

Galt

MUSEUM
& ARCHIVES

stories unfolding...



Southern Alberta at **WAR**



Museum Educator
403.320-4248
tours@galtmuseum.com

TEACHER'S MANUAL

SOUTHERN ALBERTA AT WAR

Teacher's Guide

Contents

The Galt's Mission.....	2
Program Overview	2
Program Length.....	2
Curriculum Connections	3
Confirmation, Cancellations, and Contact Information.....	3
Payment.....	3
Expectations for Visitors.....	4
The Role of Adult Supervisors	5
Your Arrival at the Galt	5
Background Information for Southern Alberta at War.....	6
Pre- and Post-Activities	8
Timelines.....	10
Your Galt Program.....	11
Glossary	12
Evaluation	12

This teacher's guide offers background information and ideas for classroom activities designed to complement a visit to the Galt. It contains information to assist you in planning your visit, information and activities for both before and after your visit, and outlines what you can expect from your education program.

The Galt's Mission

The Galt Museum & Archives engages and educates our communities in the human history of Southwestern Alberta by preserving and sharing collections, stories and memories that define our identity and guide our future.

Program Overview

The World Wars affected every aspect of society and forever changed the world. The Southern Alberta at War program encourages students to learn about the World Wars and how they affected Lethbridge and southern Alberta. Students will be introduced to various artifacts, stories, and personalities of the period. This program strives to raise an awareness and appreciation for the contributions made during the war years and the debt owed by subsequent generations for the sacrifice of the men, women, and children involved.

Program Length

Southern Alberta at War runs throughout the school year and is designed to be 90 minutes in length. Groups wishing to remain for a longer time should make arrangements with the Museum Educator.

Curriculum Connections

Written to complement the Grade 4 (4.2 The Stories, Histories and People of Alberta) and Grade 5 (5.3 Canada: Shaping an Identity) curriculum. Southern Alberta at War can also be used to discuss immigration and racial policies in Canada, Canadian international relations, and citizenship.

Confirmation, Cancellations, and Contact Information

Your program has been scheduled as per the information on your confirmation sheet. If you have any questions about your booking or the program, please contact the Museum Educator at tours@galtmuseum.com or (403) 320-4248. If you must cancel or reschedule a program, please let us know as soon as possible. We will try to fit your class in at another time as time permits.

Payment

Payments can be made in advance of the program or on the day of the program. The Galt accepts VISA, MasterCard, debit, cash, and cheques. Cheques should be made out to the Galt Museum & Archives or City of Lethbridge. If payment is made in advance, receipts will be available on the day of the program. Otherwise, receipts will be mailed out to the school. The payment amount is \$45 per class per program.

Expectations for Visitors

- There should be one or two adult supervisors per class (this may include yourself). More adults are always welcome and there is no cost for adult supervisors. Younger siblings accompanying the class with their parents are also most welcome to attend the program.
- Running is not permitted in the Galt. There is green space to the south of the Galt if the class requires a space to stretch their legs.
- In order to protect and preserve the artifacts, drinks, food, and chewing gum are not permitted in the galleries or Archives. Drinking and eating are permitted in the Viewing Gallery.
- Because they are fragile and irreplaceable, artifacts on display should not be touched or handled.
- It is requested that there be no flash photography in the galleries. Light can, over time, damage the artifacts. Flash photography can be taken in the viewing gallery and programming areas (i.e. classroom).
- Visitors are not required to whisper in the Galt. Indoor voices are preferred.
- Washrooms are located on the main floor of the Galt in the old section of the building.

The Role of Adult Supervisors

Adult supervisors are an integral part of the Galt's programs. The following suggestions are provided to help make their role clearer and easier to manage. Teachers may photocopy these for their adult supervisors.

- ✓ Float around and assist during the activities.
- ✓ Maintain the focus of the activities as you assist students through the activities. Remind students of what they are trying to discover and help them troubleshoot problems they may encounter.
- ✓ Depending on the activity, supply the students with answers to questions and additional information. Your Museum Education Volunteer (Docent) or Museum Educator will answer any questions you may have. If a question cannot be answered during the program, it will be recorded and more information will be forwarded to the school.
- ✓ Assist in keeping students together.
- ✓ Ensure that students do not: run in the galleries, touch the artifacts on display, or drink or chew gum in the exhibits.
- ✓ Ask any available staff for assistance if there is an emergency.
- ✓ Encourage the students to ask questions and get involved.
- ✓ Enjoy your visit.

