

THINK LIKE A HISTORIAN

LIBERATION *of the* NETHERLANDS

EDUCATION GUIDE



A PROJECT OF
UN PROJET DE



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MESSAGE TO TEACHERS

Historica Canada has created this education guide to help educators and students think critically about primary sources as they learn about this period in Canadian history. The activities in this guide accompany the **Think Like a Historian: The Liberation of the Netherlands** video series.

Inspired by the framework developed by Dr. Peter Seixas and the Historical Thinking Project, **Think Like a Historian: The Liberation of the Netherlands** complements senior elementary and secondary school curricula across Canada.

This series invites students to deepen their understanding of the aftermath of the Second World War and its larger historical context and impact through primary source analysis. Analyzing primary sources offers students an opportunity to explore historical events from the perspective of those who lived them. Teachers can complete the lessons in sequence or individually.

To complete these activities, students may want to watch the videos more than once. Turning on the subtitles while watching the video can help second-language learners and those who are hard of hearing better understand the content.

INTRODUCTION

The Think Like a Historian project is a series of videos and accompanying learning tools designed to help educators and students analyze and interpret primary sources. This edition of the series focuses on Canadian experiences in the aftermath of the liberation of the Netherlands.

This guide examines the Canadian experience in the aftermath of the liberation of the Netherlands through two unique perspectives. As Canada's first official female war artist, Molly Lamb documented the experiences of Canadian servicewomen at home and overseas during the Second World War. Marshall Chow served in Europe during the war, and was stationed in the Netherlands after the war, where he waited to return to Canada.

On September 10, 1939, Canada declared war on Nazi Germany, marking the start of the Second World War for Canada. The declaration followed those of Britain and France after Germany's invasion of Poland nine days earlier. It was the first time Canada had declared war independently of Great Britain. Over the next six years, Canadian servicemembers fought around the world on multiple fronts. Canada's contributions to D-Day, the Battle of Normandy, and the Italian campaign are still celebrated today; Canada's role in the liberation of the Netherlands is perhaps less widely appreciated.

In September 1944, in an effort to liberate the Netherlands from German occupation, Allied forces began the push into the southern Netherlands, and launched a massive but unsuccessful airborne assault on the Dutch town of Arnhem, called Operation Market Garden. Meanwhile, Canadian troops were tasked with opening up the Belgian port of Antwerp, which was

critical to establishing supply lines. This began a series of battles, including the Battle of the Scheldt. Canadian troops also fought to push the Germans over the Rhine River in the Battle of the Rhineland. Every advance was costly and required a tremendous sacrifice in lives. Despite the German advantage of fighting on the defensive, Canadians and their allies fought onward.

Life under Nazi occupation, which had begun in the Netherlands in May of 1940, was brutal for the Dutch people. Political repression, forced labour, and food and fuel shortages plagued the population. About 100,000 Dutch Jews (including Anne Frank and her family) were murdered in Nazi extermination camps. The winter of 1944–45 was known as the Hunger Winter due to systematic starvation of the Dutch by the Germans. Railroad workers went on strike in September 1944, disrupting a crucial food and fuel supply line to hurt the occupiers. The Germans retaliated by cutting the already meagre food rations. The measures to break the strike and punish the Dutch populace plunged the nation into a crisis. Combined with the worst winter in 50 years, the situation caused a famine that would kill around 20,000 people. By April 1945, millions of Dutch people were on the verge of starvation.

In April 1945, Allied armies liberated large parts of the Netherlands from German control. After months of relentless battles, the war-weary Canadians were surprised when, upon their arrival in the villages, towns, and cities, they were greeted with wild celebrations by the Dutch people. Hailed as liberators, the Canadian army began the long work of repairing transportation routes and rebuilding infrastructure. They supplied 3,000 tons of food to Dutch civilians each day to remedy the famine.

Once the war in Europe ended in May 1945, many Canadian servicemembers stayed to help with rebuilding. Thousands of Canadians waited in the Netherlands to be sent home. Triumphant soldiers celebrated the end of the war with singing, dancing, and romance. Nearly 2,000 marriages took place between Canadian servicemen and Dutch women.

