

FROM THE HEART THE FREEMAN LEGACY





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THE FREEMAN LEGACY



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FROM THE HEART: THE FREEMAN LEGACY

Introduction

This project is the result of a collaboration between the City of Burnaby, Simon Fraser University and the Burnaby School Board. Partnership funding was also received from Veteran Affairs Canada and Burnaby School District 41. The centerpiece of the project is the feature television documentary *From the Heart: The Freeman Legacy*.

From the Heart is the story of five World War II veterans from Burnaby who served their country with distinction during the war. However, their stories do not end with the war. Once home, all veterans had to readjust to civilian life. The five profiled in *From the Heart* went on to serve their community with distinction and steadfast dedication for many years. Each was subsequently awarded the honorary title of "Freeman" by the City of Burnaby. They are superb role models who demonstrate how service to one's community can carry over a lifetime.

There is a great need to increase the civic and citizenship skills of young people. The documentary *From the Heart* expands young people's awareness of our history, stimulates critical thinking, and upholds valued principles. The story of the five veterans inspires, educates, and preserves the memories of the past, offering a topic worthy of discussion at both the peer and intergenerational levels. Coming one year after the 60th anniversary of the end of World War II, it is prepared in the hope of providing a suitable resource to be used near Remembrance Day, when we take time to remember the sacrifices made by many Canadians.

Objectives:

- To encourage good citizenship.
- To honour veterans and civic leaders for their contributions to society.
- To foster greater understanding of Canada's role in World War II.
- To explain why many Canadians volunteered for war service during World War II and for community service during peacetime.

Teachers interested in how this unit fits into the curriculum should consult the BC Learning Outcomes in Appendix Four.

Suggested Instructional Strategies

A kit of memorabilia has been prepared to help teachers interest students in the topic and prepare them to view *From the Heart*. The kit contains seven colourful posters to put up in the classroom, and a variety of documents that help explain why people volunteered to serve in World War II. Teachers should select appropriate resources and teaching strategies for their grade level and the time they have available. For organizational and educational purposes the materials are grouped into the following categories:

- Dog Tag
- P - Posters
- 1 - Britain, royalty and the Empire
- 2 - Civilians and the war
- 3 - Entertainment and the war
- 4 - Children and the war
- 5 - Women and the war
- 6 - Victory bonds and the war
- 7 - Enlistment and the war

Appendices One and Two contain a list of the documents in each of these seven categories for Elementary and Secondary students respectively.

1. OPENING ACTIVITY

Dog tags displaying the person's name and rank were given to all military personnel to make it easier to identify their remains if they were killed. A good way of initiating interest in the topic of the five freemen would be to pass the replica dog tag (found in the memorabilia kit) around the room and ask students what they think it is and why it was needed. Once they figure this out, ask them to think of other dangerous jobs in our society. After the students have made a number of suggestions you could prepare a continuum of the risks involved in a variety of jobs (military service, forestry, mining, construction, police work, fire fighting, truck driving, space travel, fishing, sports, etc.)

Students could then be asked to speculate about why 730,000 Canadians volunteered for the armed forces in World War II. Canada's population in 1940 was 11,315,000, including about 5,000,000 men and women in the 18 to 45 age group. Many had family ties to the United Kingdom. Children were taught to take pride in British history and the British Empire. A recent visit to Canada by King George VI and Queen Elizabeth had reawakened loyalty to Britain. There were other reasons as well. Many of the first people to sign up were unemployed, and sought pay, regular meals, travel, and adventure. Some people who followed world affairs closely were concerned about the threat to democracy and to Canada posed by Germany, Italy and Japan, which were ruled by autocrats bent on expansion. People of Jewish descent were worried by Germany's years of blatant anti-semitism.

After the war started, the media and government promoted the war with advertising and propaganda campaigns, especially after Germany overran western Europe, and Japan entered the war in the Pacific. Communist sympathizers, who had originally opposed the war, became some of its strongest supporters

when Germany invaded the Soviet Union on June 22, 1941.

At this stage most students will likely speculate about peer pressure, the lure of adventure, travel, getting to wear a uniform, drive a tank, fly an airplane, learn new skills, etc. Make a list of their reasons on the blackboard. Students may want to record the reasons under the heading of speculation on data collection chart #1A (see Appendix Five).

Not all Canadians were eager to volunteer for military service. Some were not convinced that war was necessary, while others opposed it for ideological or practical reasons. Those opposed included members of the Mennonite or Quaker communities, conscientious objectors, recent immigrants from Germany, Italy, or Japan, essential farm or factory workers, veterans of World War I, etc.

Students should also list reasons why people may not have wanted to volunteer for military service. These reasons can go on data collection chart #1B.

Another way of dealing with the issue of volunteers for the armed forces would be to use a Venn diagram (data collection chart #1C). In one circle you could list reasons why many people wanted to volunteer; in the other you could list reasons why many people did not want to volunteer; and in the intersection you could list reasons why some people were torn in both directions. A PMI chart would also work: pluses, minuses, and interesting points about why people should or should not join the armed forces (data collection chart #1D).

2. POSTER ANALYSIS

Put posters up around the classroom before students enter the classroom. Cover the posters until you are ready to use them.

Begin the class with a brief description of World War II. You don't need to go into too much detail, but the students should know that in the 1930s Germany, Italy, and Japan were led by autocratic governments that sought to expand their nations or empires by force. They were using the same methods Britain, France and the USA had used to acquire empires in earlier centuries. However, after World War I the League of Nations had been set up to prevent wars. Unfortunately the League of Nations, led by Britain and France, was not successful in curbing many of the acts of aggression. Italy conquered Abyssinia, Japan acquired Manchuria from China and then invaded China, and Germany occupied Czechoslovakia and invaded Poland. Britain and France declared war on Germany on September 3, 1939, and Canada declared war on Germany a week later. In 1940 Germany defeated most of the nations of continental Europe and threatened Britain, and in 1941 Japan attacked the United States at Pearl Harbor in the Hawaiian islands. Canada expanded its war effort, and the United States entered the war. The war ended with the Allied defeat of Germany in May 1945, and Japan in August 1945.

