8 Lessons for Teaching About the Groups Involved in WWII: Their Roles & How They Were Impacted

Grade 10: Canadian History Since WWI
Jessica Brewer

November 15, 2013
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## Lesson 7: The Power of Propaganda

### Overview

#### Learning Goals

#### Curriculum Expectation

#### Materials

#### Plan of Instruction

- **Warm Up**
- **Discussion To Create Wonder & Activate Background Knowledge**
- **Modeling**
- **Guided Practice**
- **Independent Activity**
- **Sharing/Discussing**
- **Assessment**

### Lesson 8: Facebook & Summative Assessment Project

### Appendix

2.0 **Cause and Consequence Photo Predictions**

2.1 **Why Go to War? Causes & Consequences Leading to WWII**

3.0 **The Major Canadian Battles in WWII and Their Significance**

3.1 **Persuasion Map**

4.0 **“They Are All Women”**

4.1 **Women & War: “Rosies of the North”**

5.0 **Index of Evidence for the Auschwitz Interactive Map Activity**

5.1 **Notes From the Auschwitz Map and Supporting Evidence**

5.2 **Notes From the Auschwitz Map and Supporting Evidence (Teacher Copy)**

6.0 **The Rationality Behind the Internment of Japanese Canadians**

6.1 **Index of Artifacts: The Internment of Japanese Canadians**

6.2 **Renewal Terms of Agreement**

6.3 **The Charter of Rights and Freedoms & Japanese Canadians**

7.0 **Defining Propaganda**

7.1 **Defining Propaganda (Teacher Copy)**
WHAT IS THE WONDER? INTRODUCTION FROM THE AUTHOR

I have always been fascinated by human capacity and decisions. Why do we do what we do and what is our impact on the world and the people in it? These are questions I think students should be asking. They are questions that allow our students to think more critically about what they are exposed to and what happens in the world around them. It is this curiosity for understanding and awareness of actions I want students to be excited about and interested in. This compilation of lessons and activities were designed with this goal in mind. War is a test of human limits and capabilities. How did Canadians react to WWII, how did other nations? How did the lives of people change during this period? This is what this lesson resource will explore. I hope you find these lessons to be helpful and your students find them engaging.

DRIVING QUESTION & CURRICULUM EXPECTATION

WWII was marked by increasing tensions between groups within Canada and between Canada and other countries. This set of 8 lessons/activities will take a closer look at these groups and how they effected change and were affected by change. The driving question of these 8 lessons/activities is to answer:

- What role did different individuals and groups play in WWII? How were these people impacted by the war?

Although other curriculum expectation have been included in some of the lessons the overarching curriculum expectation for all 8 lessons/activities is:

- C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

“NIGHT” BY ELIE WIESEL

“Night” is a memoir written by Elie Wiesel, a Holocaust Survivor. It is a true and powerful account of himself as a teenager as he struggled and survived the German concentration camps during WWII. Injustice, survival, and human capacity are only a few of the many themes students will learn about from this novel.

With literacy being a high priority for all teachers and schools it is important that we incorporate time for literature in our classrooms. Therefore, each of the 8 lessons begins with reading a chapter from “Night”. This will not only be good for literacy, but will also bring continuity and intrigue into each lesson. WWII is complex in the fact that while their was war going on between the Allies and the Axis, there was also a war going on within Germany between national ideals and the “undesirables.” By reading this book at the beginning of lessons that focus on the war front, it will remind students that their was more at stake. Furthermore, it will add to the lessons that focus specifically on the Holocaust and the notions of ethics.
# Overview of the 8 Lessons

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<th>Focus Group</th>
<th>Historical Thinking Concept</th>
<th>Time</th>
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<td>Lesson 1: Introduction to WWII and Historical Thinking</td>
<td>Canadian Soldiers, Women, Jews, Japanese Canadians</td>
<td>Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspective and the Ethical Dimension</td>
<td>1 Period (75 minutes)</td>
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<td>Lesson 2: Why Go to War?</td>
<td>Axis and Allies</td>
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<td>1 Period (75 minutes)</td>
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<td>Lesson 3: Major Canadian Battles During WWII</td>
<td>Canadian Soldiers</td>
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<td>Lesson 4: Women &amp; War</td>
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<td>Lesson 5: The Holocaust</td>
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<td>Evidence</td>
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<td>Lesson 6: The Internment of Japanese Canadians</td>
<td>Japanese Canadians</td>
<td>Ethical Dimension</td>
<td>1 Period (75 minutes)</td>
</tr>
<tr>
<td>Lesson 7: The Power of Propaganda</td>
<td>Soldiers, Women, Nazis, Jews, Japanese Canadians, Youth</td>
<td>Historical Perspectives</td>
<td>1 Period (75 minutes)</td>
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<tr>
<td>Lesson 8: Facebook &amp; Summative Assessment Project</td>
<td>Canadians Soldiers, Women, Nazis, Jews, Japanese Canadians</td>
<td>Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspective and the Ethical Dimension</td>
<td>2-3 Periods (150-225 minutes) Depending on how much class time you want to give them for the assignment</td>
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Some topics in this resource could be considered sensitive particularly those in Lesson 5 and 6 on the Holocaust and the Internment of Japanese Canadians. As such I encourage you to consider the guidelines set out by JapaneseCanadian.net which were adapted from “Teaching About the Holocaust,” from the United States Holocaust Memorial Museum:

**Avoid simple answers to a complex history.**  
Allow students to contemplate various factors that contributed to the internment; do not attempt to reduce internment history to one catalyst (e.g., the internment was not simply the inevitable consequence of racism). Present nuances of human behaviour and strive for precision of language (e.g., all Japanese were not put in internment camps and all Caucasian Canadians did not support internment).

**Just because it happened, doesn't mean it was inevitable.**  
Too often, students have the simplistic impression that the internment was inevitable. Just because an historical event took place does not mean that it had to happen. The internment occurred because individuals, groups and nations made decisions to act or not to act. By focusing on those decisions, we gain insight into history and human nature, and better help students become critical thinkers.

**Translate statistics into people.**  
First-person accounts and memoirs provide students with a way of making meaning out of collective numbers.

**Strive for balance in establishing perspective.**  
Students may assume that victims may have done something to justify the actions against them, and thus place inappropriate blame on the victims themselves. Rather, the focus should be on the impossible choices faced by the victims.

**Make careful distinctions about sources of information.**  
Students should distinguish between fact, opinion and fiction. All materials should be identified as primary or secondary sources, fiction, or montages.

**Be sensitive to appropriate written and audio-visual content.**  
Graphic material should be used judiciously and only to the extent necessary to achieve the objective of the lesson. Teachers should provide a safe learning environment.

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1 “Cautions and Guidelines,” accessed November 12, 2013,  
http://www.japanesecanadianhistory.net/teachers_area.htm
LESSON 1: INTRODUCTION TO WWII & HISTORICAL THINKING

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<td>Canadian Soldiers, Women, Jews, Japanese Canadians</td>
<td>Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspective and the Ethical Dimension</td>
<td>1 Period (75 minutes)</td>
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OVERVIEW

In the first lesson of this resource guide it is important to begin increasing interest in the subject of WWII and be able to identify what students already know. Additionally, this lesson is used to introduce the historical thinking concepts students will be using over the next couple of weeks, by making it relevant to them. To meet these aims this lesson has been broken down into two parts. In part 1 students will play the game two truths and a lie. In part 2 students will first create a mind map on their own (NOTE: these will be collected and used in lesson 8) before completing one as a class together.

LEARNING GOALS

- Students will identify what they know and want to know more about in regards to WWII.
- Students will be able to begin thinking about the historical thinking concepts in a meaningful way by applying it to their own experiences.

CURRICULUM EXPECTATION

Curriculum Expectations:

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

Historical Thinking Concepts In Focus: Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspective and the Ethical Dimension

MATERIALS

Instructions for Teachers & Primary Documents

- Prepare in advance your two truths and a lie for the activity in part 1. Be sure to bring in primary documents (artifacts) to support your truths.
- A white board/chalk board space to write.
PLAN OF INSTRUCTION

WARM UP

Read "Night" Chapter 1 (pages 1-7)

Inform students that at the start of each class you are going to read from this memoir (show the book to the class). As this is the first time you will read from the memoir tell students what the book is about and tell them a little bit about the author, Elie Wiesel. Use the information from the introduction to this lesson guide, as well as the back of the book itself to do this.