This education guide is designed to accompany the **Think Like a Historian: The Liberation of the Netherlands** videos, which explore Canada's role in the aftermath of the liberation of the Netherlands from the perspectives of Molly Lamb, an artist

who served in the Canadian Women's Army Corps, and Marshall Chow, a Chinese-Canadian signalman and wireless radio operator who served in the Army.

The **Think Like a Historian** series is produced with the generous support of the Government of Canada. Historica Canada offers programs to learn, explore, and reflect on our history and what it means to be Canadian.

ONLINE RESOURCES

These resources are used in the guide to support its activities. You may choose to look for additional resources, either on the internet or in print.

All **worksheets** noted in this guide can be downloaded from the **Historica Canada Education Portal** at education.historicacanada.ca/en/tools/659.

The **Think Like a Historian: The Liberation of the Netherlands** videos can be found at [youtube.com/playlist?list=PLiE7YBxN9zmKEOvOOLTE12-8RrWSHV6vHF](https://www.youtube.com/playlist?list=PLiE7YBxN9zmKEOvOOLTE12-8RrWSHV6vHF).

Articles from *The Canadian Encyclopedia* mentioned in this guide can be found at thecanadianencyclopedia.ca, where you can search for the article by title.

The Memory Project: Stories, photographs, and oral testimonies from veterans can be found at thememoryproject.com.

Veterans Affairs Canada offers resources and primary sources at veterans.gc.ca/eng/remembrance/history/second-world-war/canada-netherlands.

The Canadian War Museum offers testimonies, summaries, and archives at warmuseum.ca/.

ACTIVITY 1

HISTORICAL SIGNIFICANCE OF THE LIBERATION OF THE NETHERLANDS

After D-Day, Canadian and other Allied troops encountered heavy resistance from German forces in Normandy but succeeded in liberating most of France in August 1944. The Allied forces continued to march eastward and north, in the hope of driving back the Germans. Turning north, the First Canadian Army — consisting of Canadian, British, Polish, American, Belgian, and Dutch forces — began an offensive to clear German forces from Channel ports in France and then headed into Belgium and the Netherlands in September 1944 along the Scheldt River.

When it comes to historical events, historians often begin by examining the reasons why a particular event happened and exploring the significance of that event within the bigger picture.

▼ RIFLEMAN R.M. DOUGLAS OF THE ROYAL WINNIPEG RIFLES WITH A GROUP OF DUTCH WOMEN CELEBRATING THE LIBERATION OF DEVENTER, NETHERLANDS, 10 APRIL 1945 (LT. DONALD I. GRANT/CANADA. DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-140683).

ACTIVITY 1 CONT'D

HISTORICAL SIGNIFICANCE OF THE LIBERATION OF THE NETHERLANDS

1. As a class, discuss the reasons why an event might be considered historically significant.
2. Break into small groups. Take notes as you watch the **Think Like a Historian: The Liberation of the Netherlands introductory video**, and read the **Liberation of the Netherlands** article on *The Canadian Encyclopedia*. Use the information from these sources to brainstorm reasons why this event might have been significant at the time.
3. Once you have created this list, complete the chart in the **Liberation of the Netherlands: Historical Significance Worksheet**. How might this event have been seen as significant from the different perspectives?
4. Come together as a class and discuss your results. Why do you think this event might be more significant for some parties than it is for others? Can you think of other Second World War events that might be more significant for some countries than they are for others?

▼ PERSONNEL OF THE ROYAL HAMILTON LIGHT INFANTRY IN KRABBENDIJK, NETHERLANDS, 27 OCTOBER 1944 (KEN BELL/CANADA. DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-138420).



HISTORICAL SIGNIFICANCE:

Historical significance is a measure of what makes someone or something important in a historical narrative. People and events in the past are historically significant if they created change that affected many people over time, or if their actions reveal something about larger issues in history or the present day.

However, historical significance is subjective; it is viewed differently from different perspectives. What is significant to one group may not be to another. Equally, some events may seem significant at the time, but may not remain significant over time.

HISTORICAL SIGNIFICANCE CRITERIA:

Prominence:

Was the person or event recognized as significant at the time? Why or why not? What did it mean to be "significant"?

Consequences:

What effect(s) did the person or event have?

Impact:

How widespread and long-lasting was the person or event's impact?

Revealing:

What does the person or event reveal about the larger historical context or current issues? How do they inform our understanding of a historical issue or period?



