

# HMCS Haida

## National Historic Site:

### A Virtual Tour for Students

#### - EDUCATION PACKAGE -

#### Learning Objectives:

Upon completion of this four-part education module, students will:

- + Describe HMCS Haida and its purpose during the Second World War (Murmansk Run; D-Day)
- + Tell of Commander DeWolf, examine at least two differing situations that he faced, and hypothesize which character traits a successful battleship commander must possess.
- + Examine how HMCS Haida has been memorialized and whether those efforts have been effective

**VALOUR  
CANADA**

**CONNECTING  
CANADIANS  
TO THEIR MILITARY  
HERITAGE**

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Our most sincere thanks!

- Valour Canada

## Instruction Guide for Valour Canada's "HMCS Haida National Historic Site Virtual Tour"

### Program Description

Valour Canada and Parks Canada are proud to collaborate on the creation and presentation of this educational virtual tour (VT) of HMCS Haida. There are three parts to this program, plus a fourth that is a culminating discussion. Parts 1, 2, and 3 can be presented simultaneously or as stand-alone activities to meet classroom needs.

#### **Part 1: Virtual Tour and Fill-in-the-blank worksheet (20 minutes)**

A fill-in-the-blank worksheet will be provided to the students before they access and navigate the VT using a virtual reality headset, laptop, or mobile device. The virtual environment can be found at the "HMCS Haida" link (<https://valourcanada.ca/vr/HAIDA/>). To complete the task, students must complete the worksheet (see p. 5. The answer key is on p. 4) as they navigate through the VT.

#### **Part 2: Diary Entry (20 minutes)**

Each student will imagine themselves being one of the sailors aboard HMCS Haida and will write a diary entry that describes what they would have experienced during their time as a sailor. Students should be prompted to include what their character found to be the most challenging, the most frightening, and the most uplifting (if possible). If students are having a difficult time getting started, prompt them with a specific scenario, e.g. their diary entry writing follows the D-Day landings or the Battle of Ushant, etc., or a specific role, e.g. they are a radio operator, a gunner, a cook, etc. The length of the diary entry is determined by the teacher. There is not a handout for this activity.

#### **Part 3: Independent Research (30-60 minutes online; 30-60 minutes writing)**

Working individually, students will perform an internet and/or library search on Haida Commander Harry DeWolf. Each student will write 3 or 4 paragraphs that include an introductory description of DeWolf, and at least one positive and one negative situation that DeWolf faced during his time as Commander of Haida. The student must finish their writing by choosing one the character trait that they see a most important for a successful commander to have and explain why they think it is so. At least 3 sources must be referenced at the bottom of the page in a referencing format appropriate for the learning level of the student.

#### **Part 4: Culminating Activity: Group Debrief (10-15 minutes)**

A discussion will occur within the group. Students should be prompted with statements like:

- What did you like/dislike about the tour?
- During completion of the tasks which piece(s) of information had the most impact on you? Explain.
- Having completed these tasks, what will you remember one month from now about \_\_\_\_\_? (e.g. the tour, one of the sailors, Commander DeWolf, your diary entry, etc.)
- What do you think would have been the most intimidating/surprising/disappointing event for the sailors of HMCS Haida on/at \_\_\_\_\_? (e.g. D-Day, Battle of Ushant, etc.) Explain.
- In your opinion what would be the best part and worst part of working aboard a battleship? Explain.

## General Information and Recommendations

- **Vocabulary:** Basic terminology is used, but young or English-as-a-second-language learners may need some additional support with some words (e.g. torpedo, convoy, landing craft, reef . . .).
- **Preparation:** Computers, tablets, headsets, and other devices should be tested prior to beginning the tour portion of the program.
- **Adaption/Scaffolding Options:** Parts 2, 3, and 4 can be adapted on the fly at the discretion of the teacher.
- **Debrief:** The primary goal is for the learning outcomes (shown on the title page) to be verbalized by the students during the culminating debrief with minimal prompting.
- **Logistical Demands and Suggestions:**
  - Space: Standard classroom size, with access to computers, tablets, and/or VR headsets
  - Group Size: Standard class size
  - Age: 11 years and up (Gr. 6 +)

**If lacking an adequate number of computers, tablets, or headsets**, the class can be divided into three groups that can then be cycled through parts 1, 2, and 3. Then all students can be brought back together for the Culminating Debrief/Discussion Activity (i.e. Part 4).

