

WHAT ^{IN THE} WORLD?

LEVEL 1 (GRADES 5 AND UP)

The Canadian Liberation of the Netherlands

Free Sample

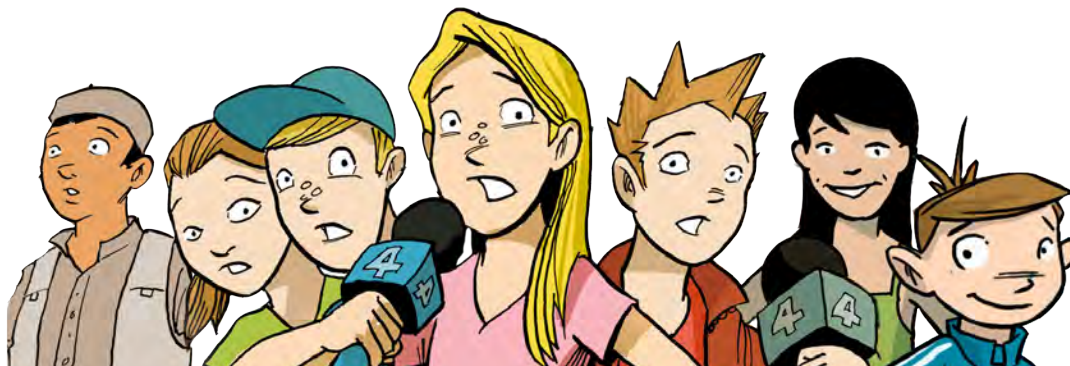
Includes

- A News Story
- Assignments
- A Quiz

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Quiz	page 12

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SAMPLE EDITION
2024/2025: ISSUE 8



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NATIONAL

LIBERALS WIN THE ELECTION



On April 28, Canadians made history at the polls. In a dramatic, unpredictable election, the Liberals, led by newcomer Mark Carney, won a minority...

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INTERNATIONAL

THE PASSING OF A BELOVED PONTIFF



On Easter Monday, April 21, the world woke to the news that Pope Francis had died. The pope is the leader of the world's 1.3 billion Catholics. The cause of his...

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WHAT IN THE WORLD?

Level 1, 2024/2025: Issue 8

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HAY'SXW'QA!

LesPlan is grateful to the Lkwungen Peoples, the Songhees and Esquimalt Nations, on whose unceded land we now live, and do our work.

We welcome your comments and appreciate your suggestions. Please contact us at any time.

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LesPlan Educational Services Ltd. aims to help teachers develop students' engagement in, understanding of, and ability to critically assess current issues and events by providing quality, up-to-date, affordable, ready-to-use resources appropriate for use across the curriculum.



I have had many parents comment to me about how great they think *What in the World?* is, and they look forward to each month's issue coming home... This is a great resource for a small country school to explore the global issues that affect us all.

K. Camelon, Grade 7/8 teacher

Admaston, ON

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INTERNATIONAL

CELEBRATING CANADA'S COURAGE DURING WWII

– CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED

BEFORE READING

1. Draw a mind map on the board with the word “courage” in the center.
2. Have students suggest words, phrases, or images that connect to the term. Encourage them to think about what courage means to them and what it looks like in real life.
3. Have students turn and describe to an elbow partner a time when they or someone they knew showed courage. Encourage them to continue with the question: *How might their examples be similar or different from the courage shown during a war?*
4. Finally, invite students to set a purpose for reading the article, referring to the resource page **Setting A Purpose Before Reading** as needed.



Canadian soldiers in Groningen during the Battle of Groningen in April, 1945.

https://commons.wikimedia.org/wiki/File:Canadian_soldiers_during_the_Battle_of_Groningen.jpg

Groesbeek Canadian War Cemetery and Memorial is a Second World War Commonwealth War Graves Commission military war grave cemetery, located in the village of Groesbeek, 8 km southeast of Nijmegen in the Netherlands.

Of the total 2619 burials, the cemetery contains 2338 Canadian soldiers.

