

LIBERATION OF THE NETHERLANDS

HISTORICAL SIGNIFICANCE WORKSHEET



Use this worksheet to accompany **Activity 1: Historical Significance of the Liberation of the Netherlands** on pages 3 and 4 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

Point of View	Liberation of the Netherlands – Historical Significance
People of the Netherlands	
Canadian Soldiers	
Canada	
Germany	
The Allied War Effort	

LIBERATION OF THE NETHERLANDS MAPPING THE ALLIED ADVANCE WORKSHEET

Use this worksheet to accompany **Activity 2: Tracking the Allied Advance** on page 5 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.



LIBERATION OF THE NETHERLANDS

MOLLY LAMB WORKSHEET

Use this worksheet to accompany **Activity 3A: The 5Ws** on page 5 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.



▲ *Canadian Women's Army Corps Pipe Band at Deventer, Holland* by Molly Lamb Bobak, 1945 (Beaverbrook Collection of War Art/ Courtesy Canadian War Museum/CWM 19710261-1576).

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?	

LIBERATION OF THE NETHERLANDS WOMEN IN THE CANADIAN ARMED FORCES WORKSHEET



Use this worksheet to accompany **Activity 3B: Context** on page 6 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

GENERAL INFORMATION

- [Women at War](#)

CANADIAN WOMEN'S ARMY CORPS (CWAC) INFORMATION

- [Canadian Women's Army Corps](#)
- [Canadian Women's Army Corps, 1941–1946](#)

WOMEN'S ROYAL CANADIAN NAVAL SERVICE INFORMATION

- [Women's Royal Canadian Naval Service](#)
- [WRCNs – "The Wrens"](#)

ROYAL CANADIAN AIR FORCE (WOMEN'S DIVISION) INFORMATION

- [Royal Canadian Air Force \(Women's Division\)](#)
- [Canadian Women's Auxiliary Air Force](#)

WOMEN ON THE HOME FRONT INFORMATION

- [Canada Remembers Women on the Home Front](#)
- [6.15: The Home Front](#)

NURSING SISTERS INFORMATION

- [The Nursing Sisters of Canada](#)
- [Nursing Sisters](#)
- [Heritage Minutes: Nursing Sisters](#)
- [Canada's WW2 Nursing Sisters](#)

	Women's Formation (e.g., Canadian Women's Army Corps):
Number of individuals involved (estimate)	
Training	
Main responsibilities/ tasks/contributions	
Locations where they worked/were posted	
How they were recruited	

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WOMEN AND THE SECOND WORLD WAR WORKSHEET

Use this worksheet to accompany **Activity 3C: Exploring (parts 1 and 2)** on pages 6 and 7 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

MOLLY LAMB PAINTINGS AND SKETCHES:



Canadian Women's Army Corps Pipe Band at Deventer, Holland by Molly Lamb Bobak, 1945 (Beaverbrook Collection of War Art/Courtesy Canadian War Museum/CWM 19710261-1576).



Canadian Women's Army Corps Going to Work in a Truck, Apeldoorn, Holland '45 by Molly Lamb Bobak, 1945 (Beaverbrook Collection of War Art/Courtesy Canadian War Museum/CWM 19710261-1576).



▶ *Canteen, Nijmegen, Holland* by Molly Lamb Bobak, 1945 (Beaverbrook Collection of War Art/Courtesy Canadian War Museum/CWM 19710261-1561).



▶ *Canadian Women's Army Corps Corporal Cook at Work* by Molly Lamb Bobak, 1945 (Beaverbrook Collection of War Art/Courtesy Canadian War Museum/CWM 19710261-1573).

GOVERNMENT-CREATED SOURCES



▲ *The Proudest Girl in Canada*, a wartime recruitment poster for the Canadian Women's Army Corps, 1943 (Courtesy Canadian War Museum/CWM 19920113-001).



▲ *Shoulder to Shoulder*, a wartime recruiting poster for the Canadian Women's Army Corps (Courtesy Canadian War Museum/CWM 19880069-865).



▲ *The Spirit of Canada's Women*, a war recruitment poster for the Canadian Women's Army Corps, 1942 (Courtesy Canadian War Museum/CWM 19750251-008).

	Lamb Sketches	Government Sources
Sources Examined (list)		
<p>5Ws</p> <p>Who is the artist of this source?</p> <p>When was the source created?</p> <p>Where was the source created?</p> <p>Why was it created?</p> <p>Who was the intended audience?</p> <p>Describe what you see in this source (make a list of your observations).</p> <p>Make inferences: Based on these observations, what can you conclude about...</p> <ul style="list-style-type: none"> - The artist's perspective? - The scene and people being depicted? - The event itself? 		
Similarities between the two sets of sources		
Differences between the two sets of sources		

LIBERATION OF THE NETHERLANDS ART AND THE WAR WORKSHEET



Use this worksheet to accompany **Activity 3C: Exploring (part 2)** and **Activity 3D: Reaching Conclusions** on page 7 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

	Observations (Evidence)	Inferences (Theories)
What do these sketches tell us about life in the Netherlands following the liberation?		
What do these sketches tell us about the experiences of the CWAC following the liberation of the Netherlands?		
What messages might Lamb be trying to convey through the sketches?		
What do these sketches suggest about Lamb's thoughts, feelings, and values?		

