing/Discussing/teaching (15 minutes)
    - Students will post their chart paper around the room and students will participate in a “Bansho” activity. They will go around the room, visiting each photograph, and read the information in silence. They will not talk or ask questions at the moment.

- The last 5 minutes will be spent allowing time for students to ask questions about the photographs that other groups have analysed.
- Wrap it up by discussing the context of each photo. (context given along with photos)

f. Assessment (5 mins)

- Exit slip: **which primary source (propaganda poster, audio interview, or photos) did you find the most helpful in understanding the role of women in WWII, and why?**

## Lesson 6: Liberating the Netherlands

### a. Overview

- This lesson will focus on the liberation of the Netherlands to show why that event was so important and how it is still remembered today. It will fit into the broader theme by giving students an opportunity to deepen their understanding of those affected by WWII.

### b. Learning Goals

- To be able to describe the continuity and change resulting from the liberation of the Netherlands
- To be able to discuss the role of Canadians in the liberation
- To understand the importance of international friendship and how it affects our lives

### c. Curriculum Expectations

- General/specific
  - C2: **“Communities, Conflict, and Cooperation:** analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change*)” (p. 115)
  - C2.3: “explain the main causes of World War II and analyse Canada’s contribution to the war effort (p. 116)
  - C2.4 explain some of the ways in which World War II affected Canada and Canadians (p. 116)
- Big six
  - This lesson will focus on continuity and change

### d. Materials

- Copies of the following primary sources for the students
- Primary sources
  - Hamilton Spectator Article (Appendix 6.1)
  - Canada Remembers: The Liberation of the Netherlands (secondary source)
- Instructions for teachers
  - All of the relevant instructions will be embedded within the Plan of Instruction. They will be in bold to make it easier to see them.
- Prompts for students
  - Appendix 6.1: copy of the Hamilton Spectator article

### e. Plan of Instruction

- Step 1: Warm-up (5 mins)
  - This activity is taken from pages 97-98 in the “Bix Six” resource.
  - **Ask students to think about taking a spontaneous road trip out west. What will speed up and slow down the trip?** Let the students brainstorm with their desk buddy/group for 30 seconds and then invite students to write down their brainstorms on the board.

- After seeing what they have come up with, tell them that History is like a very long car trip... there are many routes to get to where you want to go, many variables to speed you up and slow you down, and no clear destination in sight.
  - WWII was one of those factors... did it speed up our journey, or slow it down?  
**Leave this question with the students to think about.**
- Step 2: Discussion (20 mins)
  - Say: **To begin our lesson, we are going to look at a letter to the Hamilton Spectator from 1946.**
  - Read the opening paragraph, including the date, of the letter in the Hamilton Spectator.
  - **Ask the students what they think the letter might address?**
  - Allow them to talk to their desk partner for 30 seconds. **Ask them what conclusion they have come up with.**
  - **Tell the students that this was a letter written in thanks to the Canadian soldiers who helped to liberate Holland at the end of WWII.**
  - **Read the rest of the letter and give each desk group a copy of the letter so they can follow along.**
  - **Ask the students to underline any parts they don't understand, highlight the parts of the letter they find most interesting, and circle something they would like to know more about.**
  - Have students set aside the letter for now.
- Step 3: Modelling (2 mins)
  - **Today, we will be discussing the liberation of Holland and how the event has changed our relations with that country.** Throughout history, we see many things that change while others remain the same. After learning about this event, hopefully you will be able to decide for yourselves how this contributed to the end of the war and why the memory is still so important today.
  - **For interest sake, ask students if any of them are Dutch or have Dutch heritage.**
- Step 4: Activity (30 mins)
  - Individually, students will read the secondary source document *Canada remembers: The Liberation of the Netherlands.*
  - Once students are finished reading, have them work with their desk partners to summarize each section of the reading (by this point in the year, teachers will have already taught the "précis" summarization, but if students need a reminder, feel free to go over how to summarize).
  - Now, ask them to revisit the letter. In groups of no less than 4 no more than 6, have students discuss with each other a) one thing they learned from the document b) one point that was clarified for them and c) why they think that the Dutch people were so grateful to the Canadians
- Step 6: Sharing/Discussing/teaching (5 mins)

- **Allow students to ask any lingering questions and invite groups to share their answers to c).**
- **Ask the students if they were able to identify how the Dutch people still show their gratitude (tulip bulbs).**

f. Assessment (10 mins)

- Exit slips: Have students answer the following question—Do you think that the liberation of the Netherlands was a “speeding up” or a “slowing down” factor in the war from a Canadian perspective? A Dutch perspective? A German perspective? And why.