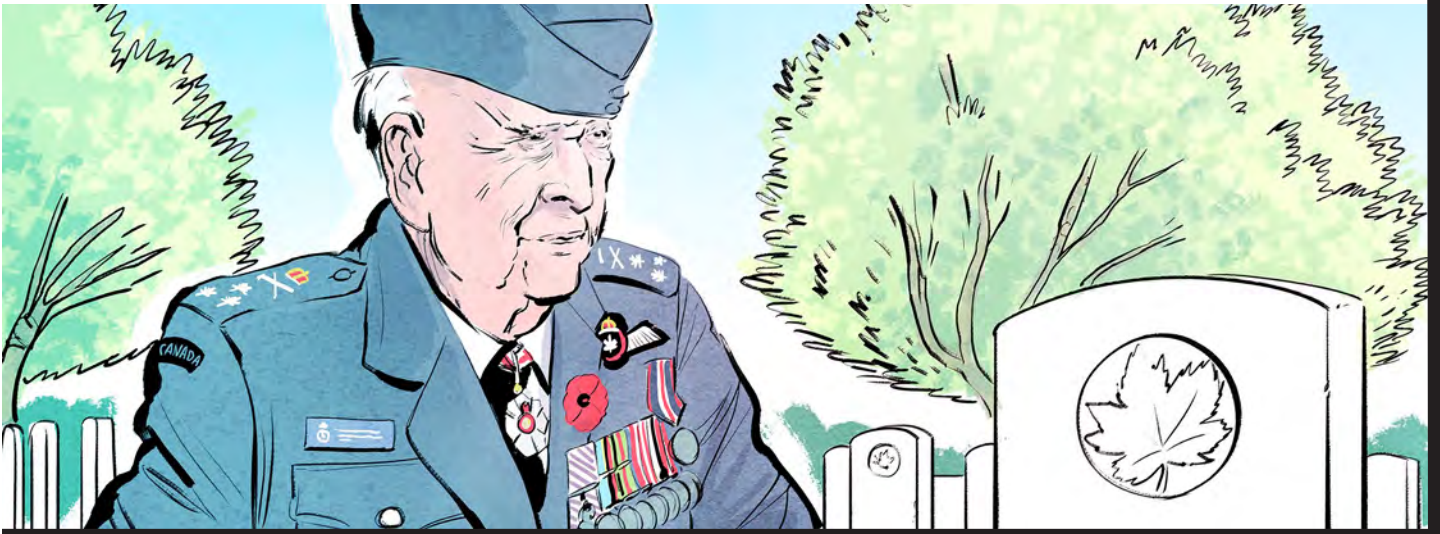


https://en.wikipedia.org/wiki/Groesbeek_Canadian_War_Cemetery#/media/File:Groesbeek_Canadian_War_Cemetery_Cross_of_Sacrifice,_Netherlands.jpg



CELEBRATING CANADA'S COURAGE DURING WWII

— CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED



Eighty years ago, in 1945, as World War II was winding down, Canadian soldiers helped free an entire country—the Netherlands. The Dutch in northwest Europe had suffered under a brutal **Nazi occupation** for four gruelling years. People were starving, many cities were destroyed, and despair was a daily reality.

The First Canadian Army was Canada's main fighting force in northwest Europe. They faced fierce obstacles in the push to **liberate** the Netherlands. They fought strong resistance to deliver desperately needed food and aid to towns and cities. The price was high. Some 7600 Canadians lost their lives. But their sacrifice was not in vain. On May 5, 1945, German forces

WWII: A GLOBAL CONFLICT

World War II began on September 1, 1939 when Nazi Germany invaded Poland. The **Allies** (Great Britain, the Soviet Union, and the United States) fought the **Axis** coalition (Germany, Italy, and Japan).

In June 1941, Germany invaded the Soviet Union, opening the Eastern Front in Europe. The U.S entered the war after Japan's surprise attack on Pearl Harbor on December 7, 1941. Germany surrendered in May 1945, and Japan surrendered in September 1945 after atomic bombs were dropped on Hiroshima and Nagasaki.

WWII was the deadliest war in history, resulting in the deaths of an estimated 70 to 85 million people, including many civilians.

in the Netherlands surrendered. Three days later, all fighting stopped and the **Allies** declared Victory in Europe (V-E Day).

AN EMOTIONAL RETURN

The Dutch never forgot the Canadians' courage and losses. A warm connection formed between the two countries has

lasted for decades. In early May, 22 Canadian veterans made a moving return to the nation they helped set free. They were part of a Canadian delegation marking the 80th anniversary of the war ending.