PART 1: INTRODUCTION TO HISTORICAL THINKING: TWO TRUTHS & A LIE A TOOL FOR CREATING WONDER & DISCUSSION

MODELING - GUIDED PRACTICE – INDEPENDENT ACTIVITY – SHARING/DISCUSING

Inform students that they are going to play two truths and a lie. Explain and model the activity first. Tell students that in this activity they are going to think of 3 significant moments/things in their life and they are going to lie about one. Model this by providing your own example as a teacher. Then have students write down their own two truths and a lie. When finished have them share with an elbow partner and have their partner try and guess which one is a lie.

Come back together as a class and have students guess, which one you lied about. Now begin a discussion about the historical thinking concepts by drawing on this activity.

Talk About Historical Significance

- Tell students that historical significance is constructed. Inform students that in order to play two truths and a lie they constructed significance. Now have students raise their hand if their truths were something that resulted in change or was revealing. Inform students that these are key factors in determining if an event is significant.

Talk About Evidence

- Ask students how they could know if the truths you revealed as a teacher in your demonstration of two truths and a lie were real. Prompt students to identify the need for evidence. Present your evidence (i.e. primary sources) to the class. Explain how we learn about history by interpreting and making inferences of primary sources. Brainstorm types of sources (i.e. first person accounts, traces, relics and records). Give students a moment to think of what evidence they could have brought in to support their truths. Have some volunteers share.

Talk About the Ethical Dimension

- When playing two truths and a lie one could argue that we did something questionable, unethical, what did we do? We lied. Have a discussion about lying, is it ethical or unethical, does context matter. Use this as a jumping off point to explain that in history when we make ethical judgments we must take into consideration the historical context and not impose today’s standards of right and wrong.

Talk About Perspective

2 This lesson is broken down into, two parts, each including the methods of modeling, guided practice, independent work and a time for sharing/discussing. Do to the nature of these activities and their purpose this sequence has been adjusted to meet the aim of the section.
Ask the class if anyone had an event where there was someone else involved? Get a show of hands and/or have a few students volunteer who. Then ask if these people would tell the story slightly differently or have a different interpretation of what happened? Explain how when we look at history we must consider an event/situation from the perspective of different people. People of different gender, age, status in society etc.

Talk About Cause and Consequence
- Ask students to take one of their truths and write down what the cause of the event was and what the consequence could be or was. Discuss the fact that events in history were not inevitable. There are reasons for why events in history have happened and what there effects were, just as there are reasons for why the moment they selected as students happened and what the effect was.

Talk About Continuity and Change
- Ask the class if they were to select 3 significant moments to play two truths and a lie 10 years from now if they think they would select the same or different moments. What events may they still include and what events, turning points may have happened that they would add (i.e. graduation, marriage). Use this line of questioning to explain how in history there are times of continuity and there are times of change.

Inform students that they will be learning more about these historical thinking concepts over the next couple of weeks as they learn about WWII.

**PART 2: ACTIVATING PRIOR KNOWLEDGE & STIMULATING DISCUSSION OF WWII**

**MODELING - GUIDED PRACTICE - INDEPENDENT ACTIVITY - SHARING/DISCUSING**

Using blank paper ask students to create a mind map with the center bubble entitled “World War II.” The idea of this task is to determine as a teacher how much students already know and where the learning needs to happen. Let students know that this is not for marks. As it is a pre-assessment tool give minimal prompts, suggesting only that students consider who, when, where, why and how when completing their mind maps.

With mind maps completed and handed in, create a mind map together on the board. Start with the same center bubble “World War II” and have students give and expand on each other’s suggestions. At this stage provide prompts in order to expand and get a complete view of WWII. Some prompts should also involve students thinking back to what they learned about in WWI. When complete the following should be included in your mind map, in addition to other aspects you or your class deem appropriate:
- The Axis and who they were
- The Allies and who they were
- Where was war fought (specific countries, general locations such as air, land and sea etc.)
- Who was impacted by war
- What contributions did soldiers make, women make etc.

End the class and the discussion by telling students about the next 7 lessons. What they will learn and where these elements (i.e. looking at Canadian soldiers, women etc.) fit on the mind map they just created as a class.

**ASSESSMENT**

Students will have participated in activity Part 1 by writing down two truths and one lie and in Part 2 by adding what they know about WWII to a mind map. In both cases a teacher will be able to assess learning through class participation in discussion.
LESSON 2: WHY GO TO WAR?

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<td>Axis and Allies</td>
<td>Cause &amp; Consequence</td>
<td>1 Period (75 minutes)</td>
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OVERVIEW

This lesson begins by defining cause and consequences and being able to identify the difference using modern day examples. It then asks students to make predictions of cause and consequences based on two photos that represent one of the reasons why Canada went to war? Once students have become familiar with identifying cause and consequence and are able to recognize how there can be many causes and consequences associated with one event/situation have students work through the interactive mind mapping activity “Why Go to War Causes and Consequences.”

LEARNING GOALS

- Students will learn that WWII began as a result of multiple causes and consequences and know what they are.
- Students will be able to differentiate between a cause and a consequence and recognize that in some cases an event can be both.
- Students will be able to identify if a cause or a consequence of WWII was the result of a historical actor or condition.
- Students will gain an appreciation for the fact that WWII was not inevitable but a result of decisions made by both the Axis and the Allie powers.

CURRICULUM EXPECTATION

Curriculum Expectations

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

Historical Thinking Concept in Focus: Cause and Consequence³

- Guidepost 1: Change is driven by multiple causes, and results in multiple consequences. These create a complex web of interrelated short-term and long-term causes and consequences.
- Guidepost 3: Events result from the interplay of two types of factors: (1) historical actors, who are people (individuals or groups) who take actions that cause historical events, and (2) the social, political, and cultural conditions within which the actors operate.
- Guidepost 5: The events of history were not inevitable, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently.

MATERIALS

**Primary Source Documents:**
- “Cause and Consequence Photo Predictions” – Appendix 2.0

**Instructions for Teachers:**
- large space on a wall or on black/white board
- coloured sticky notes

**Prompts for Students (BLM)**
- “Why Go To War Causes and Consequences Leading to WWII” – Appendix 2.1 (also a prompt for the teacher as it has a sample of white a final mind map could look like.

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PLAN OF INSTRUCTION

**WARM UP**

Read “Night” Chapter 1 (pages 7-14)

**DISCUSSION TO ACTIVATE BACKGROUND KNOWLEDGE & MODEL CAUSE & CONSEQUENCE**

Begin by defining cause and consequence:
- cause = an action or condition that contributes to a result
- consequence = an outcome that results from actions or conditions

Go through the following scenarios/event and have students identify a cause and a consequence. Add others based on what you know about your students, their interests and experiences. For example ask student “x” what his favourite show is and then ask the class what the cause and the consequence of this choice might be. The point is to make them fun.
- I am texting in class.
- The school is raising money for ____.
- I joined the ____ team.

Now show students an image from WWII. Ask them to predict what the cause and consequence was for what they are seeing in the primary source. See Appendix 2.0 for images and explanations.

**GUIDED PRACTICE**

Handout the event cards from Appendix 2.1 for the activity “Why Go to War Causes and Consequences.” Since there are 17 you will have to determine as a teacher the best way to distribute the cards. You may decide to give one to every student. You could also decide to have a few pairs or everyone in pairs with some pairs having more then one card.

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Once students have a card ask them to identify whether they think there event card is a consequence or a cause. Once you have given them a few minutes have them move around the room talking to other students. At this time students should be asking each other if they think they have appropriately identified the card. They should also be trying to find another event card that is connected to theirs either by cause or consequence.

Gage the buzz and the discussions taking place. When appropriate have students return to there seats. Now as a class, create a mind map that links all of the event cards through a cause and/or a consequence.