▲ REINFORCEMENTS GOING ASHORE OFF THE NORMANDY BRIDGEHEAD, JUNE 1944 (DENNIS SULLIVAN/CANADA. DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-190123).

▶ CANADIAN WOMEN'S ARMY CORPS PIPE BAND AT DEVENTER, HOLLAND BY MOLLY LAMB BOBAK, OCTOBER 1945 (BEAVERBROOK COLLECTION OF WAR ART/COURTESY CANADIAN WAR MUSEUM/CWM 19710261-1576).

ACTIVITY 2

TRACKING THE ALLIED ADVANCE

1. Divide into small groups. The teacher will assign each group a major period from the liberation of the Netherlands, including:
 - The Road to the Netherlands
 - The Battle of the Scheldt
 - The Rhineland Campaign
 - Securing Northwest Europe
 - Securing the Northeastern Netherlands
 - Securing the Western Netherlands
2. Visit *The Canadian Encyclopedia* article **Liberation of the Netherlands** and the **Veterans Affairs Canada page** on the liberation of the Netherlands to research your group's assigned period.
3. Using these websites, as well as additional information from the previous exercise, summarize what happened during your assigned time period, and create a list of important locations related to the event. Identify two important locations associated with your time period and identify what happened at those locations.
4. Write two or three sentences about the historical significance of the events at each location.

Mona Parsons fought with the Dutch resistance during the Second World War. She was the only Canadian woman imprisoned by German forces. Watch her Heritage Minute to learn more: [historicacanada.ca/content/heritage-minutes/mona-parsons](https://www.historicacanada.ca/content/heritage-minutes/mona-parsons).



MONA LOUISE PARSONS, 1929 (COURTESY WIKIMEDIA COMMONS).

5. Next, place these locations on the map in the **Mapping the Allied Advance Worksheet**.
6. Each group will give a short presentation explaining the significance of their locations to the larger class.
7. As a class, and in chronological order based on your assigned events, transfer the information from your map to a larger class map. Make sure each group uses a different colour.

EXTENSION ACTIVITY:

Create a class timeline of the major events associated with each location.

INFANTRYMEN OF THE 48TH HIGHLANDERS OF CANADA PREPARING TO SWEEP THE AREA BETWEEN APELDOORN AND HARDERWIJK, NETHERLANDS, 19 APRIL 1945 (LT. CHRISTOPHER J. WOODS/ COURTESY LIBRARY AND ARCHIVES CANADA/PA-161946).



ACTIVITY 3

MOLLY LAMB – CWAC PIPE BAND

Guiding Question: How can Molly Lamb's art help us better understand Canadian servicemembers' experiences during the liberation of the Netherlands?

TEACHER TIP:

It may be useful to pre-teach ideas in this section by explaining the difference between observations/evidence and inferences/conclusions using simple examples from everyday life. For instance, if you go outside and the grass and the streets are wet, you can infer that it rained recently.

3A. THE 5WS

1. As a class, watch **The Liberation of the Netherlands in Sketches** video.
2. Examine Molly Lamb's painting, *Canadian Women's Army Corps Pipe Band at Deventer, Holland* in the **Molly Lamb Worksheet**. Look closely at the details, and answer the following questions:
 - Who is the artist of this sketch?
 - When was the sketch created?
 - Where was the sketch created?
 - Why was it created?
 - Who was the intended audience?
 - Describe what you see in this sketch (make a list of your observations).
 - Make inferences: based on these observations, what can you conclude about...
 - The artist's perspective?
 - The scene and people being depicted?
 - The event itself?
3. Once you have written down your individual responses, find a partner and compare your results. How are your responses different or the same?



MEMBERS OF THE WOMEN'S ROYAL CANADIAN NAVAL SERVICE, THE CANADIAN WOMEN'S ARMY CORPS, AND THE ROYAL CANADIAN AIR FORCE WOMEN'S DIVISION, JULY 1943 (LT. KEN BELL/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-208583).



THIS IS OUR BATTLE TOO. RECRUITMENT POSTER FOR THE CANADIAN WOMEN'S ARMY CORPS (COURTESY CANADIAN WAR MUSEUM/CWM 19910001-630).



