

MILK for BRITAIN

Viewer's Guide



Milk for Britain: Kin Canada

Length: 13:27

Production Year: 2016

ACKNOWLEDGEMENTS

Kin Canada would like to thank all past and present members and staff who for seventy five years have maintained, collected and preserved the historical archives needed to tell this remarkable story.

This documentary would not have been possible without the generous financial contributions of clubs across Canada.



Learnography

Milk for Britain

Viewer's Guide

The story of “Milk for Britain” is a remarkable tale of how a small group of Canadian service club members rallied millions of men, women, and children across Canada to help thwart Hitler’s plan to starve Britain into submission.

Background

This documentary focuses on the story of Kin Canada’s contributions during WWII and the leadership and organizational skills of Hal Rogers. It tells the story of how the men, women, and children came together in a campaign to provide milk for the children of Britain. They also spearheaded efforts such as “Help Lick Hitler” stamps and the collection of magazines for merchant marines to read at sea.

Kin Canada was founded by Hal Rogers in 1920 after he found out that he was not allowed to join the Rotary Club because his vocational category had been filled. Kin Canada became a service organization that serves communities across Canada. This organization currently has approximately 460 clubs from coast to coast.

This documentary was created to commemorate the 75th anniversary of the “Milk for Britain” campaign.

Historical Context

After the German army took control of Western Europe, Hitler began his plans for the invasion of Great Britain. Known as “Operation Sea Lion,” the plan proposed strategic bombing and a blockade of all supplies going to Britain. Hitler boasted that one way to defeat Britain was to deny food to their children. As a result of the blockade, it was necessary for the British government, led by Prime Minister Winston Churchill, to enact rationing to preserve food supplies. In 1943, Lord Woolton, British Minister of Food, put out an appeal to North America to help supply milk to British children. Kin Canada responded to the call for help, and by the end of the war had raised more than \$2.7 million to purchase and ship approximately 50 million quarts of powdered milk.

Canada was instrumental in supplying goods by transport convoys until the Germans were defeated in 1945. The Canadian navy and merchant marines were responsible for transporting millions of goods at great danger from the German air force and U-boats. Many individuals and groups in Canada helped to collect money and goods to supply Britain. Even after the war was over, Canada continued to provide assistance as Britain attempted to recover from the devastation it had experienced throughout the war years.

FOCUS FOR LEARNING

Concepts

- Historical Significance and Inquiry
- Cause and Consequence
- Continuity and Change

Key Understandings

- The Axis Powers in Europe, led primarily by Germany, attempted to eliminate supplies of food and other materials for Britain from North America
- Canada was instrumental in providing the supplies Britain needed to defeat Hitler
- Kin Canada played a major role on the home front during WWII

Big Ideas

- Individuals and groups can make a major difference not only at home but in the global community
- People working together for a greater good can solve many problems
- People have a responsibility to serve their local and global communities

Subjects/Disciplines
Connections
Social Studies/History
and Civics

Potential Audience
Grades 7– 12

Before Viewing

Initiate student inquiry by posing questions such as:

- What is food rationing?
- Why was it necessary to ration food in both Britain and Canada during World War II?

In a group discussion, students share their responses.

Students identify service groups in their community and find out what they do to help those in need.

During Viewing

As students watch the documentary, they identify information such as:

- the dilemma Britain found itself in after the war started
- how the general population was affected
- the origin of Kin Canada
- “The Milk for Britain” campaign
- post war contributions of Kin Canada

After Viewing

Students consider the information they identified from the film as they think critically about questions such as:

- How did Kin Canada play a major role on the home front during WWII?
- Why did Kin Canada’s founder, Hal Rogers, instigate the campaign “Milk for Britain?”
- Why do you think this campaign was successful?
- In what other ways was Canada instrumental in providing the supplies Britain needed to defeat Hitler?

Students share their responses, giving reasons to support their thinking.

Applying the Learning

Today, there are many hardships being faced by people across Canada and the world.

- In a class discussion, students identify and prioritize needs in their community, province, country or the global community that they feel need attention.
- Working in groups, they outline what, where, and why there is that particular need and develop a plan for a project to help alleviate the hardship.

Guiding Questions

- What can individuals and/or groups do to help others in their community and beyond?
- How would you determine the criteria for what would be a worthy project to support?
- What challenges might you have creating a community project?

Going Deeper

For connecting learning to other concepts related to historical significance and inquiry, cause and consequence, and continuity and change, students could investigate topics such as poverty, the impact of war and the refugee crisis to determine the impact service groups can make.

Guiding Questions

- How are people affected?
- What can service groups do to alleviate some of the consequences related to this hardship?

They decide how they can champion and promote the efforts of these groups to the public.

Teacher Notes

Subjects/Disciplines
Connections
Social Science/
Humanities/Equity
Studies

Potential Audience:
Grades 7– 12

Before Viewing

Students discuss what they feel are the causes of war and the ramifications to the populations of those countries. They give examples of contemporary situations as well as campaigns to aid those populations.

During Viewing

As students watch the documentary, they identify information such as:

- the dilemma Britain found itself in after the war started
- how the general population was affected
- the origin of Kin Canada
- “The Milk for Britain” campaign
- Post war contributions of Kin Canada

After Viewing

Working in groups, viewers share their information from the film. They consider the information they identified from the film as they think critically about questions such as:

- What do you think motivated Kin Canada to instigate the “Milk for Britain” campaign?
- How did Kin Canada’s contributions to the war effort demonstrate social responsibility?
- How can individuals and groups make a significant difference during times of crisis?

The groups prepare a response, giving reasons to support their views.

Applying the Learning

The shortage of milk for Britain’s children is an example of the need for social action.

- Working in groups, students identify contemporary issues that create a need for action by individuals and service groups.
- They consider the causes of those issues and identity approaches that could help to bring attention and solutions.

Guiding Questions

- What can individuals and/or groups do in order help others in their community and beyond?
- How can social media and other strategies be used effectively to inform their peers and the community about issues?

Going Deeper

For connecting learning to other concepts related to the role of personal engagement and social action, the nature of power relations and of their impact on individuals and groups and social behaviour, students could investigate how individuals and groups have initiated social action (e.g. Mother Theresa, Malala Yousafzai, Me-to-We, Safe Water Network, groups helping to settle refugees in Canada).

Guiding Questions

- What are possible reasons people choose to join groups that serve the community?
- How do you think groups choose certain projects (need, crisis, cultural, religious)?
- What do you think would be necessary to make a campaign for aid a success?

Students decide how to present the need for social action in a larger forum and how they can become involved in and beyond their community.

Teacher Notes