Begin by asking which student has the event card “WWII Begins” and tape this to the board writing bellow it consequence. Ask students to identify if they think they have a cause for this centre point. Work through building the concept map with connections being made to those seen in Appendix 2.1.

Explain that events result because of a historical actor or a condition (political, economic, social). Have students identify which type of factor was involved in each event. You could mark these by placing a different colour sticky on each event card (ex yellow for actor, blue for condition).

**INDEPENDENT ACTIVITY**

After writing the following questions on the board:
- Who was involved in these events? Make inferences and think about those who may not be explicitly identified (i.e. Hitler) but were being impacted by the events that occurred (i.e. soldiers, families....).
- Was WWII inevitable?
Give students 5-10 minutes to think about and write down their answers.

**SHARING/DISCUSSING**

Have students share and discuss possible answers to the questions on the board. This is a good time to explain to students which groups of people they will be studying more closely in the days to come (i.e. Canadian Soldiers, women, Jew, Nazis, Japanese Canadians).

**ASSESSMENT**

Assessment will be based on:
- The efforts and contributions of students during the interactive mind mapping activity.
- Participation in class discussion.
- The answers to the questions asked during the independent activity.

As a teacher you should know if the learning goals were met if students were able to identify the difference between cause and consequence and recognize that there is overlap. Furthermore, that students recognize that decisions made during WWII were made for a reason and that they had far reaching implications.
LESSON 3: MAJOR CANADIAN BATTLES DURING WWII

**OVERVIEW**

In this lesson students will learn about the role of Canadian Soldiers, their experiences in battle and how their actions in battle helped to build Canada's identity. By focusing on the historical thinking concept “Significance” students will first learn to identify important and meaningful information from primary and secondary sources. They will then begin to construct for themselves significance by selecting one of the major Canadian battles during WWII and developing a narrative and rationality for why it should be memorialized by Parliament. Students will learn when it comes time to share and discuss which battle they felt was most significant that significance can vary, as different people in the class will have chosen different battles and have different rationalities.

With the aim of the eight lessons to look at the role different people played and how they were impacted by war this lesson reveals much about the role and experiences of the Canadian soldier. However, the teacher should also get the students to be asking questions about these battles being significant just because of the bravery and skill of soldiers. By the end of the lesson students should be reflecting on the fact that while soldiers did play a role in how the battle went there were other groups and parties involved. Other people who also had a role to play and made an impact (i.e. women which will be looked at in the next lesson).

**LEARNING GOALS**

- Student will be able to recognize and acknowledge meaningful and important information in primary and secondary sources. Identify what is significant because it resulted in change and/or was revealing.
- Students will realize their power to make something significant by constructing a narrative and placing meaning on a battle they believe to deserve the honour of being memorialized.
- Students will learn that significance varies over time and groups and that events should be challenged when they hold significance and when they don’t (how come I have heard lots about “x” but nothing about “y”)

**CURRICULUM EXPECTATIONS & HISTORICAL THINKING CONCEPT**

**Curriculum Expectations:**

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)
Historical Thinking Concept In Focus: Historical Significance

- **Guidepost 1:** Events, people, or developments have historical significance if they resulted in change.
- **Guidepost 2:** Events, people, or developments have historical significance if they are revealing.
- **Guidepost 3:** Historical significance is constructed. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a meaningful place in a narrative.
- **Guidepost 4:** Historical significance varies over time and from group to group.

**MATERIALS**

**Primary Source Documents:**
- Students directed to use the primary and secondary information from the Canadian War Museum “Democracy At War: Canadian Newspapers and the Second World War” at [www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_es.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_es.shtml)
  Accessed November 4, 2013

**Instructions for Teachers:**
- the memoir “Night” by Elie Wiesel
- book a computer lab (1 period minimum, 2 periods preferred)
- computer and projector in the classroom

**Prompts for Students (BLM)**
- “The Major Canadian Battles in WWII and There Significance” Worksheet – Appendix 3.0
- “Persuasion Map” Worksheet – Appendix 3.1 (optional)

**PLAN OF INSTRUCTION**

**WARM UP**

**Period 1:** Read “Night” Chapter 2 (pages 14-18)
**Period 2:** Read “Night” Chapter 3 (pages 19-24)

**DISCUSSION TO CREATE WONDER & ACTIVATE BACKGROUND KNOWLEDGE**

Write the question “what makes a battle significant” on the board. Begin a class discussion by asking students if they have ever been to battle. While students may initially assume you are talking about battles in war start by connecting the idea of significance and battles to their experiences as a student (i.e. make it relevant). Ask students to think of either a fight with a friend, disagreement with a parent, a time they battled with a sibling, or were a part of a sports brawl (i.e. hockey)? Have volunteers explain what it was and most importantly ask them why they chose that battle over another. What made it more significant then another interaction with the same or different person. Now have

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students apply this notion to battles of war. What makes a battle during war significant? What are some similarities and differences between battles we have with friends and family members vs. battles during war? What can students recall about the battles they learned while studying WWI (i.e. Vimy Ridge, Battle of Somme, Passchendaele or Ypres)?

**MODELING**

Explain to the class that what the government, historians and the public deem significant is often displayed through artifacts and information found in museums. Demonstrate how students will use the Canadian War Museum and its website to learn about the major battles Canadians fought in during WWII.

Phase 1: Identifying and Pulling Out Significant Information from Secondary and Primary Sources

Handout to students the worksheet “The Major Canadian Battles in WWII and There Significance” (Appendix 3.0) and fill in the information for the first battle together by doing the following:

1. Go to the Website – demonstrating for students how to get there by either searching in Google “Democracy at War Operations” and clicking on the first link through warmuseum.ca or by putting into the url: www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_e.shtml

2. Once on the site show students how on the left hand side there is a list of all the battles they will be looking into and click on the first one on the worksheet, the Battle of the Atlantic.

3. Demonstrate for students how to read through and pull out the significant information. First read the secondary source information to the class and have students identify key information. Then do the same for one of the primary documents. Students should be recording these key points on their worksheet.

4. Explain how students will now be given lab time to complete the worksheet. Let them know it is important to take good notes because they will need them when it comes time to complete phase 2.

**GUIDED PRACTICE**

As explained above under “Modeling” students use the following site from the Canadian War Museum www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_e.shtml to identify what made battles fought by Canadians in WWII significant by completing the worksheet “The Major Canadian Battles in WWII and There Significance” Appendix 3.0 with their partner.

Suggest students divide up the work, by having student 1 read the secondary information while student 2 reads the primary newspaper article for one battle and then they switch when learning about the next battle.

**INDEPENDENT ACTIVITY**

When students have completed their worksheet “The Major Canadian Battles in WWII and There Significance” and you as the teacher has seen it have students complete their independent activity which is as follows:
Parliament has commissioned the construction of a new monument to honour Canadian soldiers who fought and those who died during WWII. They have determined that the monument will be based on one of the major battles. Pick the battle you think is the most significant and should be memorialized. Complete this persuasion map to explain why.

Teachers can provide a persuasion map for students to fill out using Appendix 3.1 or by having students complete the persuasion map online and print it off by going to:


SHARING/DISCUSING

Class Discussion:
Ask students if it was difficult to pick one battle to memorialize? How did they finally decide?

Discussion in Pairs:
Pair up students who memorialized a different battle. Have students share with their partner the reasons and evidence they had for picking the battle that they did. Once each person in the partnership has had a turn have the pairing identify commonalities and differences between their arguments.

Class Discussion:
One of the biggest commonalities students should highlight is that these battles were significant because they contributed to building Canadian identity and/or heritage? Discuss some possible reasons for this.

ASSESSMENT

Assessment will be based on:
- The completion of “The Major Canadian Battles in WWII and There Significance” Appendix 3.0 through a quick check (i.e. yes complete, partially complete, not complete)
- The submission of their “Persuasion Map”
- Participation in class and their contributions made when working in small groups/partners.