Elementary teachers in particular should be careful to explain that these events took place many years ago, and that Germany, Italy and Japan are now close friends of Canada. This would also be a good time to identify Belgium, France, Germany, Holland, Italy and the United Kingdom, and places such as Gibraltar, Malta, Normandy, Tunisia and Sicily, on a map of Europe. You might also ask the students if they had any relatives involved in the war.

Tell the students that they will be examining

seven posters produced during the war. Divide the class into seven equal groups. Position each group in front of one of the posters. Tell the students that they will have fifteen seconds to study each poster. Uncover the posters and circulate the groups in a fast gallery walk around the room in one direction until they have seen all of the posters. Cover the posters again.

When the students are back in their seats ask them to record on a sheet of paper as many things as they can remember about the posters. Ask the students to tell you the theme of the seven posters and record the topics on the board. Now ask the students to share what they remember about each of the posters. List all of their responses on the board under the appropriate poster. Which poster had the greatest impact on the students? Why? Which had the least impact? Why?

Uncover the posters. Have the students add more detailed information about each poster. Compare the things they remembered and the things that they missed.

Ask the students to describe the purpose of the posters. Which poster do they think was the most effective in communicating the information? Which was the least effective?

To answer these questions have the students make up a list of criteria for effective posters and ineffective posters.

For example, students can judge a poster's effectiveness based on:

- fast communication (clear) or slow communication (unclear)
- simple message (words, symbols and images) or complex message
- compelling or indifferent
- active or passive
- emotional or unemotional.

Have the students re-examine each of the posters. Use the above criteria to evaluate the effectiveness of each of the posters. Use data collection chart #2 or make up a chart based on the students' criteria.

Would any of the posters have persuaded the students to join the armed forces during World War II? Have students list new reasons why people volunteered for military service, beside their original list of speculations. Students should record their answers on data collection chart #1A, second column, under the heading "reasons inferred from the documents." Did any of the posters explain why people might not have wanted to enlist? Have the students add these reasons to their original list on data collection chart #1B.

Now ask the students to write a brief paragraph supporting the statement "The poster titled _____ was most effective because _____."



3. ANALYSIS OF MEMORABILIA

After using the posters to get the students interested in the topic of service during World War II, circulate and discuss the other memorabilia. Teachers should check the reading level of documents before using them. Students should be asked to examine each document for clues that help explain why people volunteered (or did not volunteer) for military service. This can be a teacher-centred activity or a student-centred activity. The teacher can show and discuss each document with the class, or the items can be grouped at seven stations around the room for students to examine.

Elementary teachers may want to make a game out of this. The different primary sources can be placed on tables around the room. The teacher can play some World War II music as the class circulates in one direction around the room. [The following CDs of World War II songs are available in music stores: *Those Were Our Songs*, *Songs That Won the War*, *Wartime Memories*, *D-Day 1944*, *Forces' Sweethearts*, *Boogie Woogie Bugle Boy*.] When the music stops the students can examine the documents closest to them. Repeat until all the students have had a look at most of the documents. The teacher would then discuss the documents.

The following sample analysis questions can be used by teachers to guide a class discussion of the documents, or the teacher can distribute a data collection sheet for students to use in their analysis of the documents [data collection chart #3].

Sample Analysis Questions

What?

What kind of a source is it?

When?

When was the source created: during an event, soon after, or much later? What does the source tell us about the war years?

Where?

Where was the source created and under what conditions? Was the creator of the source in a position to obtain good first-hand (eyewitness) evidence or second-hand evidence?

Who?

Who created the source? What credentials does the writer or artist have? What can we infer about the author's biases or point of view by studying this source?

Why?

Why was the source created? Who was the intended audience? Was it intended to inform or to persuade? What point is the author or artist trying to make?

How?

Students should be able to provide evidence taken from the documents to support their answers to each of the above questions ["How do I know this? What clues are there?"].

After the students have finished analyzing all of the documents the teacher can lead a discussion grouped around the following questions:

Which documents would have been most effective in winning support for the war? Which would have been least effective?

What do these primary sources tell us about attitudes toward Britain? Toward Canada? Toward war? Explain.

Why did young and middle-aged people enroll in the armed forces during the war?

The ideas the students generate should be listed beside the reasons they brainstormed when dealing with the posters [see data collection chart #1A].



4. ANALYSIS OF VETERANS' PHOTOGRAPHS AND STATEMENTS

Now show the class photographs of the five Burnaby veterans found in the memorabilia kit. Read to the class (or have the students read) a short statement each of the five prepared in 2006 about why they joined the armed forces. Discuss the similarities and differences in the experiences of the five individuals. List the veterans' reasons for joining beside the students' original list of speculated reasons, and the second list based on their analysis of the other primary sources [see data collection chart #1A, third column]. Discuss the similarities and differences in the three lists.

If you want to be creative with the veteran memorabilia, divide the class into five groups. Assign one veteran to each group. Have each group dramatize or write a short story or diary entry describing the moment when the veteran explained to his parents, girlfriend or wife why he signed up for the armed forces in WW II. The students could even prepare a "heritage minute" video on the moment.

You could also have a group role play the devil's advocate. These students could prepare a skit, short story, diary entry, or heritage minute explaining why another individual decided not to join the armed forces. This would be a good exercise in empathy. Students would get to consider all points of view and different perspectives. [It might be of interest for students to find out the war records of former prime ministers King, Meighen, Bennett, St. Laurent, Pearson, Diefenbaker and Trudeau. Some took part in World War I or World War II, and some did not.]

Another way of using the veterans' photographs and statements would be to show the students only the photographs. Then read one veteran statement at a time and see if the students can match the photograph with the statement.

Some students will have grandparents or great grandparents who participated in the war. Some may be willing to bring items (or preferably photocopies of items) to school to show and describe to the rest of the class.