3B. CONTEXT

During the Second World War, women were permitted for the first time to enlist in the military, although only in non-combat roles. Originally intended to free up men for fighting, the new policy allowed enlisted women to serve in a variety of roles, such as clerks, stenographers, ambulance drivers, and intelligence analysts. Women on the home front also made important contributions to the war effort, both in their homes and the workplace.

1. Break into five groups. This is your “expert group.”
2. The teacher will assign each group one of the following subjects:
 - Canadian Women's Army Corps (CWAC)
 - Women's Royal Canadian Naval Service
 - Royal Canadian Air Force (Women's Division)
 - Women on the Home Front
 - Nursing Sisters

3. Using the relevant resources (listed in the **Women in the Canadian Armed Forces Worksheet**), each group should complete the table (also in the worksheet) about their assigned topic.
4. Form new groups of five students, making sure each group has at least one “expert” who researched a different women's formation. Each student will identify and explain to the new group that formation's three to five most important contributions to the war effort, and why they were important.
5. Individually, students will then write a newspaper article from the point of view of a journalist explaining what women in the Canadian Armed Forces were doing to contribute to the war effort.

3C. EXPLORING: PART 1

At a time when most women traditionally remained at home, the idea of women serving in the armed forces was new and surprising, and difficult to accept for some. In an effort to allay these concerns, the Canadian government embarked on a national advertising campaign that emphasized the need for women to play a part in the war effort and reassured Canadians that this was a temporary emergency measure. These campaigns often featured posters and images of enlisted women wearing a uniform consisting of a khaki suit, a peaked cap, military shirt, tie, hose, and shoes, and collar badges with the helmet of Athena, the Greek goddess of war. This helped to project the image of enlisted women as stylish, feminine, and unthreatening.

1. Keeping this in mind, examine the images in the **Women and the Second World War Worksheet** to compare the portrayal of the CWAC in Holland in Molly Lamb's sketches and paintings to government recruitment campaign posters and official CWAC photographs created by the Canadian government. As you examine the images, consider what we can learn about the representation of women in the CWAC through a comparative analysis of different types of sources.
2. Complete the chart in the worksheet to guide your analysis. You may use point form.
3. Using the information gathered in your chart, write a paragraph in response to the main inquiry question: What can we learn about the representation of women in the CWAC through a comparative analysis of different types of sources?

TEACHER TIP:

Use the same approach you took in 3A, except this time, analyze the sets of sources rather than examining each one individually.

The Canadian government ran similar advertising campaigns for munitions workers. One campaign focused on Ronnie the Bren Gun Girl, the nickname for an assembler of Bren light machine guns named Veronica Foster. She was Canada's answer to the fictitious American character Rosie the Riveter. As was the case with the CWAC program, Ronnie was often presented in ways that highlighted her femininity, with photographs of her doing her hair and rolling up her stockings.



VERONICA FOSTER, AN EMPLOYEE OF JOHN INGLIS CO. LTD. KNOWN AS “THE BREN GUN GIRL,” POSING WITH A FINISHED BREN GUN, 10 MAY 1941 (NATIONAL FILM BOARD OF CANADA PHOTOTHÈQUE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-119766).

3C. EXPLORING: PART 2

Historians make inferences or conclusions based on observations. Historians interpret primary sources by first making observations about that source. Next, they use these observations to draw conclusions about what the primary source can teach them about the past.

1. In pairs, look at the collection of Lamb's sketches and paintings in the **Women and the Second World War Worksheet** from Part 1 of this activity. What questions do the images spark for you?
2. What can we learn about the aftermath of the liberation of the Netherlands from these sketches and paintings that we could not learn from Lamb's *Canadian Women's Army Corps Pipe Band at Deventer, Holland*?
3. Return to the 5Ws from 3A. Using that information as well as what you learned in 3B, make observations and use them to answer the questions in the worksheet.
4. Make observations about the art using the questions in the chart in **Art and the War Worksheet**. Leave the "Inferences" section blank for now.

CANADIAN WOMEN'S ARMY CORPS CORPORAL COOK AT WORK BY MOLLY LAMB BOBAK, MAY 1945 (BEAVERBROOK COLLECTION OF WAR ART/ COURTESY CANADIAN WAR MUSEUM/CWM 19710261-1573).