As a teacher you should know if the learning goals were met if students were able to extract the most important information from the primary and secondary sources given. Furthermore if students used this information to complete Appendix 3.0 in and as the basis for their arguments for the Persuasion Map Monument activity.
LESSON 4: WOMEN & WAR

<table>
<thead>
<tr>
<th>Group/Individual Of Focus:</th>
<th>Historical Thinking Concept:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>Continuity &amp; Change</td>
<td>1 Period (75 minutes)</td>
</tr>
</tbody>
</table>

OVERVIEW

While students learned from the previous lesson that the Canadian soldiers who went to battle played a significant role, soldiers did not go into war on their own. In fact women made large contributions to the war effort both on the home front and overseas. This lesson will look at precisely how by considering the role of women during WWII. The historical thinking concept “Continuity and Change” will be used to consider the roles, responsibilities and treatment of Canadian women before, during and after WWII. To do so the documentary film “Rosies of the North” will be shown. The film goes through footage, documents, and photographs of the past as well as recent interviews with some of these same women explaining their experience years after the fact. While viewing the film available from the National Film Board website students will complete a worksheet. This will be followed by a class discussion.

LEARNING GOALS

- Student will be able to identify and distinguish between events that are stable and those that are changing and make conclusions as to why that might be.
- Students will identify how the lives of women (their role and their treatment) in some instances was changed and stayed the same in others as a result of war.
- Students will be able to identify turning points in the experiences of women and make inferences as to how these developments impacted other groups/individuals during WWII.

CURRICULUM EXPECTATION

Curriculum Expectations:

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

Sample questions: “Which groups were interned in Canada during the war? How did this treatment change their lives?” “What opportunities opened to women in Canada as a result of the war?”

Historical Thinking Concept In Focus: Continuity and Change

- Guidepost 1: Continuity and change are interwoven: both can exist together. Chronologies—the sequencing of events—can be a good starting point.

Guidepost 2: Change is a process, with varying paces and patterns. Turning points are moments when the process of change shifts in direction or pace.

MATERIALS

Primary Source Documents:
- “Rosies of the North” - National Film Board Website
  http://www.nfb.ca/film/rosies_of_the_north
  Accessed September 30, 2013
- “They Are All Women” (followed by the photographs themselves) – Appendix 4.0

Prompts for Students (BLM)
- “Women & War: ‘Rosies of the North’” Worksheet – Appendix 4.1

Instructions for Teachers:
- the memoir “Night” Elie Wiesel
- computer and projector

PLAN OF INSTRUCTION

WARM UP

Read “Night” Chapter 3 (pages 25-30)

DISCUSSION TO CREATE WONDER & ACTIVATE BACKGROUND KNOWLEDGE

Have students look at the three photos in Appendix 4.0. To do this either print and circulate around the room, post on the wall and have students come up and look, or project them by displaying one at a time and giving students a few moments before displaying the next. Once students have seen all three ask them to conclude what all three photos have in common. They all involve the war effort and women. Then ask students what is different about all the photos. Have them come to the conclusion that there was a variety of ways women supported the war effort.

INDEPENDENT ACTIVITY

The teacher reads the synopsis of the film “Rosies of the North”:

“They raised children, baked cakes... and built world-class fighter planes. Sixty years ago, thousands of women from Thunder Bay and the Prairies donned trousers, packed lunch pails and took up rivet guns to participate in the greatest industrial war effort in Canadian history. Like many other factories across the country from 1939 to 1945, the shop floor at Fort William’s Canadian Car and Foundry was transformed from an all-male workforce to one with 40 per cent female workers.”

8 “Rosies of the North,” National Film Board, accessed September 30, 2013,
http://www.nfb.ca/film/rosies_of_the_north
Students watch the film "Rosies of the North" found on the National Film Board Website (http://www.nfb.ca/film/rosies_of_the_north) with the running time of 46.40. During the film students complete the worksheet “Women and War: ‘Rosies of the North’” (Appendix 4.1)

SHARING/DISCUSING

Take up the worksheet. After taking up questions (1) and (2) make the point that continuity and change is interwoven. Have students highlight in one colour events/points that were in 2 or more columns. Explain to the students that the columns in the chart, before, during and after the war, is a type of chronology and if we look at the points that show up in 2+ columns we can recognize continuity. However, by looking at these time periods we can also see change (i.e. events that only appear in one column). Also spend some time going deeper into question (5). Have students begin by defining turning point. Then focus in on a few specific changes women experienced (i.e. joining the workforce) and identify if the change was a change in direction, a change in pace or both.

ASSESSMENT

Assessment will be based on:

- The completion and submission of the worksheet “Women & War: ‘Rosies of the North’”
- Participation in class discussion.

As a teacher you should know if the learning goals were met if students were able to appropriately identify from the film events/situations that were changes (turning points) for women as a result of war and those that were continuous despite WWII.
OVERVIEW

While being able to identify continuity and change, and judge events to be historically significant is valuable they are impossible to do fairly and accurately without evidence. We need evidence to be able to know and understand the lives of Canadian Soldiers and Women during WWII. In this lesson evidence will be used to learn about the actions of Nazis and the treatment of Jews as a result of war and the Holocaust. In this lesson students will be given primary documents as evidence that they must ask critical questions of in order to corroborate or challenge the secondary material provided in the Auschwitz Interactive Animated Map presentation. Through this exercise students will gain an appreciation for the importance of and challenges presented when working with evidence to determine if something happened and what happened.

LEARNING GOALS

- Students will develop the skill of examining evidence critically by asking meaningful questions.
- Students will understand the importance of corroborating evidence, and checking what they know or think they know to be “true.”

CURRICULUM EXPECTATION

Curriculum Expectation:

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C3.3 Explain the significance of the Holocaust for Canada and Canadians (e.g., with reference to antisemitism in Canada in the 1930s and 1940s, Canada’s reaction to anti-Jewish persecution in Nazi Germany, the role of Canadians in liberating Nazi concentration and death camps, postwar refugee policy and attitudes towards survivors, the evolution of human rights and anti–hate crime legislation).

**NOTE:** Although these expectations do not entirely fit with the goals outlined in this lesson they do loosely apply. Before one can really understand what Canadians knew about the Holocaust and how Canada reacted I believe it is important students fully understand what was happening in Germany, the state of communities, conflict, and cooperation happening behind enemy lines. Therefore this lesson is really just a starting lesson, which should be followed with an activity like the Extension Activity suggested at the bottom of this lesson in order to fully meet course expectations. Additionally, I felt it was appropriate for students to have this lesson because it seems to be one thing they have some background understanding of but no true education on. Furthermore, I believe it will allow for a deeper and more impactful discussion when it comes to talking about Japanese Canadian internment, in the lesson that follows.
**Historical Thinking Concept in Focus: Evidence**

- **Guidepost 1:** History is *interpretation* based on *inferences* made from primary sources. Primary sources can be accounts, but they can also be traces, relics or records.

- **Guidepost 3:** Sourcing often begins before a source is read, with questions about *who* created it and *when* it was created. It involves inferring form the source the author’s or creator’s *purposes*, *values*, and *worldview*, either conscious or unconscious.

- **Guidepost 5:** Inferences made from a source can never stand-alone. They should always be *corroborated*: checked against other sources (primary or secondary).

**MATERIALS**

**Primary Documents:**

- “Holocaust Hoax Exposed – Herman Rosenblat”
  
  www.youtube.com/watch?v=wjhpfKWz-UY
  
  Accessed November 9, 2013

- Auschwitz Interactive Animated Map (has pictures and quotes imbedded)
  
  www.bbc.co.uk/history/interactive/animations/auschwitz_map/index_embed.shtml
  
  Accessed November 9, 2013

- Index of Evidence for the Auschwitz Interactive Map Activity” (followed by the resources themselves) – Appendix 5.0

**Prompts for Students (BLM)**

- “Notes from the Auschwitz Map and Supporting Evidence” Worksheet – Appendix 5.1

**Instructions for Teachers:**

- the memoir “Night” by Elie Wiesel
- computer and projector
- write down the following questions on the board for the guided practice activity
  - who created the source (i.e. age, gender, individual/organization...)?
  - when was it created (i.e. the year, what events were going on at that time)
  - what purpose does this evidence serve; why was it created?
  - what does it reveal (i.e. about the conditions, events...)?
  - do you trust the evidence; why or why not?
- “Notes from the Auschwitz Map and Supporting Evidence (Teacher)” Answer Key – Appendix 5.2

**PLAN OF INSTRUCTION**

**WARM UP**

- **Period 1:** Read “Night” Chapter 4 (pages 31-36)
- **Period 2:** Read “Night” Chapter 4 (pages 37-43)

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Show clip “Holocaust Hoax Exposed – Herman Rosenblat” (www.youtube.com/watch?v=wjhpfKWz-UY). Get students initial reactions to the clip. Then suggest this clip raises a lot of questions about what is real and the challenging of identifying historical moments? Ask students how we can differentiate between fact and fiction. Focus on the role and importance of evidence.