DONALD BROWN



ALAN HERBERT EMMOTT



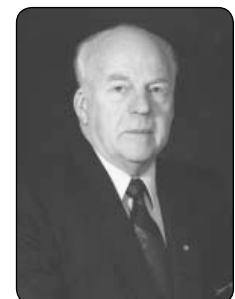
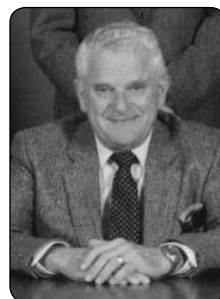
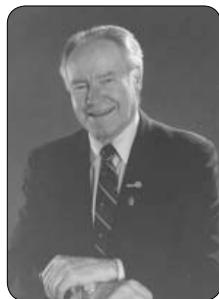
DAVID MOWAT HERD



JAMES GIBSON LORIMER



GEORGE HENRY FOSTER MCLEAN



5. RECRUITMENT BOOTH

Another way of using the posters and other memorabilia would be to divide the class into a small group and a larger group. The small group could use the materials to create a recruitment booth aimed at getting men and women to join the armed forces. The other group could represent potential recruits. These students could role-play an unemployed person, a high school graduate, a longtime resident of Canada, a newly-married person, a veteran of World War I, a parent with two young children, a recent immigrant from the United Kingdom, a Canadian of Jewish or Polish origin, a monarchist, a recent immigrant from Germany, a French Canadian, a native person, a farmer, a munitions plant worker, a Quaker, a peace activist, etc. Have the students role-play the drama between the people operating the booth and the potential recruits. The students operating the booth may want to change roles with the potential recruits.



6. COMMUNITY SERVICE

Before showing the documentary of the five Burnaby veterans ask the class to make a quick drawing of bachelor Robert Burnaby. Surround Robert Burnaby with "think bubbles" in which he thinks about the things he likes about the city named after him and the things he doesn't like. A page containing a photograph of Robert Burnaby and bubbles is provided for those who would prefer to use a data collection chart [see chart #4 in Appendix 5].

Example:

Likes: parks, lakes, trees, flowers, sports leagues and facilities, trails, creeks, libraries, theatres, art galleries, Simon Fraser University, restaurants, shopping malls, mountain and water views, Burnaby Village Museum, transit services, retirement homes, etc.

Dislikes: pollution, congestion, difficulty travelling north and south, through traffic, crime, lack of sidewalks, lack of parking, etc.

Explain that the five veterans returned to Canada after the war with a desire to serve their country in peacetime, just as they served the country in wartime. They all did such an outstanding job that they were awarded the status of Freemen of the City of Burnaby.

When watching the documentary ask the students to look for ways in which the people portrayed in *From the Heart* helped make Burnaby a nicer place to live. Then ask the students if they would like to make the community even better, and how they would go about achieving their goal.

7. FROM THE HEART: THE DOCUMENTARY

Show the documentary *From the Heart: The Freeman Legacy*. Lead a class discussion on topics such as:

- What new information did you learn about war service and public service?
- Is there a connection between the war service of the five Freeman and their service to the community after the war?
- What qualities did the five veterans have that made their lives great examples of citizenship?
- What are some of the ways in which people can serve their communities?
- What did these men do to make Burnaby a better place to live in?
- What are some of the rewards of service?
- How should we honour war veterans and people who serve the public?

[See Appendix Three for information on what these men did to warrant Burnaby's highest award.]

After discussing the memorabilia and showing the documentary ask the students to complete the following statements:

An important thing I learned about community service was _____.

Young people can make Burnaby a better place to live by _____.

One thing I learned about posters and other propaganda that surprised me was _____.

These are some of the things I learned about World War II: _____.

I think the memorabilia and documentary were worth (or not worth) studying because: _____.

8. INTERACTIVE GAMES ON THE WEB

Simon Fraser University has prepared some educational games based on the lives of the five Freeman. See www.burnaby.ca/fromtheheart.

- Memory Game
- Puzzle Game
- Map Maze Game
- Snakes and Ladders Quiz



APPENDIX ONE: LIST OF ELEMENTARY LEARNING RESOURCES

The memorabilia kit contains the following resources:

Dog Tag

Posters

- P-1 To Victory, credit Charles R. Wilcox, Metropolitan Toronto Reference Library, 1939-45 Home Front Item 19
- P-2 Attack on All Fronts, credit Hubert Rogers, Metropolitan Toronto Reference Library, 1939-45 Home Front Item 10
- P-3 "Daddy Helps Build Them" To Protect Our Freedom, credit Metropolitan Toronto Reference Library, 1939-45 Aircraft Production Item 5
- P-4 It's Our World and Our War, credit University of Western Ontario Archives
- P-5 Keep Them Both Flying! Speed is Vital, credit University of Western Ontario Archives
- P-6 Canada's New Army Needs Men Like You, credit Library and Archives Canada/Eric Aldwinckle fonds/ C-101559 [Notre armée a besoin de bons Canadiens, Library and Archives Canada / Wartime Information Board. National Film Board of Canada/C-087429]
- P-7 For Canada The Empire and Freedom Do Your Part Enlist Now In The Royal Rifles Of Canada, artist Maurice Gagnon, credit Canadian War Museum / Beaverbrook Collection of War Art / AN19750317-052

1. Britain, Royalty and the Empire

- 1.1 *Official Guide Route of Royal Progress*, pamphlet, credit City of Vancouver Archives, 1939-118
- 1.2 *Canada Within the Empire*, booklet, credit City of Vancouver Archives, 1939-96
- 1.3 Children in Vancouver, 29 May 1939, photograph, City of Vancouver Archives, CVA 6-48

- 1.4 King and Queen 29 May 1939 near Hastings Park, photograph, City of Vancouver Archives, CVA 6-66, and King and Queen 29 May 1939 in Burnaby, photograph, Burnaby Community Archives
- 1.5 Stamps commemorating the Royal Visit, credit Government of Canada

2. Civilians and the War

- 2.1 *Edith Adams Wartime Cook Book*, credit City of Vancouver Archives, 1941-126
- 2.2 Britannia Rules the Waves, photograph, City of Vancouver Archives, CVA 180-1119
- 2.3 To My Valentine in the Service, card, City of Burnaby Archives
- 2.4 Blackout Material, advertisement, The Burnaby Advertiser, March 13, 1942