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## Tether-points between Provincial Curricula and the Program's Content

*Note:* Depending on the province/territory, identical topics may be found under entirely different subjects. For example, *Canada in the First World War* is covered in MB's Gr.11 Social Studies, SK's Gr. 10 History, and ON's Gr. 10 Canadian History since WWI.

### History (and Civics)

- Conflict: World War II; D-Day; Operation Neptune & Overlord; Fortress Europe/Atlantic Wall
- Citizenship; Heritage

### Social Studies/Sciences (and Human Geography)

- Canadian Identity; Nationalism
- International Relations, 19<sup>th</sup>, 20<sup>th</sup> century; Alliances and Rivalries
- Canadian 20<sup>th</sup> century contributions to global stability

### Character (or Values) Education

- AB's *Caring, Respectful, and Safe Schools*, ON's *Finding Common Ground*, MB's *Safe and Caring Schools*, BC and YK's *Core Competencies*, NB's *Inclusive Education*, et cetera, all communicate traits held by productive citizens. These include collaboration, empathy, respect, communication, responsibility, leadership, community, appropriate behavior, fairness, and personal development.

### **Positive Character Traits Modeled during this Program**

Communication, Cooperation, Courage, Resilience, Responsibility, Thoughtfulness



Any questions, concerns, feedback, or suggestions are always welcome.

Contact Valour Canada at: [educator@valourcanada.ca](mailto:educator@valourcanada.ca)

Fill-in-the-Blank Answer Key:

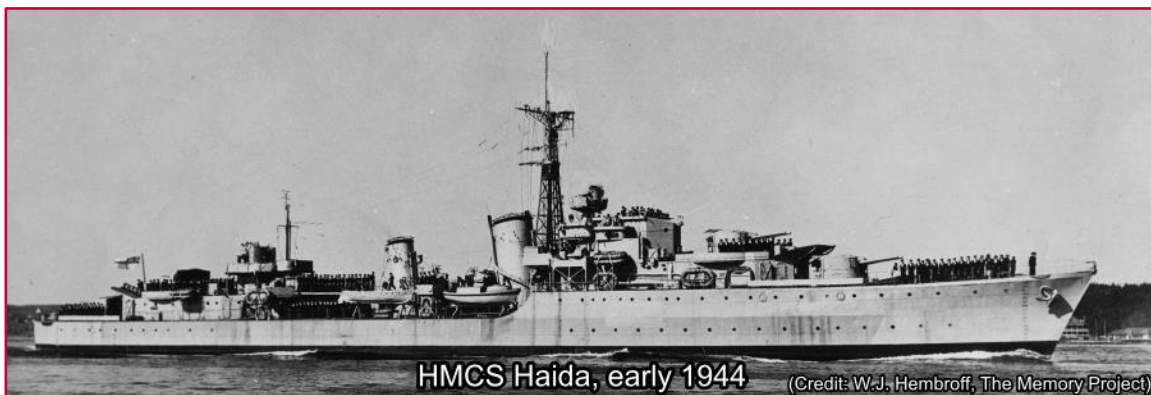


- HMCS Haida Badge -

During your virtual tour of HMCS Haida (<https://valourcanada.ca/vr/HAIDA/>), please review the following questions and answer by filling in the blanks:

1. HMCS Haida, a Tribal-class destroyer (battleship), was commissioned (placed into active duty) in 1943 (year) during the Second World War.
2. "Harry" DeWolf was the first commander of Haida. He had previously served on 6 ships.
3. HMCS Haida is well known for doing the Murmansk runs in convoys. The convoys did not 'run' between March and September of each year because there was too much daylight and this made the ships an easy target for enemy aircraft.
4. The ship carried 4 (#) torpedoes. Haida fired many torpedoes but never sank an enemy ship.
5. When Haida helped sink Nazi torpedo boat T-29 (on 26 Apr 1944), Lieutenant Mawer was formally recognized (mentioned in dispatches) by a senior commander for his bravery. In support of the D-Day/Normandy landings in early June of 1944 Haida patrolled the English Channel that separates the United Kingdom from France. On June 9, three days after the Allied assault in Normandy, Canadian ships, including Haida, were involved in the Battle of Ushant. Lieutenant Mawer was awarded a Distinguished Service Cross for his actions that day.
6. The destroyer's first mascot was a rabbit affectionately known as muncher. Having an animal aboard was important for maintaining a positive outlook among the sailors.
7. Why do you think that survivors of the Scharnhorst were blindfolded? so they could not see the ship's weaponry or positioning on the deck, or their drop-off location.
8. Control of the ocean shipping lanes was critical for winning the war because if a country could not get supplies/equipment/materials they would be "finished".
9. When Haida's sister, HMCS Athabasca, was sunk, Haida rescued 47 (including the 6 rescued with the motor cutter (i.e. boat)).
10. The primary goal of the Murmansk run was to: supply the U.S.S.R. on the eastern front.
11. Mess decks often had many sailors who were either eating or sleeping.