When looking at evidence and reading any source (primary or secondary) it is important that we ask questions. Some good questions we can ask are (these should be posted on the board):
- who created the source (i.e. age, gender, individual/organization...)?
- when was it created (i.e. the year, what events were going on at that time)
- what purpose does this evidence serve; why was it created?
- what does it reveal (i.e. about the conditions, events...)?
- do you trust the evidence; why or why not?

Since the book “Night” should be familiar to everyone in the class use this as the modeling activity and proceed to go through the questions above as a class.

Inform students that they are now going to apply these questions to a piece of evidence you are going to give them. These pieces of evidence are different but reveal something about the Holocaust.

In groups of 2-3 students are given a piece of evidence (a primary document) to summarize and are also asked to answer the questions on the board.

Groups can be created and evidence assigned in a number of ways. You will have to make two choices:
1. allow students the opportunity to select their own group members OR teachers could have the groups predetermined.
2. assign the piece of evidence to the groups, this would allow for differentiation, as some documents are more challenging then others OR teachers could tell groups the topics (i.e. ghettos, Einsatzgruppen, labour camps etc.) and have them select their preference

*Both options in each choice have strengths and weaknesses. You will have to determine what is best for your class.

Before students are left to complete the task they are told to be prepared to share their evidence and answers with the class and that this sharing will come later as we work our way through an Auschwitz Interactive Map Presentation.

When groups have finished with their evidence. The teacher can start going through the interactive animated map. At this time students will work independently and take notes. As a teacher you can decide weather to give your students Appendix 5.1 “Notes from the Auschwitz Map and Supporting Evidence” worksheet to structure their notes or if you just post the questions on the board and have students write it out in their notebooks.
**SHARING/DISCUSSING**

When sections in the Auschwitz Interactive Map correspond with a primary source, the teacher will need to cue the group who has the supporting evidence for that topic. The slide to stop at on the animated map is noted in Appendix 5.0.

At this time the group will share their evidence and the class will discuss, add to their notes and carry on with the Auschwitz Interactive Map until complete.

**ASSESSMENT**

Assessment will be based on:

- The completion of notes with a quick check (i.e. yes complete, partially complete, not complete)
- Analysis of evidence and presentation of their resource
- Participation in class discussion.

As a teacher you should know if the learning goals were met if students were able to examine evidence with meaningful questions and make fair and accurate interpretations.

**EXTENSION ACTIVITY:**

Now that we have evidence to support and provide information about what happened during the Holocaust an extension activity could involve looking at evidence to find out how much Canadians knew about what was happening in Germany to the Jews. To do this one could find radio broadcasts and newspapers to see what was being published and how much was exposed to Canadians about the existence of ghettos, labour camps and the extermination of Jews.
LESSON 6: THE INTERNMENT OF JAPANESE CANADIANS

<table>
<thead>
<tr>
<th>Group/Individual Of Focus:</th>
<th>Historical Thinking Concept:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese Canadians</td>
<td>Ethical Dimension</td>
<td>1 Period (75 minutes)</td>
</tr>
</tbody>
</table>

OVERVIEW

Many would argue that the events of the Holocaust as discussed in the previous lesson were unethical, unethical then and now. However, other events are not always so black and white. Canada during WWII also made decisions about the treatment of Japanese Canadians that under today’s standards could be deemed unethical, but at the time were accepted by many as fair and a necessity. In this lesson students will learn about the Japanese Canadians first by looking at the rationales presented by those who were supporters of their internment. Then students will use their experience working with evidence to look at artifacts that reveal information about the treatment of Japanese Canadians during their internment. This information will be held up against today's standards using the Charter or Rights and Freedoms. After discussing the redress made years after the fact students will use what they now know to reflect on whether Japanese Canadian internment was ethical.

LEARNING GOALS

- Students will use evidence from the past in order to understand the situation (historical context) of the Japanese Internment before making an ethical judgment about it.
- Students will be able to recognize the difference between imposing today’s standards on the Canadian Japanese Internment and the standards of right and wrong in WWII.
- Students will learn how Canadians have since responded to the Japanese Internment years later when they realized the ethical implications of their WWII decisions.

CURRICULUM EXPECTATION

Curriculum Expectations

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

Sample questions: “Which groups were interned in Canada during the war? How did this treatment change their lives?” “What opportunities opened to women in Canada as a result of the war?”
Historical Thinking Concept in Focus: Ethical Dimension

- **Guidepost 2:** Reasoned ethical judgments of past actions are made by taking into account the **historical context** of the actors in question.
- **Guidepost 3:** When making ethical judgments, it is important to be **cautious and not imposing contemporary standards** of right and wrong on the past.
- **Guidepost 4:** A fair assessment of the ethical implications of history can inform us of our **responsibilities to remember and respond** to contributions, sacrifices, and injustices of the past.

**MATERIALS**

**Primary Source Documents:**
- “The Rationality Behind the Internment of Japanese Canadians” Quotes/Notes - Appendix 6.0
- “Index of Artifacts: The Internment of Japanese Canadians” (followed by the artifacts themselves) - Appendix 6.1

**Instructions for Teachers:**
- the memoir “Night” by Elie Wiesel
- computer and projector
- will need to project “Renewal Terms of Agreement” – Appendix 6.2

**Prompts for Students (BLM)**
- “Japanese Canadians and The Charter of Rights and Freedoms” Worksheet - Appendix 6.3

**PLAN OF INSTRUCTION**

**WARM UP**

Read “Night” Chapter 5 (pages 44-49)

**DISCUSSION TO CREATE WONDER & ACTIVATE BACKGROUND KNOWLEDGE**

Ask students the following questions and have them answer YES or NO:
- It is always important to apologize after making a mistake
- It is okay to change the rules if you can explain why
- Canadians treat each other fairly
- Everything in the newspaper is true
- Being safe is more important than being free
- Everyone should always be treated the same in all situations

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People come to Canada because it is a better place to live

Make note of the fact some students had a hard time answering yes or no to some of the questions. This is because they were probably considering different scenarios or contexts in which the answer depends.

Inform students that today they are going to be learning about the internment of Japanese Canadians and going to be making some ethical judgments. However, in order to consider whether the treatment of Japanese Canadians is ethical we must also take into consideration what we have learned about the importance of evidence and the historical thinking concept of continuity and change. To do this we will first look at the perspective of both those who established the laws and supported them (Part 1) as well as the experiences of the Japanese Canadians and what happened to them (Part 2). This information and evidence will come from the time period of Japanese Canadian internment during WWII. The last activity we will do (Part 3) will consider continuity and change and how we determine if something is ethical since the Japanese Internment.

**PART 1: THE RATIONALITY BEHIND THE JAPANESE INTERNMENT**

**MODELING - GUIDED PRACTICE - INDEPENDENT ACTIVITY - SHARING/DISCUSING**

Have students title a page in their notebook "Why were Japanese Canadians Placed Into Internment Camps?" As information is presented by the teacher student's should record in point form possible answers to this question.

Teacher projects Appendix 6.0 on the board and reads only the first paragraph.