3. Entertainment and the War

- 3.1 The Great Dictator, advertisement, Winnipeg Tribune, November 18, 1940
- 3.2 "You Can Fight for Canada", sheet music, credit Gordon V. Thompson Limited, Toronto, Library and Archives Canada, AMICUS 19366979
- 3.3 Burrard Street parade, photograph by Dan Dewan, City of Vancouver Archives, CVA 388-33

4. Children and the War

- 4.1 Children wearing gas masks, photograph, City of Vancouver Archives, CVA 586-1228
- 4.2 Yes, You Boys and Girls, advertisement, National Home Monthly, April, 1942
- 4.3 The Canadian Way, advertisement, credit Saturday Night, September 16, 1944
- 4.4 Child sailor, painting, credit The Star Weekly, October 14, 1944
- 4.5 These Realistic Miniature Figures Free, advertisement, credit Maclean's Magazine, November 1, 1944



5. Women and the War

- 5.1 500 women Wanted to fill these Positions in Canada and Overseas, advertisement, The Digby Courier, May 11, 1944
- 5.2 Woman worker, painting, credit The Star Weekly, September 4, 1943
- 5.3 Remedy for a Heartache, advertisement, Maclean's Magazine, February 1, 1944

6. Victory Bonds and the War

- 6.1 You Can't Fail Them Now!, advertisement, credit Provincial Archives of Manitoba, The Star Weekly, October 28, 1944
- 6.2 That Priceless Boy of Yours, advertisement, credit Provincial Archives of Manitoba, National War Finance Committee 312, The Star Weekly, April 21, 1945
- 6.3 To Have and to Hold!, poster, credit W. Book, Provincial Archives of Manitoba, D-24 NWFC 75
- 6.4 For Your Future Good Fortune, poster, credit Library and Archives Canada/ Wartime Information Board. National Film Board of Canada/C-091584 [Notre avenir sera heureux et prospère: victory loan drive, Library and Archives Canada / Wartime Information Board. National Film Board of Canada/C-091585]

7. Enlistment and the War

- 7.1 "Wait for me Daddy," photograph by Jack Lindsay, Vancouver Public Library, 8516
- 7.2 On to Victory!, advertisement, credit Saturday Night, December 14, 1940.
- 7.3 Fight the Good Fight, advertisement, credit Maclean's Magazine, February 15, 1942.

8. "Why I Volunteered"

Statements from Burnaby's five Freemen.

APPENDIX TWO: LIST OF SECONDARY LEARNING RESOURCES

The memorabilia kit contains the following resources:

Dog Tag

Posters

- P-1 To Victory, credit Charles R. Wilcox, Metropolitan Toronto Reference Library, 1939-45 Home Front Item 19
- P-2 Attack on All Fronts, credit Hubert Rogers, Metropolitan Toronto Reference Library, 1939-45 Home Front Item 10
- P-3 "Daddy Helps Build Them" To Protect Our Freedom, credit Metropolitan Toronto Reference Library, 1939-45 Aircraft Production Item 5
- P-4 It's Our World and Our War, credit University of Western Ontario Archives
- P-5 Keep Them Both Flying! Speed is Vital, credit University of Western Ontario Archives
- P-6 Canada's New Army Needs Men Like You, credit Library and Archives Canada/Eric Aldwinckle fonds/ C-101559 [Notre armée a besoin de bons Canadiens, Library and Archives Canada / Wartime Information Board. National Film Board of Canada/C-087429]
- P-7 For Canada The Empire and Freedom Do Your Part Enlist Now In The Royal Rifles Of Canada, artist Maurice Gagnon, credit Canadian War Museum / Beaverbrook Collection of War Art / AN19750317-052

1. Britain, Royalty and the Empire

- 1.1 Official Guide Route of Royal Progress, pamphlet, credit City of Vancouver Archives, 1939-118
- 1.2 Canada Within the Empire, booklet, credit City of Vancouver Archives, 1939-96
- 1.3 Children in Vancouver, 29 May 1939, photograph, City of Vancouver Archives, CVA 6-48

- 1.4 King and Queen 29 May 1939 near Hastings Park, photograph, City of Vancouver Archives, CVA 6-66 and King and Queen 29 May 1939 in Burnaby, photograph, Burnaby Community Archives
- 1.5 Stamps commemorating the Royal Visit, credit Government of Canada
- 1.6 *Empire Rally of Youth*, pamphlet, credit City of Vancouver Archives, 1939-79
- 1.7 The Royal Visit, editorial, The Burnaby Advertiser, May 19, 1939
- 1.8 Serving Our King and Our Country, advertisement, The Burnaby Advertiser, July 5, 1940

2. Civilians and the War

- 2.1 *Edith Adams Wartime Cook Book*, credit City of Vancouver Archives, 1941-126
- 2.2 Britannia Rules the Waves, photograph, City of Vancouver Archives, CVA 180-1119
- 2.3 To My Valentine in the Service, card, City of Burnaby Archives
- 2.4 Blackout Material, advertisement, The Burnaby Advertiser, March 13, 1942
- 2.5 Air Raid Precautions, leaflet (Chinese), credit City of Vancouver Archives, 1941-2
- 2.6 Are You Aware, leaflet, credit City of Vancouver Archives, 1942-37
- 2.7 Where Japs Must Move Out, newspaper article and map, Vancouver Daily Province, February 3, 1942
- 2.8 If Hitler Came to BC, photograph, The Burnaby Advertiser, March 13, 1942
- 2.9 Save Fat and Bones, advertisement, Saturday Night, January 9, 1943
- 2.10 "Harmless" Gossip May Help the Enemy, leaflet, credit City of Vancouver Archives, 1943-59

3. Entertainment and the War

- 3.1 The Great Dictator, advertisement, Winnipeg Tribune, November 18, 1940
- 3.2 "You Can Fight for Canada", sheet music, credit Gordon V. Thompson Limited, Toronto, Library and Archives Canada, AMICUS 19366979