## Lesson 7: the liberation of the concentration camps

### a. Overview

- This lesson will discuss the sensitive topic of the concentration camps during WWII, and will introduce students to thinking about ethical issues.
- Note: with this being such a huge and sensitive topic, this is only one lesson and one approach... in order to fully cover the topic, more lessons will need to be developed.

### b. Learning Goal

- To be able to consider context in order to make ethical judgements
- To not make general assumptions but rather carefully look at the past without the judgemental lens of hindsight
- To recognize how our present mindset can hinder our understanding of past events
- To understand the importance of remembrance (all goals adapted from pg. 184 of the "Bix Six" resource)

### c. Curriculum Expectation

- General/Specific
  - A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry (p. 110)
  - C2: "**Communities, Conflict, and Cooperation:** analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change*)" (p. 115)
  - C2.3: "explain the main causes of World War II and analyse Canada's contribution to the war effort (p. 116)
  - C3.3 analyse the impact of the Holocaust on Canadian society and on Canadians' attitudes towards human rights (p. 117)
- Bix Six concept
  - This lesson will address the ethical dimension of studying history.

### d. Materials

- You will need a projector/computer or Smartboard with audio capabilities.
- An apple and a nail for each student.
- Primary Sources
  - BBC radio broadcast (appendix 7.1)
  - CBC news clip (appendix 7.3)
- Instructions for teachers
  - All of the relevant instructions will be embedded within the Plan of Instruction. They will be in bold to make it easier to see them.
- Prompts for students
  - Appendix 7.2

### e. Plan of instruction

- Step 1: Warm up (10 mins)
  - **Let the students know that today, we will be discussing the liberation of the concentration camps at the end of WWII. Let them know that it is a difficult topic, and that if anyone wishes to talk about it further that you are always available.**
  - Ask students to think about the most important event in ALL of history according to them.
  - Pass around the apple and a box of nails. Each student will have the opportunity to put a nail into the apple and say their most important event.
  - As the end, show the students with apple with all of the nails. Ask them what they see. Then, take all of the nails out, explaining as you do that throughout history, many events have taken place which have left their mark on the world. Some have been positive, some have been negative, but they have all impacted someone in some way. We talked about cause and consequence the other day, and this shows how the actions and events of the past have left a mark on the future.
  - However, not all of the actions and events have been seen as positive, and throughout history many have been labelled “good guys” and “bad guys.” It is important to remember that the way history is told will have an impact on how you view the good/bad characters. This is what we call the “ethical” aspect of history.
- Step 2: Discussion (2 mins)
  - Ask students what they know already about the Holocaust and the liberation of the concentration camps. Allow them to discuss with their desk partner for 30 seconds and then invite them to share their ideas.
  - The concentration camps used in WWII were horrific, and left a lasting scar on many people. Often, to illustrate this, classes will be shown a video to witness the horror for themselves. Today, instead, you will be listening to a radio clip instead.
- Step 3: Modelling (5 mins)
  - Tell the students that today, you are going to participate in a visualization exercise. A radio clip from the BBC will be played which describes what one man encountered at the liberation of one concentration camp. As the clip is being played, students will have their eyes closed (or stare at a blank page if they are sleepy!) and will visualize what the man is saying.
  - Let them know that it is ok if their mind wanders, or if something is too difficult to visualize. The point is to be able to see the world through words, rather than pictures. It will allow them to put themselves in the shoes of those who first heard the broadcast.
- Step 4: Guided Practice (15 mins)

- Play the BBC radio clip. Tell students that there will be an exercise, but not to worry about it now.
- Play the radio clip, which is about 11 minutes long. Students will listen with their eyes closed. Tell them that when the clip is over, you will allow 30 seconds of silence to think about what they heard.
- Step 5: Independent activity (20 mins)
  - Students will need a piece of paper and a pen/pencil. Hand out Appendix 7.2
- Step 6: sharing/discussing/teaching
  - I recommend doing this activity yourself as well. That way you can open up the discussion!
  - Ask students if they want to share anything they have written down. Let them know it is ok if they don't want to.
  - Ask them why it is important to look at history from an ethical perspective, especially in light of events like the Holocaust and the concentration camps.
  - End with the CBC clip, an inspiring story of forgiveness that doesn't put any "bad guy/good guy" labels on the individuals.

f. Assessment

- Exit slip: Write down one question you have about ethics. (This will give you a good idea of how much the students have understood about the ethical perspective).