Go through the article afterwards with students and review key points students should write in their notebooks to answer the question, why were Japanese Canadians placed into internment camps? These should be written on the board as students provide answers and discussion occurs. Possible points include:

- Security precaution
- Recent Japanese attacks:
  - (1) Air attack on Pearl Harbor
  - (2) Overran much of East Asia
- Fears that war would reach people of B.C
- Were afraid Japanese living in Canada were a threat; becoming spies and saboteurs
- Long history of discrimination
- Fear of violent outbreaks
- Japanese moved for own safety

The teacher then shows and reads the second paragraph on Appendix 6.0. Here the goal is to provoke discussion and have students ask critical questions and participate in higher order thinking. The teacher can prompt students with questions such as:

- Would it bother you if your friend went missing?
- How did this "friend" respond and what would you have done?
- What reason did the "friend" give for why it was ok? (Answer: "The point is if authority did it, then it was right" it was ethical)
  - Challenge this. Ask is this true? What are the benefits and problems to this being the basis for an ethical judgment?

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11 Due to the fact that this lesson is broken down into three parts, each with the steps of modeling, guided practice, independent activity and sharing/discussing that blend and are more fluid then in other lessons they have been combined for this lessons plan of instruction.
- NOTE: Reasons from students will vary, may draw on the authority figures in the Holocaust to disagree (i.e. SS, Hitler etc.) or may agree drawing on how we are expected to listen to parents, teachers, police etc.
- The teacher should highlight that what is right and wrong in the eyes of authority figures and governing bodies such as the government can change.
- The Canadian Charter of Rights and Freedoms was designed to protect all of the citizens of Canada. It was not adopted until 1981 and therefore was not in effect to protect the Japanese Canadians during WWII.
- Today we are able to use Human Rights codes and the Charter to assist with our judgments of weather events and situations are ethical or not.

Explain to students that in the next activity they will look at evidence to understand how the Japanese Canadians were treated and apply the Canadian Charter of Rights and Freedoms in order to think about whether the internment of Japanese Canadians was ethical.

**PART 2: THE TREATMENT & EXPERIENCES OF JAPANESE CANADIANS**

Teacher hands out the worksheet “Japanese Canadians and The Charter of Rights and Freedoms” (Appendix 6.1) which has been modified from JapaneseCanadianHistory.net. See Appendix 6.2 for an index of artifacts followed by the corresponding primary documents (i.e. images and documents). These artifacts can be shown to students in a couple of ways, determine what is best for your class and plan accordingly.

Option 1: Print artifacts and post around the room. Have students travel around the room and fill in their worksheet. This can be done independently or with a partner. When done, you can take up the worksheet as a class.

Option 2: Project each artifact one at a time and give students a few minutes to make some notes. Then review what they noticed as a class and where they used it as evidence to complete the worksheet.

**PART 3: APOLOGY AND REDRESS YEARS AFTER THE FACT**

While at the time it might have seemed ethical to some, when we compare the treatment of Japanese Canadians with the Charter we learned that it was not so ethical. What has been done since? There was a redress.

Watch: CBC News: Apology to Japanese Canadians (4 min) [http://www.youtube.com/watch?v=fxVZtQULIMQ&feature=related](http://www.youtube.com/watch?v=fxVZtQULIMQ&feature=related)

Review the “Renewal Terms of Agreement” by projecting Appendix 6.2. Then give students a 3-5 minute Free Write time. Tell students to write as much as they can, whatever thoughts come to mind about what they learned today and how it was handled years after the fact. Let them know spelling and neatness does not matter. The idea here is to capture their thoughts, feelings and reactions to the material that has been presented. When done have students share some of the comments they had and discuss as a class.
ASSESSMENT

Assessment will be based on:

- The completion of notes with a quick check (i.e. yes complete, partially complete, not complete)
- Completion of the worksheet “Japanese Canadians and The Charter of Rights and Freedoms”
- Participation in class discussion particularly after the Free Write

As a teacher you should know if the learning goals were met if students are able to make fair and ethical judgments. This means rooting their judgments on evidence and the historical context and not by imposing today’s standards on the historical decisions made.

EXTENTION ACTIVITY:

Was this agreement made because it was ethical, the right thing to do or was it because the time was right. See “Renewal the Timing was Right!” [http://www.najc.ca/thenandnow/renewal6d.php](http://www.najc.ca/thenandnow/renewal6d.php) accessed November 3, 2013.
LESSON 7: THE POWER OF PROPAGANDA

<table>
<thead>
<tr>
<th>Group/Individual Of Focus:</th>
<th>Historical Thinking Concept:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soldiers, Women, Nazis, Jews, Japanese Canadians, Youth</td>
<td>Historical Perspectives</td>
<td>1 Period (75 minutes)</td>
</tr>
</tbody>
</table>

OVERVIEW

In the last lesson students began to recognize the importance of perspective and how considering perspective is an important component of making an ethical judgment. In this lesson students will use perspective to learn about the power and purpose of the propaganda used during WWII. Students will begin by learning about what propaganda is and its varying techniques. Students will then apply this understanding by analyze propaganda, both video and posters, from the perspectives of the sender and the receiver of the medium. With the propaganda posters being produced by both the axis and the allies and targeting the groups discussed in the last six this will be a good rap up and review activity as students will need to draw on what they learned when studying each of these groups previously.

LEARNING GOALS

- Students will be able to define propaganda and recognize the technique being used when viewing propaganda videos and posters.
- Students will learn to make inferences about who was the sender and target of the piece of propaganda by recognizing its purpose.

CURRICULUM EXPECTATION

Curriculum Expectations:

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada *(e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)*

Historical Thinking Concept in Focus: Historical Perspective

- Guidepost 4: **Taking the perspective of historical actors** means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are those based on evidence.

---

Guidepost 5: Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

MATERIALS

Prompts for Students (BLM)

- “Defining Propaganda” - Appendix 7.0
- “WWII Propaganda: What’s Your Perspective” Worksheet – Appendix 7.3

Instructions for Teachers:

- the memoir “Night” by Elie Wiesel
- computer and projector
- “Defining Propaganda” Answer Key – Appendix 7.1
- “WWII Propaganda: What’s Your Perspective” Teacher Copy – Appendix 7.4

Primary Source Documents:

- “Index of Propaganda for What’s Your Perspective Activity” (followed by the resources themselves) – Appendix 7.2
- “Der Fuehrer’s Face – A Day in the Life of Donald Duck if he Lived in Nazi Germany” (7:56) Video [http://www.youtube.com/watch?v=5LYD0Fzf11U](http://www.youtube.com/watch?v=5LYD0Fzf11U)
- “Proudest Girl In The World” (2:00) Video [http://www.nfb.ca/film/proudest_girl_in_world](http://www.nfb.ca/film/proudest_girl_in_world)

PLAN OF INSTRUCTION

WARM UP

Read “Night” Chapter 5 (pages 50-56)

DISCUSSION TO CREATE WONDER & ACTIVATE BACKGROUND KNOWLEDGE

Put the word “propaganda” into the centre of the board and as a class create a mind map. Students may be surprised to learn how much they actually know about propaganda. Use the following discussion points if/when needed:

- Think of examples of propaganda today (i.e. magazine ads, commercials, ads that come up on your Facebook, or within apps on your phone).
- Who are the targets?
- What are the messages being delivered?
- When is propaganda used and why?

Using the mind map as a class, develop a definition for propaganda. Record this definition on the worksheet “Defining Propaganda” (Appendix 7.0). When finished have students use their background knowledge to complete the rest of the worksheet, matching up propaganda techniques with their definition and coming up with an example. When students have done what they can take this up as a class, they will want to have the correct answer for the next activity (the answer key to this worksheet is Appendix 7.1).

MODELING

Tell students that they are going to analyze various pieces of World War II propaganda. Explain that one of the most popular and widespread forms of propaganda during World War II was posters, but
that they will also look at some videos that were most commonly aired before films at the theatre.

REMINDER FOR STUDENTS: When looking at Propaganda and considering perspective we must remember the time period a source came from; the attitudes, and circumstances that men, women, and children lived in during WWII are different from what they have grown up with today in some cases. We must keep this in mind.