- 3.3 Burrard Street parade, photograph by Dan Dewan, City of Vancouver Archives, CVA 388-33
- 3.4 Commandos Strike at Dawn , advertisement, The Calgary Herald, February 12, 1943
- 3.5 Ravaged Earth, advertisement, Daily Times, June 10, 1943
- 3.6 Airmen in a Village Pub, Yorkshire, artist Miller Britain, credit Canadian War Museum / Beaverbrook Collection Of War Art, AN19710261-1431
- 3.7 Party goes with drinks, photograph by Dan Dewan, City of Vancouver Archives, CVA 388-65

4. Children and the War

- 4.1 Children wearing gas masks, photograph, City of Vancouver Archives, CVA 586-1228
- 4.2 Yes, You Boys and Girls, advertisement, National Home Monthly, April, 1942
- 4.3 The Canadian Way, advertisement, credit Saturday Night, September 16, 1944
- 4.4 Child sailor, painting, credit The Star Weekly, October 14, 1944
- 4.5 These Realistic Miniature Figures Free, advertisement, credit Maclean's Magazine, November 1, 1944
- 4.6 *The Clarion*, Burnaby North annual, credit 1941/42
- 4.7 In Canadian Schools, advertisement, Chilliwack Progress, April 23, 1941
- 4.8 This Can Happen in Canadian Schools, advertisement, Victoria Daily Times, November 2, 1942
- 4.9 *Ship's Log*, Burnaby South High School annual, credit 1944/45

5. Women and the War

- 5.1 500 Women Wanted to Fill These Positions in Canada and Overseas, advertisement, The Digby Courier, May 11, 1944
- 5.2 Woman worker, painting, credit The Star Weekly, September 4, 1943
- 5.3 Remedy for a Heartache, advertisement, Maclean's Magazine, February 1, 1944

- 5.4 Love-letter to Don Brown, Helen Brown, 1939
- 5.5 Canadian Red Cross, poster, credit Metropolitan Toronto Reference Library, 1939-45 Red Cross Item 2
- 5.6 War Worker, political cartoon, The Winnipeg Tribune, September 6, 1943
- 5.7 Canadian Red Cross, advertisement, credit Maclean's Magazine, September 15, 1944
- 5.8 Victory float in parade, photograph, City of Vancouver Archives, CVA 180-1142

6. Victory Bonds and the War

- 6.1 You Can't Fail Them Now!, advertisement, credit Provincial Archives of Manitoba, The Star Weekly, October 28, 1944
- 6.2 That Priceless Boy of Yours, advertisement, credit Provincial Archives of Manitoba, National War Finance Committee 312, The Star Weekly, April 21, 1945
- 6.3 To Have and to Hold!, poster, credit W. Book, Provincial Archives of Manitoba, D-24 NWFC 75
- 6.4 For Your Future Good Fortune, poster, credit Library and Archives Canada/ Wartime Information Board. National Film Board of Canada/C-091584 [Notre avenir sera heureux et prospère: victory loan drive, Library and Archives Canada / Wartime Information Board. National Film Board of Canada/C-091585]
- 6.5 War Weapons Drive, advertisement, The Burnaby Advertiser, November 7, 1941
- 6.6 They Menace Canada on Both Coasts, advertisement, The Vancouver Daily Province, February 9, 1942
- 6.7 Let's Finish the Job, advertisement, credit Saturday Night, October 30, 1943
- 6.8 Canadian National Telegram, Special Collections, Simon Fraser University Library
- 6.9 We Will Remember, advertisement, credit Maclean's Magazine, November 1, 1945
- 6.10 Your Move: victory loan drive, poster, credit Library and Archives Canada / Wartime Information Board. National Film Board of Canada/ C-91467 [À Votre Tour! victory loan drive, credit Library and Archives Canada/ Wartime Information Board. National Film Board of Canada/C-91468]

7. Enlistment and the War

- 7.1 "Wait for me Daddy," photograph by Jack Lindsay, Vancouver Public Library, 8516
- 7.2 On to Victory!, advertisement, credit Saturday Night, December 14, 1940.
- 7.3 Fight the Good Fight, advertisement, credit Maclean's Magazine, February 15, 1942.
- 7.4 Our Job Now, political cartoon, The Leader Post, Regina, July 3, 1940.
- 7.5 Here's the Action you've been wanting!, advertisement, The Burnaby Advertiser, May 30, 1941.
- 7.6 Wanted! Men to Fight for Freedom, advertisement, Saturday Night, June 7, 1941, and L'Echo du Nord, Saint Jerome, 6 Juin 1941.
- 7.7 What are You doing to stop it?, advertisement, The Monetary Times, May 9, 1942.
- 7.8 You're On the Wrong Beach Fella!, advertisement, Saturday Night, July 8, 1944.
- 7.9 CPR War Memorial photo, City of Vancouver Archives, CVA 1184-1079.
- 7.10 The War---Sicily & Italy, Memoirs, Don Brown, 1996.
- 7.11 "World Traveller at 21", advertisement, The Star Weekly, November 28, 1942

8. "Why I Volunteered"

Statements from Burnaby's five Freeman.



APPENDIX THREE: FREEMEN OF THE CITY OF BURNABY

DON BROWN

- Joined the Royal Canadian Engineers on September 8, 1939; served in Sicily and Italy.
- Served on the BC Provincial Police force 1947-50 and with the RCMP 1950-76.
- Member of the Burnaby Voters' Association.
- Elected to the Burnaby School Trustees 1978-79.
- Elected alderman for the Burnaby Voters' Association 1979-85.
- Burnaby Parks Commissioner 1980-83, 1987-93.
- Member South Burnaby Men's Club 1963-70, 1975-90.
- Founding member South Burnaby Metro Club 1991.
- President of the Community College for the Retired 1990-2000.
- President of the Burnaby Historical Society 1989-91.
- Supported Arts Council programs and numerous other community functions.
- Elected Chairman of the Burnaby Centennial Committee.
- Recipient "1967 Canada Centennial Medal for Service to Nation and the Province and the Community".
- Citizen of the year - 1992 Kushiro Cup.
- Recipient "Canada 125" Medal 1992.
- Conferred the title of "Freeman" by the City of Burnaby 1993.
- Forensic consultant.