## Lesson 8: Bringing it all together

- a. Overview
  - To assess how well students have learned the material taught in the last 7 days, but also to see what they view as significant in our brief history of WWII.
- b. Learning Goal
  - To be able to make sound decisions on what to include in a timeline
  - To be able to present to a small group of students what they learned
  - To reflect the “bix six” objectives that the students have learned
- c. Curriculum Expectations
  - General/Specific
    - A1.6 evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating (p. 111)
    - A1.7 communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose (p. 111)
    - C2: “**Communities, Conflict, and Cooperation:** analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them (FOCUS ON: *Cause and Consequence; Continuity and Change*)” (p. 115)
  - Bix Six
    - ALL OF THEM
- d. Materials
  - Large pieces of paper
  - Pencil crayons, markers, pencils, pastels, etc.
  - Computers (if possible)
  - Appendix 8.1: marking rubric and project outline
- e. Plan of Instruction
  - Part 1
    - This class will mostly be spent focussing on creating a timeline. Students will each create a timeline of what they think at the Top 5 big ideas that they learned from studying WWII.
    - Their objective: To create a timeline that outlines what they believe are the Top 5 Big Ideas that they are taking away with them from studying WWII. Students must pick 5 ideas/concepts/lessons and have one point of information learned in class to back it up. Students must use some form of art/drawing/design, but that is not the main focus. A rubric (Appendix 8.1) will outline the activity expectations
  - Part 2: Modelling

- Give them an example of your own. For instance, one of your takeaway lessons could be that there is always an ethical side to any historical event (eg. the Holocaust and concentration camps).
- Part 3
  - This will either happen on this day or the next. Have students form small groups of about four and present their Big 5 to their group. Afterwards, have the students put up their timelines around the room and allow students “Gallery” time, to walk around and look at what their classmates have produced.
  - This is a great way to also outline perspective: each student will have a different timeline and will have focussed on different aspects from the lessons. At the end of the class, remind them that part of history is perspective and how we use evidence to make our own judgements on the past.
- This lesson is different from the others, as it is a closing exercise and the students will need time to work on their timelines.

## Appendix

### 1.1: War broadcast by King

<http://www.cbc.ca/archives/categories/politics/federal-politics/addressing-the-nation-prime-ministers-of-canada/canada-declares-war-on-germany.html>

## 1.2: Knowledge check quiz

### Canada in the Second World War: A Knowledge Check

- 1) Who was Canada's Prime Minister in WW2?
  - a) Pierre Elliot Trudeau
  - b) William Lyon Mackenzie King
  - c) Louis St.Laurent
  - d) Winston Churchill
  
- 2) On what day did in 1939 Canada declare war with Germany? Write down another significant fact about the choice of date.
  - a) September 3<sup>rd</sup>, the same day as Britain and France
  - b) December 18<sup>th</sup>, Joseph Stalin's birthday
  - c) October 4<sup>th</sup>, the anniversary of Belgium's nationhood
  - d) September 10<sup>th</sup>, the Royal Navy loses its first ship in the war, a submarine, in an accident

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- 3) Which of these lists best represents Canada's allies in 1940?
  - a) New Zealand, France, United States
  - b) France, Italy, Britain
  - c) Britain, Australia, South Africa
  - d) Soviet Union, Britain, China
  
- 4) What was the location of the attempted invasion of occupied France on August 19, 1942 undertaken largely by Canadian forces?
  - a) Dieppe
  - b) Calais
  - c) Dunkirk
  - d) Caen
  
- 5) What was the name given to the beach that Canadian soldiers successfully stormed on D-Day, June 6<sup>th</sup>, 1944?
  - a) Sword
  - b) Montreal
  - c) Juno
  - d) Bronze
  
- 6) Many Canadian pilots flew during the Second World War. They were part of the...
  - a) Royal Air Force (RAF)
  - b) Canadian Air Force (CAF)

- c) Royal Canadian Air Force (RCAF)
- d) Angry Birds (AB)

1.3: "Attack on All Fronts" poster, canadaatwar.ca

<http://www.canadaatwar.ca/forums/showthread.php?t=2486>



2.1

<http://www.youtube.com/watch?v=d0OtwfYahyg>

2.2:

From [http://www.historylearningsite.co.uk/treaty\\_of\\_versailles.htm](http://www.historylearningsite.co.uk/treaty_of_versailles.htm)

### **The terms of the Treaty of Versailles**

The treaty can be divided into a number of sections; territorial, military, financial and general.