3D. REACHING CONCLUSIONS

1. In pairs, use your notes from the "Observations" column in 3C to develop theories about what we can learn from Molly Lamb's sketches about the aftermath of the liberation of the Netherlands.
2. What theories or conclusions can you reach based on the evidence you have assessed? Use your observations from 3C to guide your interpretation. Fill out the "Inferences" section of the table in the **Art and the War Worksheet**.
3. Based on what you have learned so far, get creative and produce a first-hand account of the scene from an alternative perspective. Your creation should reveal something that we might not have seen from the perspectives we've looked at so far about the CWAC during the liberation of the Netherlands.
4. Decide what format you want your account to take: it could be a journal entry by one of the individuals in the scene, or a sketch that presents an alternative view of the scene depicted in Lamb's sketch. What alternative perspective do you want to portray? Think about who else could have been present (a Canadian soldier or a Dutch civilian, for example). Try to imagine how the person would have envisioned the scene at the time, and try to write or draw a convincing account of their perspective.

SECOND LIEUTENANT MOLLY LAMB OF THE CANADIAN WOMEN'S ARMY CORPS, A WAR ARTIST, IN LONDON, 12 JULY 1945 (SGT. KAREN M. HERMISTON/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-113772).



3E. FINDING PROOF

When examining primary source evidence, it is often helpful to seek out different types of sources. The more sources we can find and analyze, the stronger our conclusions about the event will be. While sketches like the ones we discuss above can provide us with some information and insight, it is important to compare multiple perspectives to corroborate the information we see.

1. With that in mind, compare the information presented in Molly Lamb's sketches with **Doris Wallace's oral history** from The Memory Project about her experience in the CWAC Pipe Band in the Netherlands. The images and accounts, and a chart for comparison, can be found in the **Molly Lamb: Finding Proof Worksheet**.
2. Using the information from the charts you completed in the **Molly Lamb: Finding Proof Worksheet**, consider the following questions in a class discussion:
 - How do these sources complement or corroborate one another?
 - What kinds of conclusions can we only arrive at by considering both sources together?
 - What questions do you still have about the role and experiences of the CWAC Pipe Band in the Netherlands? What types of sources do you think might be helpful in filling in those gaps?
 - How do both sources help us find evidence about the author's perspective?
 - Why is it important to compare evidence from different primary sources?

CANADIAN WOMEN'S ARMY CORPS PIPE AND BRASS BANDS PREPARING TO TAKE PART IN THE CWAC ANNIVERSARY MARCH PAST APELDOORN, NETHERLANDS, 13 AUGUST 1945 (LT. DAN GURAVICH/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-115474).



CANADIAN WOMEN'S ARMY CORPS PIPE BAND PARADING THROUGH AMSTERDAM, NETHERLANDS, 17 OCTOBER 1945 (CAPT. KEN BELL/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-130201).

ACTIVITY 4

MARSHALL CHOW'S PHOTOGRAPH

Guiding Question: *What does Marshall Chow's photograph reveal about his experience and the bigger picture of the aftermath of the liberation of the Netherlands?*

4A. THE 5WS

As a class, watch **The Liberation of the Netherlands in Photographs** video. Examine the image in the **Marshall Chow's Photograph Worksheet** in detail. What can we learn about his experience of the aftermath of the war, and how can we place that within the bigger picture of the liberation of the Netherlands?

1. In groups of two to three, examine the photograph of Marshall Chow. Note any details that stand out. For example, what are the people in the photograph doing? What are they wearing? What is the setting? What do these details, and the photograph as a whole, tell us about the experience of Canadians after the liberation of the Netherlands? What might not be presented here?
2. Use the 5Ws chart in the **Marshall Chow's Photograph Worksheet** to record and organize your observations (What do I notice? What do I see?) from the video to answer the questions in the worksheet.
3. What challenges did you encounter trying to gather information from the photograph? Discuss your findings as a class.



MARSHALL CHOW AND A DUTCH GIRL CELEBRATE THE END OF WAR IN THE NETHERLANDS (COURTESY MARSHALL CHOW/THE MEMORY PROJECT).