ALAN HERBERT EMMOTT

- Joined the Royal Canadian Air Force in 1941; flew missions to France and Germany.
- Worked as a high school teacher.
- Elected reeve (mayor) 1958-68.
- Elected alderman for the Burnaby Voters' Association 1971, 1974-87 (longest-serving member of the Burnaby city council).
- Established link with Burnaby's first sister city, the City of Kushiro, Japan.
- Assisted in the selection and development of the Simon Fraser University (SFU) site on Burnaby Mountain 1963.
- Strong supporter and eventual director of the Greater Vancouver Regional District.
- Member and director of the Regional District Parks Committee.
- President of the Union of BC Municipalities.
- President of the Greater Vancouver Visitors and Convention Bureau.
- Senator of SFU.
- President of the New Vista Senior Citizens Housing Society.
- Director of the Greater Vancouver Regional District Hospital Committee.
- Director of the Urban Transit Authority.
- Supported the arts and library system in Burnaby.
- Awarded an honorary degree by SFU 1983.
- Alan Emmott Community Centre in Burnaby, BC, named in his honour.
- Conferred the title of "Freeman" by the City of Burnaby 1993.





DAVID MOWAT HERD

- Joined the 31 Alberta Reconnaissance in 1944; served in Holland.
- Member of the Burnaby Chamber of Commerce 1937-38.
- Chairman of the Burnaby May Day Committee.
- President of South Burnaby Men's Club.
- Spearheaded the campaigns to develop both Bonsor and Ron McLean parks.
- Coached and volunteered for the Bonsor Park Little League.
- Worked as an instructor for the Boy Scouts of Canada.
- Served on the Traffic Safety Committee.
- Founding member of the Burnaby Central Park Committee.
- Founding member of the Central Park Pitch and Putt Committee.
- Founding member of the Burnaby Rocky Point Boat Launching Facility Committee.
- Elected to the Burnaby Parks Board 1956-57.
- Burnaby Parks Commissioner 1958-61.
- Elected alderman for the Burnaby Citizens' Association 1964-70.
- Served on the James Cowan Theatre Property Acquisition Committee.
- Chairman of the Vancouver Water Board.
- Member and chairman of the Burnaby Hospital Board 1974-81.
- Member of the Burnaby Advisory Planning Commission 1975-80.
- Conferred the title of "Freeman" by the City of Burnaby 1984.

JAMES GIBSON LORIMER

- Joined the Canadian Scottish Regiment in 1943; served in Holland and Germany.
- Started work as a lawyer in 1949.
- Ran as a federal candidate 1957.
- Elected alderman for the Burnaby Citizens' Association 1966-68.
- Elected as a member of the Provincial Legislative Assembly 1969-75, 1979-83.
- Minister of Municipal Affairs and Minister of Commercial Transport 1972-75.
- Oversaw the design and construction of the SeaBus system and doubling of the number of transit vehicles.
- Oversaw the expansion of Burnaby General Hospital.
- Arranged transfer of Oakalla farm lands to Burnaby.
- Served on the BC Hydro board of directors.
- Chairman of the BC Harbours Board.
- Conferred the title of "Freeman" by the City of Burnaby 1990.



GEORGE HENRY FOSTER MCLEAN



- Joined the Royal Canadian Navy in 1942; served in Gibraltar, North Africa, Malta, Sicily, Great Britain and France.
- Director of the Junior Chamber of Commerce 1946-57.
- Elected alderman for the Burnaby Voters' Association 1958-59, 1966-71, 1973-76, 1981-87.
- Burnaby Parks Commissioner, 15 years of Service during the period 1958-87.
- Chair, Advisory Planning Committee 1977-81.
- Parks and Recreation Committee 1961-62, 1965.
- Director of the Lower Mainland Planning Board.
- Member of the Greater Vancouver Regional District Water and Sewer Board and District Planning Committee.
- Coached minor hockey for ten years at the Burnaby Winter Club.
- Coached softball for the Westburn Community Association.
- Member of the Royal Canadian Legion Branch 83.
- Member of the Burnaby-Kingsway Rotary Club.
- Member of the Central Burnaby Rate Payers' Association.
- Member of the Burnaby Hospital Society.
- Worked to establish the veterans' license plate program 2003-04.
- Speaker for the Memory Project (veterans visiting schools).
- Conferred the title of "Freeman" by the City of Burnaby 1989.

APPENDIX FOUR: CONNECTION OF FROM THE HEART: THE FREEMAN LEGACY WITH CURRICULUM OBJECTIVES

Social Studies K to 11 Curriculum Overview

The overarching goal of social studies is to develop thoughtful, responsible, and active citizens who are able to acquire information, consider various points of view, and make reasoned judgments. The Social Studies K to 11 curriculum provides students with opportunities to reflect critically on events and issues in order to examine the present, make connections with the past, and consider the future.

Through their participation in social studies, students are encouraged to:

- Understand and prepare to exercise their roles, rights, and responsibilities within the family, the community, Canada and the world.
- Develop an appreciation of democracy and what it means to be a Canadian.
- Demonstrate respect for human equality and cultural diversity.
- Think critically, evaluate information, and practice effective communication.

The Social Studies curriculum emphasizes:

- Developing understanding by encouraging in-depth study from multiple perspectives, and leading students to think critically and make reasoned judgments.
- Making connections - past, present, future, global, personal and interdisciplinary
- Applying knowledge to inform judgments, shape opinions, solve problems and guide actions.
- Practicing active citizenship skills and processes necessary to be responsible, active citizens.

Elementary Prescribed Learning Outcomes - Grades 5 and 6

Applications of Social Studies

It is expected that students will:

- Identify and clarify a problem, issue, or inquiry.
- Gather and record a body of information from a variety of primary and secondary sources.
- Develop alternative interpretations from varied sources.
- Defend a position on a regional issue in light of alternative perspectives.
- Use an outline to organize information into a coherent presentation.
- Design, implement, and assess strategies to address community problems or projects.