#### **Territorial:**

The following land was taken away from Germany:

Alsace-Lorraine (given to France)

Eupen and Malmedy (given to Belgium)

Northern Schleswig (given to Denmark)

Hultschin (given to Czechoslovakia)

West Prussia, Posen and Upper Silesia (given to Poland)

The Saar, Danzig and Memel were put under the control of the League of Nations and the people of these regions would be allowed to vote to stay in Germany or not in a future referendum.

The League of Nations also took control of Germany's overseas colonies.

Germany had to return to Russia land taken in the Treaty of Brest-Litovsk. Some of this land was made into new states : Estonia, Lithuania and Latvia. An enlarged Poland also received some of this land.

#### **Military:**

Germany's army was reduced to 100,000 men; the army was not allowed tanks.

She was not allowed an airforce. She was allowed only 6 capital naval ships and no submarines. The west of the Rhineland and 50 kms east of the River Rhine was made into a demilitarised zone (DMZ). No German soldier or weapon was allowed into this zone. The Allies were to keep an army of occupation on the west bank of the Rhine for 15 years.

**Financial:**

The loss of vital industrial territory would be a severe blow to any attempts by Germany to rebuild her economy. Coal from the Saar and Upper Silesia in particular was a vital economic loss. Combined with the financial penalties linked to reparations, it seemed clear to Germany that the Allies wanted nothing else but to bankrupt her.

Germany was also forbidden to unite with Austria to form one superstate, in an attempt to keep her economic potential to a minimum.

**General:**

There are three vital clauses here:

1. Germany had to admit full responsibility for starting the war. This was Clause 231 - the infamous "War Guilt Clause".
2. Germany, as she was responsible for starting the war as stated in clause 231, was, therefore responsible for all the war damage caused by the First World War. Therefore, she had to pay reparations, the bulk of which would go to France and Belgium to pay for the damage done to the infrastructure of both countries by the war. Quite literally, reparations would be used to pay for the damage to be repaired. Payment could be in kind or cash. The figure was not set at Versailles - it was to be determined later. The Germans were told to write a blank cheque which the Allies would cash when it suited them. The figure was eventually put at £6,600 million - a huge sum of money well beyond Germany's ability to pay.
3. A League of Nations was set up to keep world peace.

3.1

Clip from Chaplin's *The Great Dictator*

<http://www.youtube.com/watch?v=dX25PDBb708>

### 3.2: Excerpts from Hitler's *Mein Kampf*

"[W]ithout consideration of "traditions" and prejudices, it [Germany] must find the courage to gather our people and their strength for an advance along the road that will lead this people from its present restricted living space to new land and soil, and hence also free it from the danger of vanishing from the earth or of serving others as a slave nation."

"In an era when the earth is gradually being divided up among states, some of which embrace almost entire continents, we cannot speak of a world power in connection with a formation whose political mother country is limited to the absurd area of five hundred thousand square kilometers."

"For it is not in colonial acquisitions that we must see the solution of this problem, but exclusively in the acquisition of a territory for settlement, which will enhance the area of the mother country, and hence not only keep the new settlers in the most intimate community with the land of their origin, but secure for the total area those advantages which lie in its unified magnitude."

"For centuries Russia drew nourishment from this Germanic nucleus of its upper leading strata. Today it can be regarded as almost totally exterminated and extinguished. It has been replaced by the Jew. Impossible as it is for the Russian by himself to shake off the yoke of the Jew by his own resources, it is equally impossible for the Jew to maintain the mighty empire forever. He himself is no element of organization, but a ferment of decomposition. The Persian Empire in the east is ripe for collapse. And the end of Jewish rule in Russia will also be the end of Russia as a state."