Now in their late 90s or older, the veterans were warmly welcomed. Dutch residents lined

DEFINITIONS

ALLIES: the WWII military coalition that opposed the Axis

AXIS: the coalition that started WWII and opposed the Allies

LIBERATE: to free a country from the control of somebody else

NAZI: a member of the fascist party that controlled Germany from 1933 to 1945

OCCUPATION: when an army or group of people moves into and takes control of a place and the population

streets and attended ceremonies in their honour. They waved Canadian flags, decorated their homes with red maple leaves, and took photos with the vets, eager to express their appreciation.

“It’s a sense of wonder,” said former pilot George Brewster. At 102, he was the oldest returning vet. He was deeply moved by the reception after all these years.

THE TIDE OF WAR

Liberating the Netherlands was part of a longer conflict. During the war’s first phase, Germany held most of western and central Europe. Great Britain and the Commonwealth (including Canada) fought alone.

But in late 1941, the Soviet Union and the U.S. joined the war against the Axis. The Allies began to build up their military resources. On June 6, 1944, U.S., British, and Canadian forces crossed the English Channel and invaded “Fortress Europe.” The tide was turning.

Canada played a critical role in the invasion, known as D-Day. Over 14,000 Canadians landed at Juno Beach, one of five main sectors along France’s Normandy coast. As they approached the shore, they faced pounding surf, barbed wire, and enemy fire.

The Canadians advanced further inland on the first day than any

other Allied force. By nightfall, 1074 of them had died.

The bravery of young Canadian soldiers changed the course of the war. The Juno landing and the fighting afterwards helped the Allies’ armies advance into occupied France.

DID YOU KNOW?

Every year, the Netherlands sends thousands of tulip bulbs to Canada as thanks for its role in liberating the Netherlands and for sheltering the Dutch royal family in Ottawa during the war.

The Canadians pushed toward Caen, a strategic crossroads. In August, they helped close the Falaise Pocket, trapping 50,000 German soldiers. That collapsed Nazi defenses in Normandy.

Next, the First Canadian Army pushed across northern France and into Belgium. The terrain was difficult, the weather harsh, and the enemy resisted. German soldiers realized their homeland was now threatened.

It was the coldest winter in 50 years. Rain, snow, and icy temperatures turned the low-lying landscape into a muddy **quagmire**. Troops advancing along narrow **dikes** were exposed to German attacks.

The Canadians crossed open causeways under heavy fire. They suffered many **casualties**. Yet

they went on to open the port of Antwerp so the Allies could get supplies as they advanced into Germany. It was a turning point.

Many street battles were difficult and fierce. Often every building and every block was fiercely contested. Many civilians fed and sheltered the Canadians, and risked their own lives to pass on information.

A LASTING LEGACY

More than one million Canadians joined the military during WWII. Many were just teenagers who left schools and farms. Some 45,000 died in battle. Rows of graves in foreign lands mark their resting places.

As for those who returned? Tens of thousands were wounded. Some carried physical scars. Others bore invisible wounds. Yet they helped build postwar Canada, starting families, businesses, and communities.

Canada’s part in liberating Europe—especially the Netherlands—helped define its identity as a supporter of human rights. In fact, the nation’s **peacekeeping** commitment can be traced to the courage our soldiers showed during the war.

And the friendships formed between Canadians and the Dutch aren’t just about the past. They’re examples of how we can build a better future. ★

DEFINITIONS

CASUALTY: someone injured or killed in an accident or war

DIKE: a dam or high wall built to prevent flooding

PEACEKEEPING: to prevent or stop fighting between countries or groups

QUAGMIRE: an area of soft, wet ground that you sink into



INTERNATIONAL

CELEBRATING CANADA'S COURAGE DURING WWII

– CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED

ON THE LINES

1. Which countries were the **Allies** in World War II?

2. Which countries were the **Axis** powers in World War II?

3. When did World War II start? When did it end in Europe? When did it end in Asia?

4. When did the Allied armies invade Fortress Europe? What was the name of this invasion?

5. What was the name of Canada's main fighting force?

6. Describe the conditions faced by many Dutch civilians under the German occupation.

7. Describe the conditions faced by Canadian soldiers. How many Canadians were killed?

8. Describe how the Dutch people remember and appreciate what Canadian soldiers did in 1944-1945.

9. What did some Canadian veterans recently do? Describe the response that they received.



QUESTIONS FOR FURTHER THOUGHT

1. Thousands of Canadian soldiers lost their lives in battle trying to free Europe from Nazi rule in World War II. What do you think helped motivate soldiers to keep fighting in spite of the terrible conditions?