Politics and Law

It is expected that students will:

- Explain citizenship in terms of participation in the community, province, country and world (grade 5)
- Compare individual rights and social responsibilities in various cultures.

Secondary Prescribed Learning Outcomes - Social Studies 11

Skills and Processes of Social Studies

It is expected that students will:

- Apply critical thinking, including questioning, comparing, summarizing, drawing conclusions, and defending a position to make reasoned judgments about a range of issues, situations and topics
- Demonstrate effective research skills, including:
 - assessing information
 - evaluating data
 - organizing information
 - presenting information
 - citing sources

- Demonstrate effective written, oral, and graphic communication skills
- Demonstrate skills and attitudes of active citizenship, including ethical behaviour, open-mindedness, respect for diversity, and collaboration.

Politics and Government:

It is expected that students will: demonstrate an understanding of the political spectrum and explain how Canadians can effect change at the federal and provincial levels.

Autonomy and International Involvement:

It is expected that students will: describe Canada's evolution as a politically autonomous nation and assess Canada's role in World War II and the war's impact on Canada.

Society and Identity:

It is expected that students will: describe the role of women in terms of social, political, and economic change in Canada.

**APPENDIX FIVE:
DATA COLLECTION SHEET 1A**

REASONS WHY PEOPLE VOLUNTEERED FOR OVERSEAS SERVICE	Reasons based on speculation	Reasons inferred from the documents	Reasons given by the five Freeman

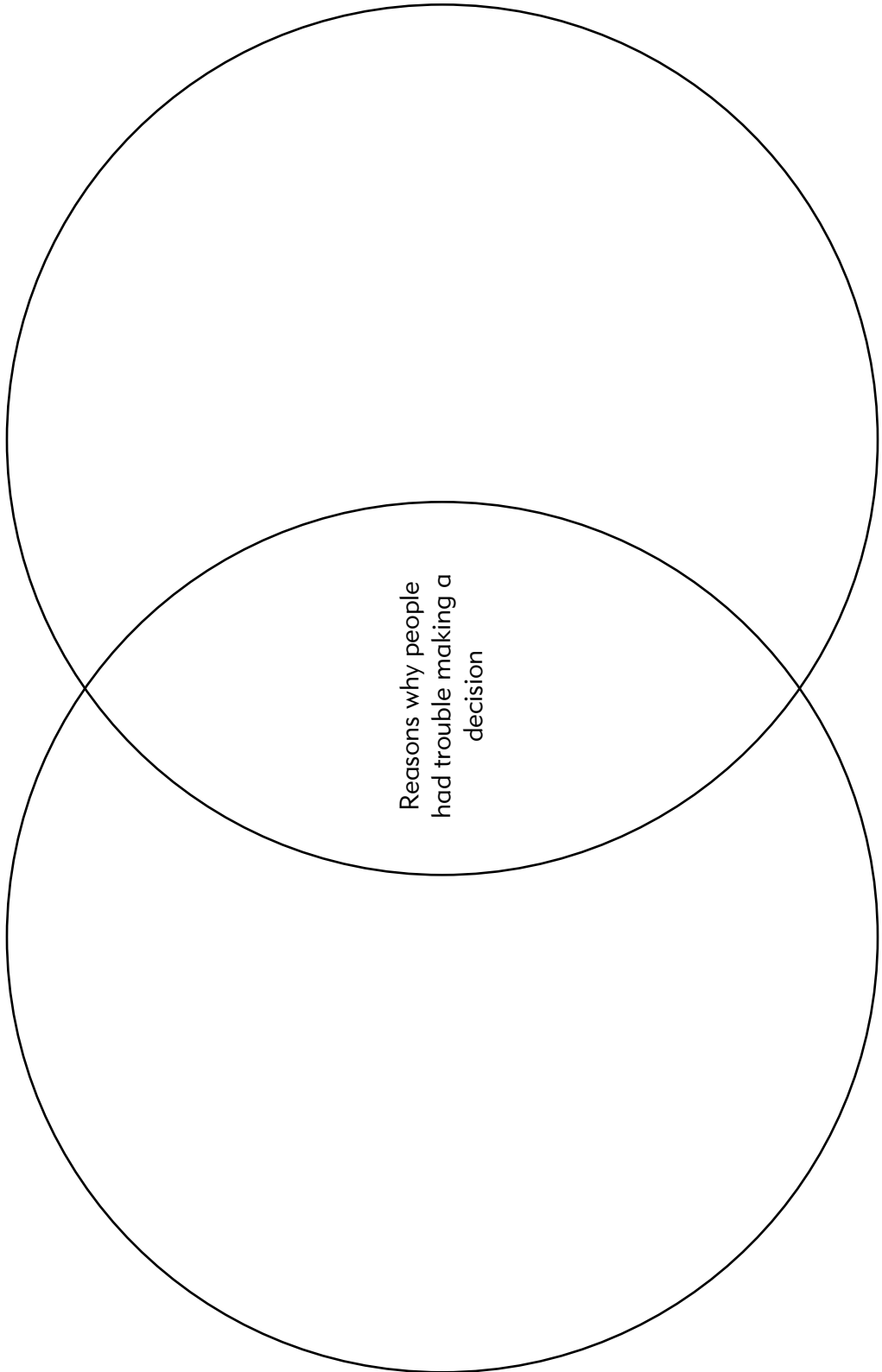
**APPENDIX FIVE:
DATA COLLECTION SHEET 1B**

Reasons why people did not volunteer for the armed forces

**APPENDIX FIVE:
DATA COLLECTION SHEET 1C**

VENN DIAGRAM

Reasons why people wanted to volunteer Reasons why people did not want to volunteer



**APPENDIX FIVE:
DATA COLLECTION SHEET 1D**

REASONS WHY PEOPLE VOLUNTEERED FOR OVERSEAS SERVICE	Interesting	
	Minus	
	Plus	

**APPENDIX FIVE:
DATA COLLECTION SHEET 2**

CRITERIA FOR EFFECTIVE POSTERS							
POSTER	Fast Communication	Simple message	Compelling	Action	Emotional	TOTAL	
1							
2							
3							
4							
5							
6							
7							
Rate each poster with a score of 1 to 5 (1 for a low score and 5 for a high score).							