(Adolf Hitler, *Mein Kampf*)

3.3: Map of Japanese Imperialist expansion between 1937 and 1942 from wordpress.com



<http://factreal.wordpress.com/2012/12/07/remembering-pearl-harbor-attack-the-japanese-atrocities/>

3.4: BBC page with information about Japan's growth as an imperialist state

[http://www.bbc.co.uk/history/worldwars/wwtwo/japan\\_quest\\_empire\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml)

3.5: Full version of the "Treaty of Versailles" from Yale Law School website

[http://avalon.law.yale.edu/subject\\_menus/versailles\\_menu.asp](http://avalon.law.yale.edu/subject_menus/versailles_menu.asp)

3.6: Full version of the "Covenant of the League of Nations" from Yale Law School website

[http://avalon.law.yale.edu/20th\\_century/leagcov.asp](http://avalon.law.yale.edu/20th_century/leagcov.asp)

4.1: "Letter from Overseas", National Film Board

[http://www.nfb.ca/film/letter\\_from\\_overseas](http://www.nfb.ca/film/letter_from_overseas)

4.2: "For King and Country" Episode 2, parts 1 (from 10 min) and 2. (Battle of Hong Kong videos)

<http://www.youtube.com/watch?v=l8AnLOAOaKE>

<http://www.youtube.com/watch?v=s9UI9vQD0E0>

4.3: "Canada at War" Volume 1, Episode 3, parts 1 and 2 (up until 2.5min). (Battle of the Atlantic videos)

<http://www.youtube.com/watch?v=ZDIO-24rZ8E&list=SP5DEAC121932EDF59>

<http://www.youtube.com/watch?v=uqDdHqpr-2Q&list=SP5DEAC121932EDF59>

4.4: "Dangerous Missions: Raid on Dieppe" (Dieppe video)

<http://www.youtube.com/watch?v=-68nQgsvC2c>

4.5: "Bloody Normandy: Juno Beach and Beyond", Parts 1 and 2 (don't have to watch all). (D-Day, Juno)

<http://www.youtube.com/watch?v=C1uKHU0Vq44>

<http://www.youtube.com/watch?v=IAu-cEYDGq4>

4.6: (all extra student/teacher resource links)

Battle of Hong Kong, Canadian Government site

[http://www.canadainternational.gc.ca/hong\\_kong/bilateral\\_relations\\_bilaterales/battle-bataille.aspx?lang=eng](http://www.canadainternational.gc.ca/hong_kong/bilateral_relations_bilaterales/battle-bataille.aspx?lang=eng)

Battle of the Atlantic Information, BBC site

[http://www.bbc.co.uk/history/worldwars/wwtwo/ff3\\_battle\\_atlantic.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/ff3_battle_atlantic.shtml)

Battle of the Atlantic Information, Canadian War Museum Site

Juno Information, BBC site

[http://www.bbc.co.uk/history/worldwars/wwtwo/ff7\\_junobeach.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/ff7_junobeach.shtml)

Dieppe Information, BBC site

[http://www.bbc.co.uk/history/worldwars/wwtwo/dieppe\\_raid\\_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/dieppe_raid_01.shtml)

Canada at War, Battles

<http://www.canadaatwar.ca/battles/world-war-ii/>

5.1



[http://www.warmuseum.ca/cwm/exhibitions/propaganda/poster14\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/propaganda/poster14_e.shtml)

## Appendix 5.2

Audio interview:

<http://www.thememoryproject.com/stories/34:olive-may-peat-matthews/>

Some guiding questions and the Memory Project lesson plan:

<http://www.thememoryproject.com/learning-tools/10:women-at-war/>

### 5.3

Note: For the following photos, I have not included the detailed story of each one, only the caption (which is for you, not the students! You don't want to give away what the photo is until the end). However, if you go to the Memory Project website and click "image gallery" at the top and then "women in the military" you can find all of these photos and links to their individual stories.



"Margaret Brownlee lifting Millie Davis while performing RCAF Women's Division fitness exercises in England in 1943."

[http://data.thememoryproject.com/image/250\\_original.jpg](http://data.thememoryproject.com/image/250_original.jpg)



“Officer (in the middle) and 6 Airwomen working Christmas, Toronto, Ontario, 1944.”