2. If you could speak to one of Canada's veterans who helped free the Netherlands, what questions would you ask? What else would you want to say to this person?

3. Would you consider a career with the Canadian Forces in the future? Why or why not?

**QUESTIONS FOR ONLINE EXPLORATION**

Note: The links below are listed at www.lesplan.com/links for easy access.

1. Watch this video of Liberation Day celebrations in the Netherlands:

https://www.youtube.com/watch?v=F_iSRi2VMVw [2:30]

In what ways did participants show their appreciation to Canadian veterans?

2. Find out more about the gift of 100,000 tulip bulbs from Princess Juliana of the Netherlands to Canada: **<https://www.youtube.com/watch?v=kOEtyN-RWAg&t=194s>** [5:15]

Why was a gift of tulips given to Canada? How does this gift continue to remind Canadians of the appreciation of the Dutch people for their liberation?

3. Listen to a 91-year-old Dutch woman share her memories of being liberated by Canadian soldiers in 1945: **https://www.youtube.com/watch?v=F_iSRi2VMVw** [2:30]

What special memories of that day have stayed with her for over 80 years?

4. A group of 21 Canadian WWII veterans returned to the Netherlands for the 80th anniversary of the end of the war. Watch their emotional return: **<https://www.youtube.com/watch?v=fmivedodXoc>** [1:10]

Why might veterans want to return to the Netherlands for this celebration in spite of their advanced age?

5. What do a 101-year-old war veteran and an 18-year-old Dutch student have in common? Find out how they became pen pals and eventually met during this year's 80th anniversary celebrations:

<https://www.youtube.com/watch?v=o4okfU2ifRM> [2:26]

Why do you think the young man stayed in touch with the veteran after his school project was over? How do you think this might have affected the Canadian veteran?

6. Visit the Canadian Armed Forces website to see where Canadian forces are stationed. Choose one of the current operations. Click on it and read about what Canadian soldiers are doing: **<https://www.canada.ca/en/department-national-defence/services/operations/military-operations/current-operations/list.html>** What did you learn?

MAP ASSIGNMENT **FRANCE 1944**

Complete this map assignment to better understand the article *Celebrating Canada's Courage In WWII*.

INSTRUCTIONS

1. Obtain the required resources and read **all** the instructions before starting.
2. Colour your map **after** all labelling is completed.
3. Print in pencil only first, then go over the printing in black ink.
4. Work carefully and neatly.

Resources Required: pencil, black pen, pencil crayons, ruler, eraser and an atlas.

Part A Locate and label the following countries in CAPITAL letters and shade each as indicated:

United Kingdom (red)	France (yellow)
Netherlands (orange)	Belgium (purple)

Part B Locate and label the capital of each country and underline each city name.

Part C Locate and label the following countries in CAPITAL letters and shade each as indicated:

Germany (brown)	Luxembourg (pink)	Switzerland (red)
Italy (green)	Spain (pink)	Andorra (red)

Part D Locate and label the Normandy region in France.

Part E Locate and label the following cities:

Marseille	Lyon	Toulouse
Antwerp	Calais	Groningen

Part F Locate and label the following and shade all ocean water dark blue:

Atlantic Ocean	Bay of Biscay	English Channel
Strait of Dover	North Sea	Mediterranean Sea

Part G Locate and label the following rivers and shade them light blue:

Seine River	Rhone River	Loire River
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Part H Locate and label the Allied military forces in France from mid 1944 to early 1945:

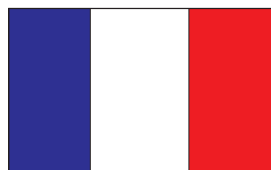
United States (blue)	United Kingdom (red)	Canadian (green)
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Part I Locate and label the Prime Meridian.