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MOLLY LAMB: FINDING PROOF WORKSHEET



Use this worksheet to accompany **Activity 3E: Finding Proof** on page 8 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

Compare Doris Wallace's account (below) with Molly Lamb's art (see **Women and the Second World War Worksheet**).

DORIS WALLACE'S ACCOUNT:

// Like a holiday tour with pay, was how I described our three-year sojourn with the CWAC Pipe Band during World War II. Not so much pay, but a lot of travel. I was W110631, MacDonald DA, Pipe Corporal. When we were recruited, we were to replace a soldier to go overseas. While fulfilling our band duties in Canada, we were sent out as ambassadors to raise the image of servicewomen, to recruit more servicewomen, to attend rallies in need of war-bond drives in both Canada and the United States, as well as being a duty band on the parade squares across the country. There were ups and downs to this, of course. The upside was being hailed publicly - the civic receptions, the newspaper clippings and large crowds attending our performances. The downside was the long hours while on tour, the travel - most often in army trucks, but sometimes trains or buses. The difficulty doing laundry - keeping instruments in good shape. Having to have hair neat and uniforms polished while on the go. For most servicewomen I believe their dream was to go overseas, and we did achieve that dream after hostilities were over on V-E Day, May the 7th, 1945. We arrived in Apeldoorn, Holland, in July, and settled into a large building that had been vacated by German officials barely six weeks earlier. On the continent, we played for various Canadian units while they were awaiting transportation back home. We also played at Canadian hospitals, and of course church parades. Through all this, the women became long-time friends. I certainly count the wartime experiences over three years to be the most exciting time of my life, and I was grateful for the opportunity to serve my country in this way. //

Similarities/corroborations	Molly Lamb's sketches	Doris Wallace's account
1.		
2.		
3.		

Differences/conflicts	Molly Lamb's sketches	Doris Wallace's account
1.		
2.		
3.		

	What this source can tell us	What this source cannot tell us
Molly Lamb's sketches		
Doris Wallace's account		

LIBERATION OF THE NETHERLANDS
MARSHALL CHOW'S PHOTOGRAPH WORKSHEET



Use this worksheet to accompany **Activity 4A: The 5Ws** on page 8 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.



▲ Marshall Chow and a Dutch girl celebrate the end of war in the Netherlands (Courtesy Marshall Chow/The Memory Project).

Who is in the image?	
What is happening in the image?	
When was the image created?	
Where was the image taken?	
Why was the image created?	

LIBERATION OF THE NETHERLANDS

WARTIME PHOTOGRAPHS WORKSHEET



Use this worksheet to accompany **Activity 4C: Exploring** and **4D: Reaching Conclusions** on pages 9 and 10 of Historica Canada’s **Think Like a Historian: The Liberation of the Netherlands Education Guide**.



▲ Marshall Chow and a Dutch girl celebrate the end of war in the Netherlands (Courtesy Marshall Chow/The Memory Project).

Photograph of Chow by the river	Observations (Based on evidence in the image)	Inferences (Theories)
What can we learn about the experience of a Canadian soldier in the aftermath of the liberation through Chow's photograph?		
What can we learn about post-war life in the Netherlands through Chow's photograph?		
What do you notice about how Chow interacts with the woman in this photograph? (Hint: think about how Chinese Canadians were treated at home at this time.)		
What does the photograph suggest about the relationship between Canadian soldiers and the Dutch people after the liberation?		



▲ Marshall Chow in Belgium (Courtesy Veterans Affairs Canada).



▲ Marshall Chow training in Kingston, Ontario (Courtesy Veterans Affairs Canada).



▲ Sergeant P.R. Graham, Canadian Armoured Corps, playing a vibraphone, Nijmegen, Netherlands, 9 April 1945 (Capt. Jack H. Smith/Canada Dept. of National Defence/Courtesy Library and Archives Canada/PA-170305).



▲ Personnel of the 4th Canadian Armoured Division and their Dutch fiancées, Amersfoort, Netherlands, 16 November 1945 (Capt. Ken Bell/Canada Dept. of National Defence/Courtesy Library and Archives Canada/PA-140422).



▲ Dutch women having tea with Canadian army personnel in Hilversum, Netherlands, 14 June 1945 (Lt. Christopher J. Woods/Canada Dept. of National Defence/Courtesy Library and Archives Canada/PA-140148).



▲ Clint McEvoy, right, participates in an inter-squad track meet at the end of the war in Holland (Courtesy Clint McEvoy/The Memory Project).



▲ Football game between the 4th Canadian Armoured Division Atoms and the 1st Canadian Army Red and Blue Bombers, Utrecht, Netherlands, 20 October 1945 (Capt. Ken Bell/Canada Dept. of National Defence/Courtesy Library and Archives Canada/PA-113721).