[http://data.thememoryproject.com/image/1269\\_original.jpg](http://data.thememoryproject.com/image/1269_original.jpg)



“Signal officers of the Women’s Royal Canadian Naval Service (W.R.C.N.S.), Halifax, Nova Scotia, Canada, October 1943. Ms. Kryz was also a signals officer during the war. (Front row, L-R): Sub-Lieutenant Marion O’Toole, Probationary Sub-Lieutenants Dorothy Dixon and Freda Bindman, Sub-Lieutenant Daphne Christie. (Rear row, L-R): Probationary Sub-Lieutenants Hazel MacKay and Margaret Smit. Credit: Lt. Gilbert A. Milne / Canada. Dept. of National Defence / Library and Archives Canada / PA-142460”

[http://data.thememoryproject.com/image/656\\_original.jpg](http://data.thememoryproject.com/image/656_original.jpg)



“Airwomen of the Women's Auxiliary Air Force (WAAF), circa 1942-1945. Patricia Desmond is on the far right.”

[http://data.thememoryproject.com/image/2806\\_original.jpg](http://data.thememoryproject.com/image/2806_original.jpg)

## 5.4

### Photographs as Evidence

In your groups, you will think about the following questions and write your thoughts on a piece of chart paper.

1. Describe the photo.
2. What might this photo tell us about women in WWII?
3. What might be happening in the photo? (context)
4. How reliable is this source of evidence? Is there bias at all?
5. Why might this photo be considered important evidence?

MAY 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 habits 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.**

128 - 015 - 002

149  
WAR  
EUROPEAN  
1939  
EUROPE  
INVASION  
NETHERLANDS  
CANADA  
ARMY

6.2

“Canada Remembers: The Liberation of the Netherlands” PDF file from:

<http://www.veterans.gc.ca/pdf/cr/pi-sheets/netherlands.pdf>

## 7.1

### BBC Radio Broadcast, April 1, 1945

“Reporter Edward Ward files his account of entering one of the earliest built and biggest of the Nazi concentration camps, sharing everything that he saw and heard. The details are distressing. One German girl, a former member of the female branch of the Hitler Youth, membership of which was compulsory, is also present and is shocked to learn the truth.”

<http://www.bbc.co.uk/archive/holocaust/5107.shtml>

7.2

BBC Radio Clip Response

Write down all of the emotions you feel when you listen to this radio clip.

How would you feel if you were a Canadian who heard this radio clip in 1945?

What was the most troubling piece of information that you heard?

What was something hopeful you heard?

Did this broadcast have bias? If so, what was it?

Who are the "heroes" and "villains" of this story? How do you judge them based on this clip?

What questions does this broadcast leave you with?

7.3

CBC Radio Clip

“Wartime Tale Inspires Hollerado’s “So It Goes” August 2, 2013

<http://www.cbc.ca/news/arts/wartime-tale-inspires-hollerado-s-so-it-goes-1.1350060>

Appendix 8.1

Timeline Assignment

In this assignment, students will be asked to create a timeline of the 5 most important lessons they learned from the past 7 lessons. For each “Big 5”, they must choose a lesson learned as well as give a clear example to back it up. The “Big 5” will allow the students to demonstrate critical thinking and application of knowledge, while the examples will allow them to demonstrate their knowledge and understanding of learned material. Students will be drawing/writing their timelines out by hand. Students with exceptionalities and/or accommodations and modifications will be permitted to use TimeRime or TimeToast (online tools that require a login) to create their timeline.

Below is a rubric which should help with any questions.

Criteria	Level 4 (exceeds expectations)	Level 3 (meets expectations)	Level 2 (rarely meets expectations)	Level 1 (does not meet expectations)
Knowledge and Understanding	- event examples are extremely well explained and include a great deal of detail	- event examples are clear and include necessary details  -no inaccuracies	- event examples are somewhat unclear  -some inaccuracies	- event examples are unclear and difficult to understand  -many inaccuracies
Critical Thinking	- 5 big ideas are relevant and thoughtful  - student has thoroughly explained their reasoning using lessons learned from the “Big Six” concepts	- 5 big ideas are relevant and understandable  - student has explained their reasoning using a few lessons learned from the “Big Six” concepts	- 5 big ideas lack some relevance and are slightly unclear  - student has somewhat explained reasoning but has not consulted the “Big Six” concepts	- 5 big ideas are irrelevant to the unit taught  - student has not explained their reasoning
Style	- timeline is easy to read and has been well organized  - esthetically appealing (pictures, designs)	- timeline is easy to read  - some creative esthetic elements (pictures, designs)	- timeline is mostly easy to read  - very few creative elements (pictures, designs)	- timeline is difficult to read  - no creative elements (pictures, designs)