Part J Complete your map with a frame, title, and compass. ★



United Kingdom



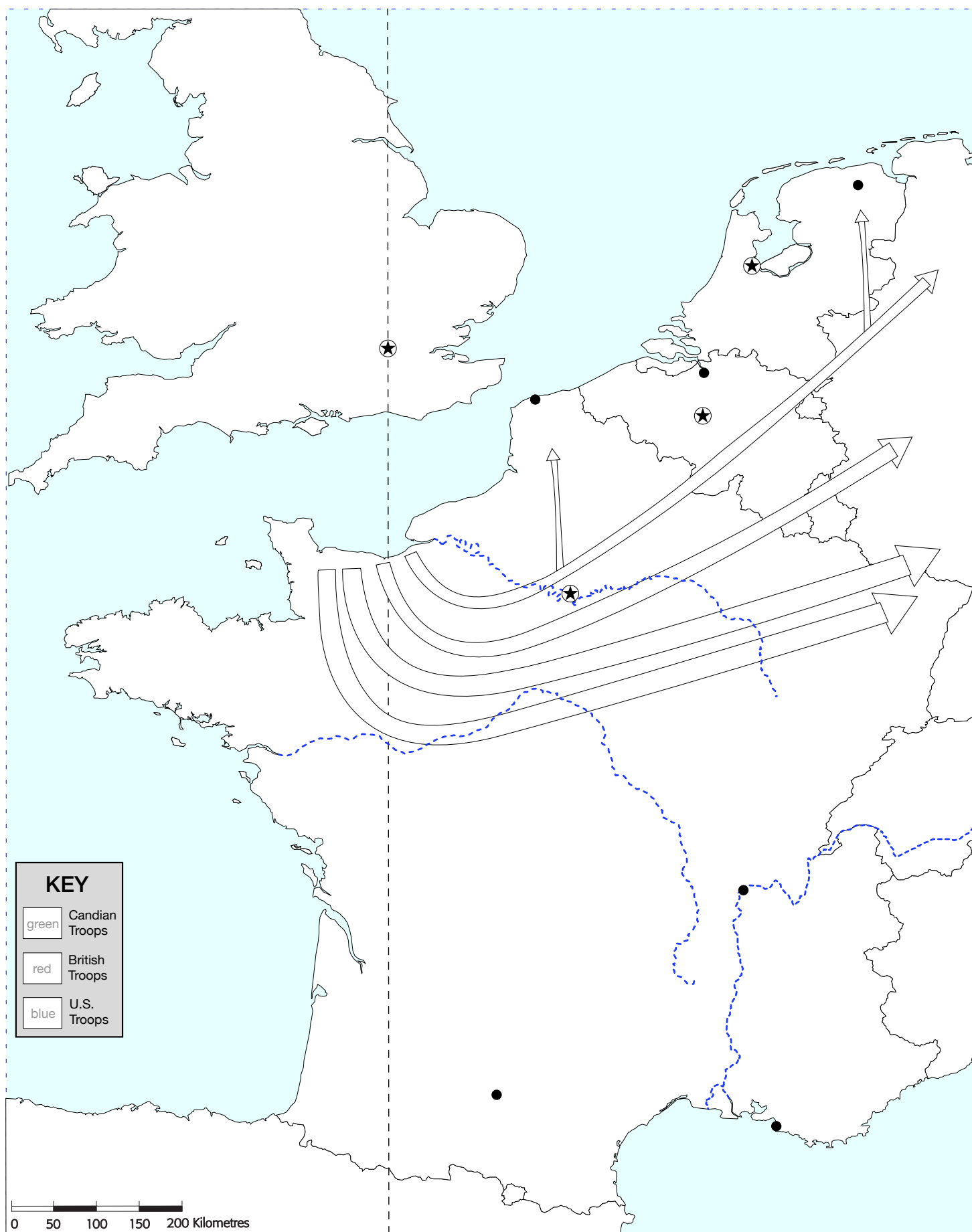
France



Netherlands



Germany





CELEBRATING CANADA'S COURAGE DURING WWII

- CANADIAN MILITARY BATTLES AND SACRIFICES REMEMBERED

PUTTING IT ALL TOGETHER

A. Write the letter that corresponds to the best answer on the line beside each question:

 1. Which country did Germany invade to start World War II?

- a) Soviet Union
c) Poland
- b) France
d) Netherlands

_____ 2. Which country was an Axis power in World War II?

- a) United Kingdom
b) Italy
c) United States
d) France

_____ 3. Canada's main fighting force in Europe in 1944 was called:

- a) Canadian Expeditionary Corps
b) First Canadian Army
c) Canadian Second Field Army
d) Canadian Marine Corps

B. Mark the statements T (True) or F (False). If a statement is True, write one important fact to support it on the line below. If a statement is False, write the words that make it true on the line below.