Other photographs	Observations (Evidence)	Inferences (Theories)
What can we learn through the other photographs about the experience of Canadian soldiers in the aftermath of the liberation?		
What can we learn about post-war life in the Netherlands through the other photographs?		
What information can we gather about the experience of soldiers from different ethnic backgrounds through these images?		
What does the photograph suggest about the relationship between Canadian soldiers and the Dutch people after the liberation?		

LIBERATION OF THE NETHERLANDS

CORROBORATING ACCOUNTS WORKSHEET



Use this worksheet to accompany **Activity 4E: Finding Proof** on page 10 of Historica Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

MARSHALL CHOW, CANADIAN ARMY

// During those four months we were in Holland. We enjoyed it very much because every morning, the army gave us a lunch and took us to the different sites, to Rotterdam, Schiedam, and all those different places, out in the morning, they gave us a lunch bag. Then at nighttime, they pick us up and go back to the barrack. So, we did that for three or four months, so that was really enjoyable. //

MARIA HAAYEN, DUTCH CITIZEN

// I saw a tank in the distance, with one soldier's head above it, and the blood drained out of my body, and I thought: 'Here comes liberation.' And as the tank came nearer and nearer, I had no breath left, and the soldier stood up and he was like a saint. There was a big hush over all the people, and it was suddenly broken by a big scream, as if it was out of the earth. And the people climbed on the tank, and took the soldier out, and they were crying. And we were running with the tanks and the jeeps, all the way into the city.

[...] my sister and I met our first Canadians about a week after the liberation, when we were sitting in a little restaurant with some of our girlfriends. A whole bunch of soldiers came in and one guy asked me to dance with him. I didn't want to because he was short, but he wouldn't take no for an answer. We thought that their manners were rough.... nevertheless, they were our liberators. //

— David Kaufman and Michiel Horn, eds., *A Liberation Album: Canadians in the Netherlands, 1944–45* (Toronto, 1980), 117–118.

A DUTCH JOURNALIST, WRITING TO CANADIAN SOLDIERS

// You sometimes gave us reason for uneasiness and worry. [...] 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. [...] 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 [...]

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. //

— *Hamilton Spectator*, March 26, 1946.

MAURICE WHITING, CANADIAN SOLDIER, 2010 INTERVIEW WITH THE MEMORY PROJECT

// After the war, we gave them a leave for England or anywhere they wanted to go, as much as we could, but we still had to maintain a certain number with the battalion just in case something started up again. And then we tried to find some sports outlets, so with the Dutch people we arranged for tennis and parties if we could - dances and stuff like that, you know, to keep them entertained. And the Dutch had, I think, what they called a health spa in Arnhem; and they could go there once a week and for 50 cents, you could have a hot tub and a rubdown. And so we made sure they did the circuit. And then there was a lot of parading too which they hated, of course. [laughs] But we had to, we did a couple of guards of honour, we did a royal guard for Queen Wilhelmina [of the Netherlands], and we did an honour guard for Field Marshal [Sir Bernard] Montgomery while we were there and that took weeks of practice, of course. So those are the kind of things we were involved in. //

ELMER THOMPSON, CANADIAN SOLDIER, 2011 INTERVIEW WITH THE MEMORY PROJECT

// So we went moving again up to Holland and got all of the main big cities, towns, that there is there and we made friends with all the people. Every time we got down, the people would jump on you, climb on your tank and jump on you and what you call, kissing you and oh dear. They were nice. So finally, we got up to the top [of Holland] where they have a circle of water and they float their boats, the fishing boats and everything else. And so we finished at that and turned around so we had to clean up the tank and this and that. And I don't know what happened to the tanks but they took us off. So we had to do everything else around the area until they decide what they're going to do with us, because the war was coming to an end [in May 1945]. When we got up that forward, we were just about finished. //

Similarities	Conclusions from Marshall Chow's photograph	Corroboration from other sources
1.		
2.		
3.		
Differences		
1.		
2.		
3.		

WORKSHEET



Use this worksheet to accompany **Activity 5: Summative Activity – Historical Perspectives** on page 11 of Historical Canada's **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

Group: Sources (list):	Opinions and Understandings
	Values, Beliefs, Worldviews
	Variations (if any)

Group: Sources (list):	Opinions and Understandings
	Values, Beliefs, Worldviews
	Variations (if any)

Group: Sources (list):	Opinions and Understandings
	Values, Beliefs, Worldviews
	Variations (if any)

Group: Sources (list):	Opinions and Understandings
	Values, Beliefs, Worldviews
	Variations (if any)

LIBERATION OF THE NETHERLANDS
LONG-TERM HISTORICAL SIGNIFICANCE WORKSHEET



Use this worksheet to accompany **Activity 6: Concluding Activity** on page 12 of Historica Canada’s **Think Like a Historian: The Liberation of the Netherlands Education Guide**.

	Liberation of the Netherlands – Long-Term Historical Significance
People of the Netherlands	
Canadian Soldiers	
Canada	
Germany	
Allied Countries	