**BONUS:** British Prime Minister Churchill's message to DeWolf, passed to him by the Lord of the Admiralty (Mr. Alexander), was: "**You have come at a time when destroyers are worth their weight in gold.**" Why do you think Churchill so highly valued the naval help? Britain, being an island nation, was concerned about having their supplies cut off. Also, they were preparing for the Normandy invasion



HMCS Haida, early 1944 (Credit: W.J. Hembroff, The Memory Project)

Name: \_\_\_\_\_

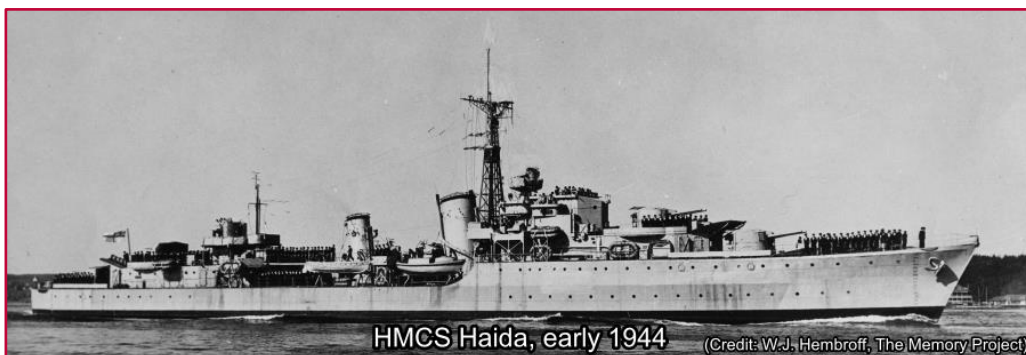


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1. HMCS Haida, a \_\_\_\_\_-class destroyer (battleship), was commissioned (placed into active duty) in \_\_\_\_\_ (year) during the Second World War.
2. "Harry" \_\_\_\_\_ was the first commander of Haida. He had previously served on \_\_\_ ships.
3. HMCS Haida is well known for doing the \_\_\_\_\_ runs in convoys. The convoys did not 'run' between March and September of each year because there was too much \_\_\_\_\_ and this made the ships an easy target for enemy \_\_\_\_\_.
4. The ship carried \_\_\_(#)\_\_\_\_\_. Haida fired many torpedoes but \_\_\_\_\_ sank an enemy ship.
5. When Haida helped sink Nazi torpedo boat T-29 (on 26 Apr 1944), Lieutenant \_\_\_\_\_ was formally recognized (mentioned in dispatches) by a senior commander for his \_\_\_\_\_. In support of the \_\_\_\_\_ landings in early June of \_\_\_\_\_ Haida patrolled the \_\_\_\_\_ Channel that separates the United Kingdom from France. On June 9, 3 days after the Allied assault in Normandy, Canadian ships, including Haida, were involved in the Battle of \_\_\_\_\_. Lieutenant Mawer was awarded a \_\_\_\_\_ for his actions that day.
6. The destroyer's first mascot was a \_\_\_\_\_ affectionately known as \_\_\_\_\_. Having an animal aboard was important for maintaining a positive outlook among the sailors.
7. Why do you think that survivors of the Scharnhorst were blindfolded? \_\_\_\_\_
8. Control of the ocean shipping lanes was critical for winning the war because if a country could not get \_\_\_\_\_ they would be "finished".
9. When Haida's sister, HMCS Athabasca, was sunk, Haida rescued \_\_\_\_\_ (including the 6 rescued with the motor cutter (i.e. boat)).
10. The primary goal of the Murmansk run was to: \_\_\_\_\_.
11. Mess decks often had many sailors who were either \_\_\_\_\_ or \_\_\_\_\_.

**BONUS:** British Prime Minister Churchill's message to DeWolf, passed to him by the Lord of the Admiralty (Mr. Alexander), was: "**You have come at a time when \_\_\_\_\_ their \_\_\_\_\_.**"  
Why do you think Churchill so highly valued the naval help? \_\_\_\_\_



HMCS Haida, early 1944 (Credit: W.J. Hembroff, The Memory Project)