Watch the following cartoon “Der Fuehrer's Face – A Day in the life of Donald Duck if He Lived in Germany” (www.youtube.com/watch?v=5LYD0Fzf1LU) as a class. Identify the key questions we should ask ourselves when viewing propaganda. As you mention each, explain and apply to the video just watched. The questions you should address are:

- **Describe** what you see?
- Who was the intended **receiver**?
- Who was the **sender** of the message?
- What **propaganda technique** was used? How was the viewer being persuaded?
- What was the videos/posters **purpose**? What is it trying to get the viewer to do/believe?

GUARDIAN PRACTICE

Now allow students to practice taking the perspective of either a sender or receiver of the propaganda poster by dividing the class in half and assigning a perspective to each group. Project the poster “Keep These Hands Off: Buy the New Victory Bonds” (Appendix 7.2) and have students pretend they were either receiving the poster or creating the poster for the first time during WWII. Student may generate ideas on their own or with an elbow partner.

Prompting questions you may ask or want to write on the board.

The Sender Perspective: As the creator of the poster:
- Who are you?
- Why did you create it? What’s the poster’s purpose?
- What propaganda technique did you use and why that one?

The Receiver Perspective: As the intended receiver of the poster:
- Who are you?
- How did the poster make you feel? What are you likely to think or do as a result of viewing the poster?
- Did you find the propaganda technique used effective and why?

INDEPENDENT ACTIVITY

Hand out the “WWII Propaganda: What’s Your Perspective” worksheet (Appendix 7.3). The teacher can decide how students are shown the remaining posters in “Index of Propaganda for What’s Your Perspective Activity” (Appendix 7.2) based on the strengths and needs of the class.

**Option 1:** Free Tour Method: In this case the teacher prints the propaganda posters from Appendix 7.2 and displays them around the room. Students are freely able to move from poster to poster filling out their worksheet as they go.

**Option 2:** Semi-Structured Tour Method: In this strategy the propaganda is still displayed around the room, only this time students are prompted every 3-5 minutes to move to their next poster.
Option 3: Stationary Group Method: In this case six groups are established and students come together around a table/grouping of desks and remain their for the entire time. With this method the propaganda poster itself is what is moved and rotated around to each group every 3-5 minutes.

NOTE: The final piece of propaganda is an advertisement called “The Proudest Girl In the World” ([http://www.nfb.ca/film/proudest_girl_in_world](http://www.nfb.ca/film/proudest_girl_in_world)). When all student have finished with the posters the teacher can cue this 2 minute clip and students can complete the final box on their worksheet P7.

**SHARING/DISCUSSING**

Ask students to stand near one of the pieces of propaganda they liked the best. This means by the image on the wall if it is on the wall or by the table/grouping of desks where the poster currently rests. Go around the room and ask students from each group to explain why they liked it and what they learned from it.

Tell the students that their final task is in the groups they are currently in (if group is too large you can make multiple sections) to change the posters perspective by doing one of two things:

1. change the images and keep the slogan OR
2. keep the slogan and change the images

The goal is to make the poster target a different group of people and/or come from a different sender

Other questions you may want to ask throughout the lesson or during this final discussion:
- What are some commonalities between the posters around the room?
- If a nation’s enemy is in the poster, how are they drawn or portrayed?
- Which propaganda technique did you find was most common among the posters around the room? Do you think there is a reason for this?

**ASSESSMENT**

Assessment will be based on:

- The completion of “Defining Propaganda” worksheet with a quick check (i.e. yes complete, partially complete, not complete)
- The completion and submission of Completion of the worksheet “WWII Propaganda: What’s Your Perspective” worksheet
- Participation in class discussion and group work particularly when students are asked to select their favourite poster and in groups change the perspective.

As a teacher you should know if the learning goals were met if students are able to understand and relate the definition and types of propaganda techniques to real life examples of poster and video used in WWII in order to understand them from different points of view. In addition students are able to apply their understanding by providing their own examples.
OVERVIEW

As the final lesson in this resource guide students will complete a summative assessment as a way to consolidate and express what they have learned. It will have students draw on what they now know about different actors and their role in WWII and how these groups of people (i.e. Canadian soldiers, women etc.) were affected by war. This assignment was also designed so students would need to apply all six of the historical thinking concepts that have been learned throughout the previous seven lessons. Lesson 8: Facebook and Summative Assessment Project begins with students expanding on their mind maps from lesson 1 as a way to recognize for themselves how much they have learned. Its other purpose is to provide the teacher with information as to what needs reviewing and should be clarified before students begin their final assignment. When students have finished adding to their mind maps the teacher and students will work through an example before the remainder of the period(s) become work periods.

LEARNING GOALS

- Students will be able to consolidate and apply what they have learned about the groups that were impacted by war.
- Students will be able to implement the six historical thinking concepts to produce a final project.

CURRICULUM EXPECTATION

Curriculum Expectations:

C2. Communities, Conflict, and Cooperation: describe some significant interactions between different communities in Canada, and between Canada and the international community, from 1929 to 1945, and explain what changes, if any, resulted from them.

C2.3 describe some ways in which World War II changed the lives of different groups in Canada (e.g., with reference to economic recovery, rationing; the experiences of young men enlisting in the armed services, munitions workers, farmers, men in the merchant marine, women, Japanese Canadians)

Historical Thinking Concepts In Focus:
Historical Significance, Evidence, Continuity and Change, Cause and Consequence, Historical Perspective and the Ethical Dimension
MATERIALS

Instructions for Teachers:
- the memoir "Night" by Elie Wiesel

Prompts for Students (BLM)
- “Facebook Project Outline and Checklist” - Appendix 8.0
- “Facebook Project Rubric” - Appendix 8.1

PLAN OF INSTRUCTION

WARM UP

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Read &quot;Night&quot; Chapter 6 (pages 57-65)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2</td>
<td>Read &quot;Night&quot; Chapter 7 (pages 66-69)</td>
</tr>
<tr>
<td>Period 2</td>
<td>Read “Night” Chapter 8-9 (pages 70-77)</td>
</tr>
</tbody>
</table>

DISCUSSION TO CREATE WONDER & ACTIVATE BACKGROUND KNOWLEDGE

In this case wonder is going to be drawn from students realizing how much they have learned about how WWII impacted different groups of people.

Give students back the mind maps they created in the first lesson along with a larger piece of paper. Have students place their original map in the centre of the new larger paper. Ask them to use a different coloured writing instrument and expand the map based on what they know now.

MODELING & GUIDED PRACTICE

Inform students that they will be creating a Facebook page for a person from WWII (real or made up) for their final assignment.

As a way to both review the material from the last seven lessons, and generate ideas for their final assignment have a class discussion. Be sure students are able to identify the groups that students have been learning about in the last 7 lessons. As well as what roles and responsibilities these individuals/groups took on, how they were treated and what their living conditions were like. Students may draw on their mind maps to assist with participation.

Work through a class example of the assignment. Either have a figure in mind or take a suggestion from the class. Have students identify aspects of a Facebook page and what information should be included if looking at a page that belonged to “________.” Some things to consider:
- Profile Information: Do they have a career, what's their birthday, are they single, married, where do they live, what nationality do they associate with, what language do they speak....?}
- Friends: How many friends do they have (lots or a few), what is the demographic of these friends (i.e. mostly male or female, young or old, part of an organization etc.)
- Likes: What likes does this individual have?
- Posts on the Wall: Who is the individual corresponding with and what is being said?
- Photos: Where are they taken, who is tagged in them, what is happening in the photo?
INDEPENDENT ACTIVITY

Distribute the “Facebook Assignment Outline and Checklist” (Appendix 8.0) as well as the “Facebook Assignment Rubric” (Appendix 8.1).

Review the handouts and how they should use them. Appendix 8.0 was designed so students could self-evaluate and make sure everything was included before submitting the final product. Remind students to hand in all rough work and the rubric with their Facebook page when finished because you will be using it to mark the assignment.

During this review process make sure to emphasize that although this is a modern day way to display and communicate information (i.e there was no Facebook during WWII), they must keep the content on their Facebook page historically relevant. Therefore, your individual is not going to like the show “The Walking Dead” or be friends with Justine Bieber.