4B. CONTEXT

Following the end of the war, thousands of Canadian soldiers remained in the Netherlands as they awaited their return to Canada. Collectively, Canadian soldiers occupied themselves by helping to rebuild war-torn villages, towns, and cities, and spent time socializing with Dutch people. There were significant differences in the experiences of individual soldiers. For insight into the experiences of Marshall Chow in the aftermath of the liberation of the Netherlands, it is necessary to first understand the wider context of this event.

1. Read the articles **Demobilization** and **Liberation of the Netherlands** on the warmuseum.ca website.
2. Summarize the articles by listing the five most important points.
3. Choose one of the primary sources listed below the articles, and write a paragraph explaining how this source illuminates the information contained in the article.
4. Read the articles **Chinese Immigration Act** and **Prejudice and Discrimination in Canada** on *The Canadian Encyclopedia*. Take notes on social, political, and economic restrictions that Chinese Canadians might have faced.
5. As a class, discuss: What kind of experiences might Marshall Chow have had growing up as a Chinese Canadian in this era?



In 1923, Canada passed the *Chinese Immigration Act*, which almost entirely banned Chinese immigration. Previous legislation had also taken from Chinese Canadians the right to vote, and many faced extreme racial intolerance. Many white people viewed Asian Canadians as racially inferior and feared that they would demand the right to vote if they were allowed to serve in the military. During the Second World War, the Navy and the Air Force restricted most non-white Canadians from enlisting until August of 1944. There were no official racial restrictions in the Army, but the final decision was left to commanding officers, who often enforced the racist policies of the other military branches. Due to their service in the war and the adoption of the *Canadian Citizenship Act* in 1947, Chinese Canadians were granted the right to vote in federal elections in 1949. The *Chinese Immigration Act* was also repealed in 1947. Informal restrictions on Chinese immigration persisted until the late 1960s.

Nearly 2,000 Dutch women married Canadian soldiers following the liberation of the Netherlands. As the Dutch celebrated the end of the Second World War, new friendships flourished, and many of these friendships led to romance. Many met at local pubs, theatres, dance halls, and informal gatherings while the Canadian soldiers stationed in the Netherlands waited to be sent home. The women who married Canadian soldiers stationed overseas were called “war brides,” and the thousands of children that resulted from these unions were called “liberation children.” However, about 3,400 such children and their mothers were left behind after their Canadian fathers returned home. Happily, many Dutch war brides chose to reunite with their husbands in Canada, arriving through Pier 21 in Halifax, Nova Scotia.

ARNOLD DRYER MARRIES VIOLET REMNANT, AUGUST 23, 1945 (COURTESY SOUTH PEACE REGIONAL ARCHIVES/CA GPR 0259-0259.02-0259.02.01).



CLINT MCEVOY, RIGHT, PARTICIPATES IN AN INTER-SQUAD TRACK MEET AT THE END OF THE WAR IN HOLLAND (COURTESY CLINT MCEVOY/THE MEMORY PROJECT).

4C. EXPLORING

1. In small groups, look at the photographs in the **Wartime Photographs Worksheet**.
2. Look at the photograph of Marshall Chow. What questions does this image spark for you?
3. Examine the series of photographs of Chow and of the aftermath of the liberation. What can we learn from the other pictures that we could not learn from the initial photograph of Chow by the river?
4. Return to the 5Ws from 4A. Using that information as well as what you learned in 4B, make observations and use them to answer the questions in the worksheet.
5. Make observations about the photographs using the questions in the two charts in the **Wartime Photographs Worksheet**. Leave the “Inferences” sections blank for now.



4D. REACHING CONCLUSIONS

1. In pairs, use your notes from the “Observations” column in the **Wartime Photographs Worksheet** to develop theories about what we can learn from Marshall Chow’s experience and the bigger picture of the aftermath of the liberation of the Netherlands.
2. Fill out the “Inferences” section of the tables in the worksheet, using your observations to guide your interpretation. What theories or conclusions can you reach based on the evidence you have assessed?
3. Find another pair and compare your thoughts and conclusions. Were your findings similar or different?
4. Discuss your conclusions together as a class.



MARSHALL CHOW TRAINING IN KINGSTON, ONTARIO
(COURTESY VETERANS AFFAIRS CANADA).

MAURICE WHITING AND ROY PRETTY ON
LEAVE IN LONDON, ENGLAND, OCTOBER
1941 (COURTESY MAURICE WHITING,
THE MEMORY PROJECT).