_____ 4. **True or False?** The Allied invasion of Fortress Europe was called D-Day.

_____ 5. **True or False?** 45,000 Canadian soldiers lost their lives in the campaign to liberate the Netherlands.

_____ 6. **True or False?** Japan surrendered before Germany in World War II.

C. Fill in the blanks to complete each sentence.

7. Allied Troops landed in _____, France on June 6, 1944.

8. _____ years have passed since the end of World War II.

9. Twenty-two Canadian _____ returned to the Netherlands to participate in V-E Day ceremonies.

D. Respond to the following question in paragraph form. (Use a separate sheet of paper if necessary.)

10. ***"Stories about soldiers' bravery are powerful reminders that ordinary people can do extraordinary things when they stand up for what's right."*** What is your understanding of this quote? Support your response with facts from the article.



SETTING A PURPOSE BEFORE READING

There are a number of reasons we read, and setting a purpose for reading – knowing WHY we are reading – helps us to focus on important information and to better understand and remember what we read. It also helps us decide HOW we will read the text.

We don't read all texts for the same purposes or in the same way. For example, we read an instruction manual for a new Blu-ray player for a different reason than we read a book or a website. How we will read it – the strategies we use – will also differ. We are more likely to skim to find the information we need in a manual. Once we find what we need, we might read the instructions carefully to figure out what to do. Then, we stop reading, put the manual down, and carry out the steps. We may have to reread if we get confused or forget what to do.

This is a very different approach than the one we would use to read a book. When we read a book, we usually read cover-to-cover. We read carefully so we don't miss any details because we want to understand the whole story. Sometimes we make connections or create images in our minds as we read to help us better understand what we are reading. Depending on its length, we may put the book down before we finish reading it but we will start reading where we left off.

Good readers are flexible and responsive. This means that they match their reading strategies to their purpose for reading. What types of text do you read? Why do you read them? What strategies do you use to read each of these texts? The chart below is a summary of the main purposes for reading and what each entails.

Purpose for reading	What it looks like
For enjoyment	Usually student-selected. Allows students to choose a variety of genres and forms. Allows students to pursue what interests them while developing reading skills.
To experience something new	Students make connections between their personal experiences and those of people around the world.
To learn more about themselves and others	Students reflect on what they've read and express opinions and perspectives. Students develop a sense of their personal values and make sense of the world around them.
To gain information	Students use the features of informational texts to gather, analyse and apply what they've learned.
To understand issues	Students develop a sense of perspective. Students pose questions, acknowledge other points of view, critique the opinions presented and support opinions with evidence.
To appreciate writing	Students respond to text in ways other than written answers to apply what they've learned in new contexts.
To appreciate use of media to communicate	Students respond to a variety of media formats (e.g., infographics, political cartoons, videos, etc.) and react to how the format supports the meaning of the message.

* Chart adapted from: A Guide to Effective Literacy Instruction, Grades 4-6, p. 11.

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Currents4Kids.com News4Youth.com