Your Arrival at the Galt

- The Galt has a bus and vehicle parking lot north of the building.
- Buses and vehicles may drop off and pick up students at the north east corner of the building (using the east entrance). This is a fire access road so please do not leave vehicles here once they are emptied.
- Please enter through the east entrance. There is a coat room down the hallway to your left as you enter. Please leave all coats and backpacks here. Students do not need to remove boots. This coat room is solely for the use of programs and is not for general visitors.
- Galt staff will meet you at the east entrance.

Background Information for Southern Alberta at War

STATISTICAL SUMMARY

Note: These figures are as accurate as the various sources from which they are drawn permit. There may be variations with information contained in other references.

Canada

	World War I	World War II	Korean War
Participants	645 658	1 101 325	26 791
Died	68 166	45 631	516
Wounded	138 166	53 145	1 558
POW	2 998	8 271	33

(For easier reference, the data from Newfoundland has been added to the data from Canada, even though Newfoundland did not become part of Canada until 1949.)

World War II intake by Province

Approximate numbers of males who enrolled in the armed forces are as follows:

PEI	9 309	Manitoba	76 444
Nova Scotia	59 355	Sask (Inc NWT)	80 605
New Brunswick	49 137	Alberta	77 703
Quebec	176 441	B.C. (Inc. Yukon)	90 976
Ontario	398 808	Out of Canada	17 124

Total Male	1 031 902
Total Female	49 963
Grand Total	1 081 865

INTERNMENT CAMPS

Few realize internment camps operated in Lethbridge during both World Wars.

The World War I camp, situated at the Lethbridge Fair Grounds, operated between 30 September 1914 and 11 November 1916. Operated mainly out of the poultry building, the detention centre was nicknamed “The Chicken Coop” or “The Henhouse.” The name Fort McNicol – after Exhibition and Fair Ground Manager J.W. McNicol – was also used.

The camp’s prisoners included many German, Austrian, Ukrainian and Turkish military reservists who were arrested and interned as prisoners of war. However, the camp did not strictly house POWS. Civilians who were deemed “enemy aliens” were also internees. These “enemy aliens” were often ordinary Canadians who possessed a German sounding name or who had emigrated from Eastern Europe. Internees also included those who showed sympathy for the German war cause or those who dared to utter anti-British sentiments. The number of prisoners peaked at 300 in mid 1915.

The proximity of the camp to the US border posed a problem, as did the fact that many of its inmates had lived in southern Alberta prior to their internment. This meant that there was a great incentive for inmates to escape, sometimes with local residents – and perhaps former friends – helping in the attempt. Therefore, the camp was closed in 1916 and the inmates were sent to other camps for the duration of the war.

When the Second World War was declared in 1939, suspected “enemy aliens” were again rounded up. Those with supposed ties to the Nazis were taken to internment camps at Kananaskis and Petawawa along with merchant seamen from German ships found in Canadian waters.

By late 1940, most of these internees were no longer seen as a threat and were released on the condition that they regularly report to authorities.

Now the challenge was to build camps for the large number of incoming prisoners of war, the enemy military personnel captured in combat.

Camps were built in Ontario, Quebec, the Maritimes, and Alberta. Those at Lethbridge and Medicine Hat were by far the largest and together housed 22 000 men. Lethbridge’s Camp No. 133 was built in the summer of 1942 to house inmates being temporarily housed at Camp Ozada, a tent camp west of Calgary.

By November of 1942, thousands of POWS were moved to Lethbridge. With the large number of prisoners, the camp became a city within itself. The camp was divided into six sections, each with six dormitories, mess halls, kitchens, and entertainment facilities. By necessity, meals were in shifts with prisoners acting as cooks. Tailor, barber, and shoe repair shops were also staffed by prisoners. Non-combat prisoners were engaged in their professions as doctors and orderlies in the infirmary and dental clinic.

Housing and rations were the same standard as for the Canadian armed forces. This caused resentment, as many Lethbridge residents were unable to obtain many of the same supplies on their strict ration allowance.

Lethbridge Connection

In World War I approximately 2600 people enlisted or were conscripted from Lethbridge (261 died). In World War II approximately 1750 people enlisted or were conscripted from Lethbridge (122 died in action).

Prior to World War II, Lethbridge was home to 18th Field Artillery Regiment of the Militia. The 20th Anti-Tank Battery – originally the 20th Field Battery – was the first military unit from within the regiment to be mobilized, and the only one which would spend any significant length of time stationed in the city before departing for further service in May 1940. It consisted of about 160 men, nearly all from Lethbridge and area... Other local units included the 39th Battery, the 55th Light Aid Brigade, the 6th Field Park Company, and the 112th Light Anti-Aircraft Battery, all of which were formed in 1941.