4E. FINDING PROOF

A photograph offers one perspective on a historical event, so it is important for historians to consider multiple sources to understand what really happened. Is Marshall Chow’s experience typical of Canadian soldiers’ experiences? To assess the accuracy of your conclusions from the previous activity, compare them with other primary sources.

1. Read the accounts in the **Corroborating Accounts Worksheet** from Dutch citizens and Canadian soldiers.
2. In small groups, use the **Corroborating Accounts Worksheet** to compare your conclusions from Chow’s photograph with the first-hand accounts. What are the similarities and differences between the different accounts? How are the Dutch accounts different from the Canadian perspectives?
3. Based on your chart, decide whether the accounts you read confirm or contradict the conclusions you drew from Marshall Chow’s photograph. How does Chow’s photograph compare with his testimony? What can we learn from the other accounts that we could not learn from Chow’s photograph?

EXTENSION ACTIVITY:

Marshall Chow was one of about 600 Chinese Canadians who served in the Canadian military in the Second World War. Read or listen to one of the following Memory Project interviews with Chinese Canadians who served in the war. Compare and contrast their experiences. Did their Chinese heritage affect their service experience? If so, what impact did it have? Consider what Chow’s photograph can tell us about his experience as a Chinese-Canadian soldier in Europe and how this compares to your chosen interview.

- **Thomas Kwok Hung “Tommy” Wong**
- **Peggy Lee**
- **Andrew Kurn “Andy” Wong**
- **Edward Fey “Ed” Lee**
- **Victor Eric Wong**
- **Frank Bing Wong**

In 1940, Princess Juliana, the daughter of Queen Wilhelmina of the Netherlands, was evacuated to Ottawa with her husband and daughters. In 1943, the Princess gave birth to her third child, Princess Margriet, in an Ottawa hospital room that had been temporarily designated as “extra-territorial” so baby Margriet would have full Dutch citizenship. After the war, the Dutch Royal Family sent 100,000 tulip bulbs to Ottawa in appreciation for sheltering Princess Juliana and her family. Princess Juliana herself sent another 20,500 bulbs in 1946 to create a display at the Ottawa Civic Hospital, and promised to send an additional 10,000 bulbs each year. The Canadian Tulip Festival, created in 1953, is a lasting reminder of the special relationship between Canada and the Netherlands.

TULIP FESTIVAL IN OTTAWA
(DREAMSTIME.COM/FILTV/95737293).

ACTIVITY 5

SUMMATIVE ACTIVITY – HISTORICAL PERSPECTIVES

The way that people understand the world around them is based on their lived experiences, their identity, and the social, cultural, intellectual, and emotional contexts in which they live. Factors like age, race, ethnicity, gender, class, nationality, sexual orientation, and religion all influence someone's perspective. When we try to understand the past, we need to consider not only that each person's perspective is different, but that they are equally important in our quest to better understand a given historical moment.

An analysis of historical perspective can provide insights into the values, beliefs, understandings, and worldviews of the past. However, in our analysis, it is important not to paint an entire group of people with the same brush. For example, there would be significant diversity in perspective among the members of the CWAC due to their different identities, socio-cultural contexts, and lived experiences.

1. As a class, brainstorm a list of perspectives we might seek to acquire a well-rounded understanding of the liberation of the Netherlands and the period that followed. Whose voices would we want to hear?
2. Narrow down the list. Which of these perspectives are most accessible to us? Which are not? Why? You may want to conduct an initial online search to answer this question.
3. In small groups, choose one of the groups identified. Together search online to assemble five to ten primary sources that could provide insight into that group's perspective on the event. Tips to get you started:
 - You can use sources from this guide.
 - *The Canadian Encyclopedia* has many primary sources. Search the site.
 - Archives such as Library and Archives Canada, provincial archives, city archives, and even archives from the Netherlands may have lots of sources.
 - Use search terms that reflect different types of primary sources, e.g., "Liberation of the Netherlands letter," "Liberation of the Netherlands song," etc. Keep altering your terms, and don't forget to look for images! If you speak French, German, Dutch, or any other language that may have been spoken in this time and place, search in that language.