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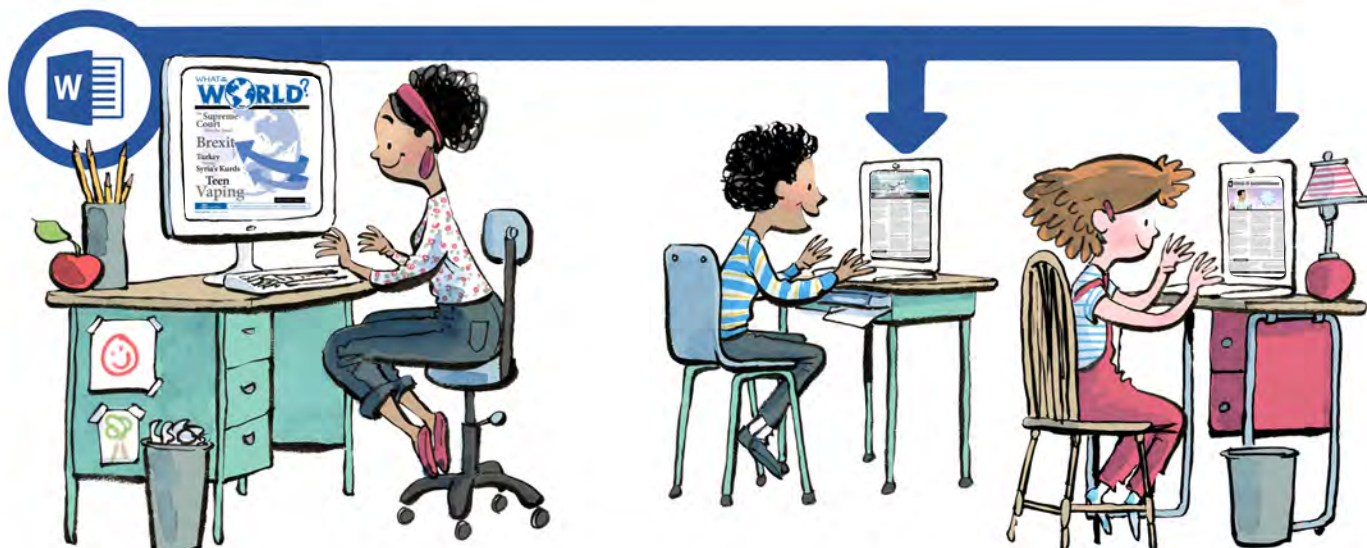
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- 2) Import the entire Word file into **LibreOffice** (or another similar program) and then save as a new file.
- 3) Create a new file in a different format. Use the **Word Save As** command to choose: 1) plain text, 2) rich text format (RTF), 3) Web page (.htm), 4) PDF, etc.

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- **LibreOffice** is a free alternate to **Microsoft Office** and offers the same functionality. It's easy to install and use. See: www.libreoffice.org

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WHAT IN THE WORLD?

LEVEL 1 (GRADES 5 AND UP)

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A New
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2024/2025: ISSUE 8



A monthly current events resource for Canadian classrooms

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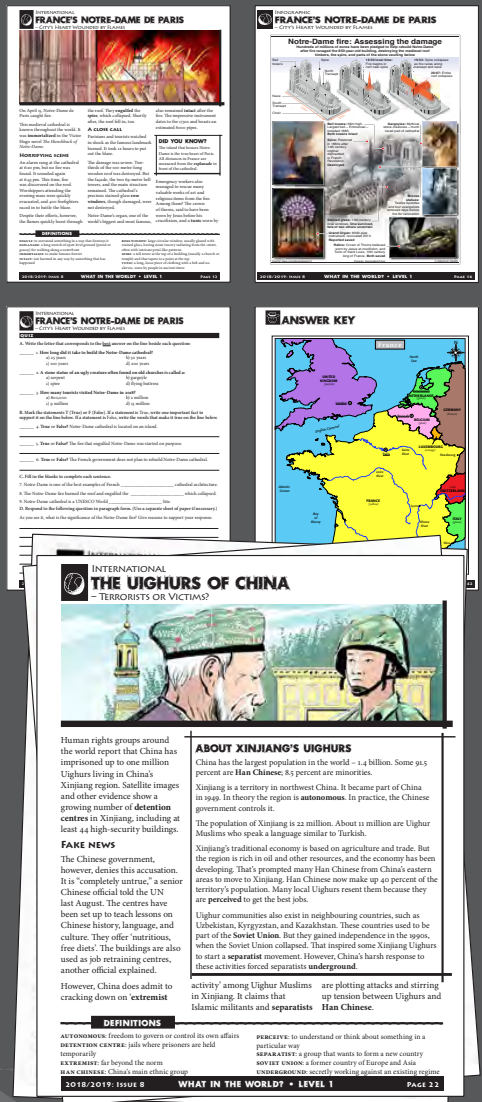
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