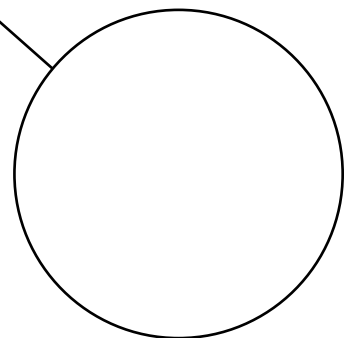
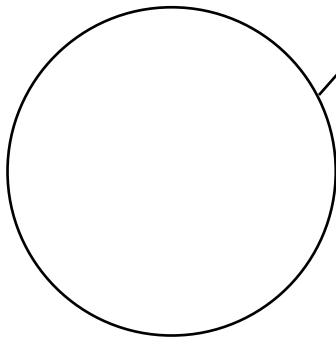
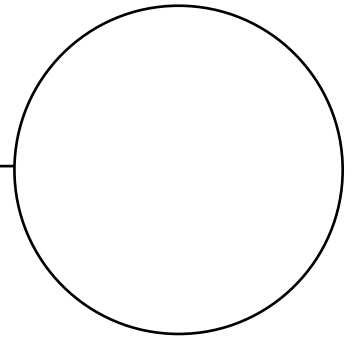
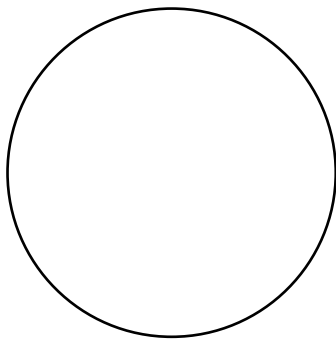
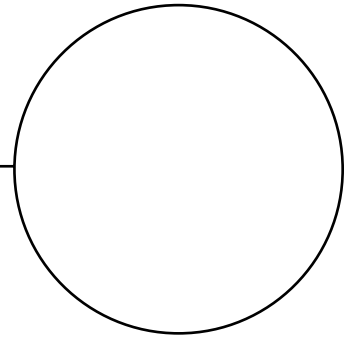
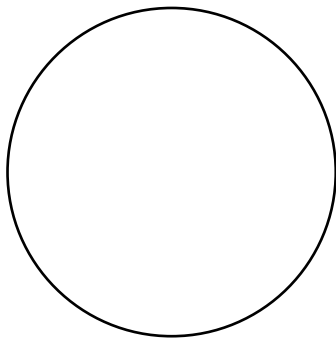
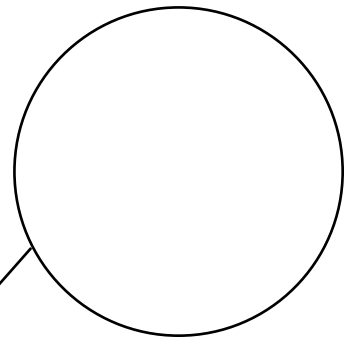
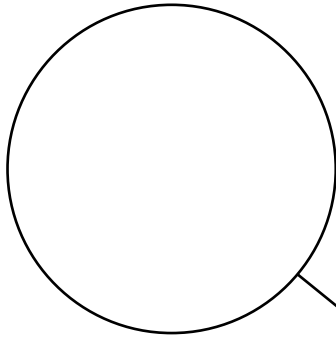
**APPENDIX FIVE:
DATA COLLECTION SHEET 3**

SAMPLE DOCUMENT ANALYSIS QUESTIONS	
<p>What? What kind of source is it?</p>	<p>How? How do I know this? What clues are there?</p>
<p>When? When was the source created: during an event, soon after, or much later? What does the source tell us about the war years?</p>	<p>How? How do I know this? What clues are there?</p>
<p>Where? Where was the source created and under what conditions? Was the creator of the source in a position to obtain good first-hand (eyewitness) evidence or second-hand evidence?</p>	<p>How? How do I know this? What clues are there?</p>
<p>Who? Who created the source? What credentials does the writer or artist have? What can we infer about the author's biases or point of view by studying this source?</p>	<p>How? How do I know this? What clues are there?</p>
<p>Why? Why was the source created? Who was the intended audience? Was it intended to inform or to persuade? What point is the author or artist trying to make?</p>	<p>How? How do I know this? What clues are there?</p>

**APPENDIX FIVE:
DATA COLLECTION SHEET 4**

**What I like about
the city of Burnaby**

**What I don't like about
the city of Burnaby**



Robert Burnaby, 1866.

**Pioneer, explorer and namesake
of the city of Burnaby.**

APPENDIX SIX: ONLINE RESOURCES

From the Heart: The Freeman Legacy

<http://www.burnaby.ca/fromtheheart>

Canada Remembers Teachers Guide

(included in education kit)

Canadian War Museum

English - http://www.warmuseum.ca/cwm/propaganda/second_e.html

French - http://www.warmuseum.ca/cwm/propaganda/second_f.html

Library and Archives Canada (Military Resources)

English - <http://www.collectionscanada.ca/war-military/index-e.html>

French - <http://www.collectionscanada.ca/guerre-armee/index-f.html>

The Memory Project

English - <http://www.thememoryproject.com/index.asp>

French - http://www.thememoryproject.com/index_fr.asp

Veterans Affairs Canada

English - <http://www.vac-acc.gc.ca/>

French - <http://www.vac-acc.gc.ca/>

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FROM THE HEART: THE FREEMAN LEGACY

Burnaby City Council

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Burnaby School District 41

Charles Hou, Educational Consultant



WEAR IT ON YOUR ARM

IT'S the beaches of Europe you ought to be on, mister, where men are fighting for freedom — your freedom, world's freedom.

Canada's Army needs men like you to take your place on the right beach — to wear the G.S. badge on your arm. The badge that means General Service on any battle front, anywhere in the world.

Remember, it's going to take months of training to make you fighting fit. So, today, now, decide to get on the right beach.

VOLUNTEER TO-DAY
JOIN THE CANADIAN ARMY
FOR OVERSEAS SERVICE