4. Considering your assembled sources, respond to the following questions in point form:
 - What can these sources tell us about this group's opinions on and understandings of this event?
 - What can these sources tell us about the values, beliefs, or worldviews common to members of this group at the time?
 - What are the variations in perspective (if any) within your assembled sources?
 - What *can't* these sources tell us? What questions remain for you? How might you go about filling those gaps?
5. Choose a spokesperson to share your group's findings with the class. As each group presents, record everyone's findings on the **Historical Perspectives: Liberation of the Netherlands Worksheet**.
6. Using the completed organizer as a guide, discuss the following summative questions as a class:
 - What can these sources tell us about the common values, beliefs, and worldviews of people in this time and place?
 - What can these sources tell us about common perspectives on the liberation of the Netherlands?
 - What can these sources tell us about unusual or uncommon values, beliefs, worldviews, or perspectives at the time?

▼ CHILDREN EATING SUPPLEMENTARY FOOD DURING THE HUNGER WINTER (MENNO HUIZINGA/NIOD/WIKIMEDIA COMMONS).



▼ CHINESE-CANADIAN SOLDIERS WHO SERVED WITH THE SOUTH EAST ASIA COMMAND (SEAC) AS GUERRILLA FIGHTERS AWAITING REPATRIATION TO CANADA IN ENGLAND, 22 NOVEMBER 1945 (SGT. KAREN M. HERMISTON/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-211879).



ACTIVITY 6

CONCLUDING ACTIVITY

As we have learned from the **Think Like a Historian: The Liberation of the Netherlands** video series, the liberation of the Netherlands is celebrated as a Canadian triumph. The wild excitement of the Dutch upon liberation celebrated the role Canadian soldiers played, fighting and sacrificing their own lives to save millions from Nazi oppression, starvation, and extermination. A deep bond of friendship remains between the Netherlands and Canada to this day.

The liberation of the Netherlands was a significant event; we've determined that above. But for whom was this event the most significant? Who continues to experience lasting effects?

1. Look at your responses to the historical significance of the event from Activity 1.
2. Conduct additional research into the long-term significance of this event for the different parties and perspectives listed in the chart in the **Long-Term Historical Significance Worksheet**.
3. Complete the chart: How is this event remembered from each perspective? Explore how the event is remembered or celebrated now, and examine the lasting effects the event had on the various parties. Explore subjects such as international relations, long-term effects, festivals, etc.
4. Have a class discussion about your findings. How can perspective affect how events in the past are perceived?

DUTCH CIVILIANS AND CANADIAN ARMY TROOPS CELEBRATING LIBERATION IN UTRECHT, NETHERLANDS, 7 MAY 1945 (ALEXANDER M. STIRTON/CANADA DEPT. OF NATIONAL DEFENCE/COURTESY LIBRARY AND ARCHIVES CANADA/PA-134377).



THE PEOPLE OF ERMELO, HOLLAND, LIBERATED BY B SQUADRON OF THE STRATHCONA, 17 APRIL 1945 (COURTESY ROBERT GREENE/THE MEMORY PROJECT).

DUTCH CHILDREN GATHER AROUND CANADIAN SOLDIERS OF THE 1ST HUSSARS AFTER THE LIBERATION OF APELDOORN IN HOLLAND, 1945 (COURTESY JOHN HALL/THE MEMORY PROJECT).

TULIPS NEAR PARLIAMENT DURING THE CANADIAN TULIP FESTIVAL, 2016 (DREAMSTIME.COM/MARC BRUXELLE/71874888).

EXTENSION ACTIVITY:

When it comes to historical events like the liberation of the Netherlands, there are often differences between the stories we tell each other and what really happened. As we have seen, while the liberation is still celebrated to this day, some Dutch did not have positive experiences. In small groups, create a presentation for your class about the liberation of the Netherlands. Consider what narrative about the liberation and the subsequent summer should be told.

Should we focus on the troops' long and brutal fight toward liberation, and the devastation that the Netherlands faced, or should we focus on the celebrations that came after? Can we tell both stories simultaneously? How do the narratives of Dutch citizens during the liberation of the Netherlands and the subsequent months complicate our understanding of these historical events? Was the liberation of the Netherlands a positive or negative story? Should Canadians be proud of their contributions? How should it be remembered? Is it important to talk about the liberation and its aftermath together?