Pre- and Post-Activities

These activities can be done prior to your visit to the Galt or after you have returned to your classroom.

PATRIOTIC POSTERS

The government had to take a country that had faced 10 years of Depression and prepare them for the necessities of a total war. One method used by the government was posters. Posters were used to encourage rationing, to remind people of the need to be vigilant, to encourage women to work in non-traditional roles, to recruit soldiers and for many other purposes. Either in groups or individually, have students design Patriotic Posters.

LONGEST SUMMER HOLIDAY EVER

The following is excerpted from the *Lethbridge Herald* (3 July 1943 p 7).

“No School Till Oct. 10.

Wednesday noon, the school children cast aside their books and pencils as they embarked on the longest holiday period ever experienced by children in the Province of Alberta. From July 1 to October 10, a total of 102 long, summer days, the students will be free to hike the mountain trails or lounge on the ocean beaches or take jobs.”

Discuss this excerpt with your students. Why do you believe the province made the decision to delay the start of school until October 10? What do you think many of the children did during the summer?

Timelines

As a class or in groups, create a time line of important events in the war (both overseas and at home). Discuss the significance of each event.

HONOUR ROLE

Have each student collect names of family members or family friends who participated in World War I, World War II, and the Korean War. Make an honour roll display of these names in your classroom.

SPELL IT OUT

Take a word associated with the war and spell out as many new words as possible from that word. Over 50 words may be constructed from Remembrance.

LETTER HOME

During the program, students may be asked to record thoughts and feelings of soldiers on the back of post cards or they may be asked to write to the soldier and tell them thank you. Using these post cards, student should imagine that they are soldiers in the war and write letters home to their families telling them about their experience in the war.

PEACE KEEPERS

Find all of the places Peace Keepers have served their creation and put these locations on a map. Some places where Peace Keepers have served include: Sinai, Cyprus, Bosnia-Herzegovina, Somalia, Cambodia, Rwanda, Haiti, Zaire, and Kosovo.

AUTOBIOGRAPHIES

One of the things discussed during the program was being a soldier and the impact of the war on the soldiers lives. Students also were asked to consider the decisions made by these people to risk their lives for their country. Students should write their own autobiographies, predicting the course of their own lives. Use the autobiographies to explore the qualities they believe are necessary in a real-life hero and how they hope to express these qualities in their lives.

IMAGE OF IN FLANDERS FIELD

Read *In Flanders Field* and write poems evoking the images of peacetime. As an alternative, students could create art works that reflect their images of peacetime.

ORAL REPORT

During the program various areas of southern Alberta life are discussed (family life, leisure, employment, education, etc.). Have students do an oral report on one of these topics.

INTERVIEW A VETERAN

Have students interview someone who served in the war or invite such a person in as a guest speaker for your class.

Your Galt Program

ACTIVITY 1 : WELCOME AND INTRODUCTION

Students will be welcomed to the museum and will review what a museum is and the expectations of visitors to the museum. Students will be introduced to (and review) the Second World War. The activities for the rest of the program will be outlined to the students.

ACTIVITY 2: THE WAR YEARS IN SOUTHERN ALBERTA

Students will focus on everyday life of southern Albertans during World War II. Some issues which will be discussed include: family life, employment (Japanese evacuees, German POWs, role of women and children), leisure, and education. One of the issues that students will address is the idea of a “total war” and how the war affected everyone in southern Alberta whether or not they were in the military or not.

ACTIVITY 3: THE PEOPLE WHO WENT TO WAR

Students will develop an understanding of the people who went to war through personal accounts and World War II artifacts.

ACTIVITY 4: REMEMBRANCE/CONCLUSION

Students will bring together their ideas on how people's lives in southern Alberta were affected by World War II and will reflect on the importance of remembering the war and the people who served.

Glossary

Battery: One of four, tactical units into which an artillery battalion is divided. Battery commanders are usually captains.

Regiment: The major, tactical unit of a division. Divided into three battalions, each with four companies (or) batteries (in artillery battalions). Commanders are usually colonels.

Ordnance: Ordnance is a general term for a quantity of military equipment, usually specifying the ammunition for artillery, bombs, or other large weapons.

Evaluation

An evaluation form was sent out with your confirmation. Evaluation results allow us to offer the most effective and highest standard program that we can. Your feedback and suggestions are greatly appreciated. Please fax the form back to us at (403) 329-4958 or mail to Museum Educator at 910 4 Ave S, Lethbridge, AB T1J 0P6.



Bussing program made possible through the generous support of the:

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