SHARING/DISCUSING

Encourage students throughout the work periods to ask questions and get feedback from the teacher and their peers. On the day the assignment is due provide the option for students who are willing to share their Facebook page.

ASSESSMENT

Assessment will be based on:

- The completion of the “Facebook Project Outline and Checklist” worksheet and the Final Product that is produced as a result.
- Participation in class discussion.

As a teacher you should know if the learning goals were met if students are able to consolidate and express what they have learned throughout the previous lessons. This includes knowing about the role of different actors and how they were effected by war in addition to being able to apply all six historical thinking concepts. For clear expectations for what you will be looking for and marking on see Appendix 8.1 the “Facebook Project Rubric.”
A march supporting the Nazi movement during an election campaign in 1932. Berlin, Germany, March 11, 1932.

A Polish town lies in ruins following the German invasion of Poland, which began on September 1, 1939.

2.1 WHY GO TO WAR? CAUSES & CONSEQUENCES LEADING TO WWII

Germany Wants War
Treaty of Versailles

Germans felt humiliated by the treaty as they found the loss of their colonies, loss of territory around their borders and repatriation payments unjust.
Economic Problems

Large sums of money had been borrowed to finance the war and now Germany was in serious debt.
Depression & Unemployment

Just like in Canada, Germany felt the effects of the 1929 Stock Market Crash with businesses going bankrupt and people losing their jobs.
Political Instability

With much disagreement between parties and social conditions worsening more people began to listen to extremist views and Hitler came into power.
Germany Rearms

With Hitler as Chancellor of Germany he immediately begins expanding the German army and air force beyond the limits set out in the Treaty of Versailles. The German military Slogan becomes “Today Germany, Tomorrow the World.”
Japan & Italy Begin to Invade Foreign Territories to Add to Their Empires

Japan conquers Manchuria and Mussolini of Italy invades Ethiopia
The Munich Agreement Is Signed

Britain and France meet with Hitler and they sign the Munich Agreement. Britain and France allow Germany to have the Sudetenland because they believe it will save the world from war (known as an Appeasement Policy)
Axis Alliance Is Formed: Germany, Italy and Japan
Rome-Berlin Axis Pact

Hitler signs packed with Mussolini. Hitler takes Austria and other territories in Northern and Central Europe and Hitler promises Southern Europe. In 1940 Japan joins the pact.
German & Soviet Union Sign Non-Aggressive Pact

Germany and the Soviet Union promise not to fight each other in the event of war.
Allies Alliance
Is Formed:
France, Poland, UK, Canada, USA, and British Commonwealth
Hitler Invades Poland

Hitler demands that the Polish Corridor (awarded to Poland after Treaty of Versailles) be handed back to Germany. When Poland refused Nazis launch Blitzkrieg (“lightening war”).
Britain & France Declare War

Realizing there can be no appeasement they declare war on Germany September 3rd 1939.
Canada Declares War on Germany: September 10th 1939
America Joins the War After the Attack on Pearl Harbor
World War II Begins
### 3.0 THE MAJOR CANADIAN BATTLES IN WWII AND THEIR SIGNIFICANCE

**Part I:** Using the Canadian War Museum Website Collection “Democracy at War: Canadian Newspapers and the Second World War” complete the chart provided with a partner. Be sure to record the significant points from both the secondary and primary sources. [www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/operations/operations_e.shtml)

<table>
<thead>
<tr>
<th>Major Battle</th>
<th>Significant Points</th>
<th>Secondary Source</th>
<th>Primary Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battle of the Atlantic 1939-1945</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Battle of Britain, 1940</td>
<td></td>
<td></td>
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<tr>
<td>Hong Kong, 1941</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Battle</td>
<td>Time</td>
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<tr>
<td>-----------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>Dieppe Raid, 1942</td>
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<tr>
<td>D-Day &amp; The Normandy Campaign, 1944</td>
<td></td>
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<tr>
<td>The Liberation of the Netherlands, 1944-45</td>
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</tbody>
</table>

PART 2: Parliament has commissioned the construction of a new monument to honour Canadian soldiers who fought and those who died during WWII. They have determined that the monument will be based on one of the major battles. Pick the battle you think is the most significant and should be memorialized.

The battle I want to memorialize is ______________________________.  

*** NOTE: When your chart is completed and you have determined which battle you would like to memorialize go to your teacher to receive instructions for a Persuasion Map.  

60
PERSUASION MAP

by: _______________________

topic: _______________________

Introduction

Main Reason 1

Main Reason 2

Main Reason 3

Facts or Examples

Facts or Examples

Facts or Examples

Conclusion
# 4.0 “THEY ARE ALL WOMEN”

<table>
<thead>
<tr>
<th>TITLE</th>
<th>INFORMATION</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4A</td>
<td>“Firefighting Exercise”</td>
<td>Members of the Canadian Women’s Army Corps (C.W.A.C) take part in a firefighting exercise. Various tasks were undertaken by women, freeing men for combat when there was a crying need for more manpower.</td>
</tr>
<tr>
<td>4C</td>
<td>&quot;Up housewives and at ‘em”</td>
<td>Image of marching housewives, each from a different generation. The women are being asked to increase the saving of their household scrap, particularly paper, metal and bones, which could be recycled to make armaments.</td>
</tr>
</tbody>
</table>
“UP HOUSEWIVES AND AT ‘EM!”

PUT OUT YOUR PAPER • METAL • BONES
THEY MAKE PLANES, GUNS, TANKS, SHIPS, & AMMUNITION
4.1 WOMEN & WAR: “ROSIES OF THE NORTH”

(1) How many women worked in factories from 1939 to 1945? ______________

(2) Who was Elsie McGill? What is her significance?

(3) How old were some of the women when they went to work (ex. Margaret) and how much were they paid?

(4) What responsibilities and barriers did women face in each time period?

   A) Prior to War:

   B) During the War:

   C) After the War:

(5) What other jobs during WWII did women become involved in? Think about those discussed in the video as well as your own understanding of war
### 5.0 INDEX OF EVIDENCE FOR THE AUSCHWITZ INTERACTIVE MAP ACTIVITY

<table>
<thead>
<tr>
<th>SLIDE TO STOP AT IN ANIMATED MAP</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>*played for whole class; not given to one group</td>
<td>Ask the class as the interviewer did why this story is not well known. (partly lack of evidence, survivors &amp; witness to tell the story first hand – points to importance of evidence)</td>
</tr>
</tbody>
</table>
On the Persecution of the Jews of Lodz

[The following is a part from the diary of a Jewish youth named Yarden, a member of the Ha-Shomer Ha-Tsa’ir in Lodz]

September 13, 1939

It is hard to get bread; Jews are driven away from all the “queues.” They are seized, hauled off to labor, and beaten to a pulp. Hell has caught fire. Gangs of hooligans pounce on Jewish shops; looters plunder with impunity. Fewer Jews are visible in the streets; my father and brothers never venture out. Every knock on the door is terrifying; the slightest noise freezes the blood in our veins. Violent feelings rage within me... What more will this day bring? Shrieks, terror, blows, abductions, imprisonment, messengers, humiliation and disgrace, posters with laws - a sea of posters, white, green, red, yellow, new ones each day, but always with the same message: Jews are forbidden... to buy, sell, study, pray, gather, eat, etc., a string of prohibitions with no end! Would that the night would never end, that we could have some peace, some balm for the tumult in our hearts...

Eva Heyman was 13 years old when she started writing her diary. She was brought up in a secular bourgeoisie family in Hungary. Eva started writing her diary in February 1944 and continued writing until May 1944, the day she was deported to Auschwitz. She died on October 17th, 1944.

May 10, 1944
Dear diary, we’re here five days, but, word of honour, it seems like five years. I don’t even know where to begin writing, because so many awful things have happened since I last wrote in you. First, the fence was finished, and nobody can go out or come in. The Aryans who used to live in the area of the ghetto all left during these few days to make place for the Jews. From today on, dear diary, we’re not in a ghetto but in a ghetto camp, and on every house they’ve pasted a notice which tells exactly what we’re not allowed to do, signed by Gendarme Lieutenant-Colonel Péterffy, commander of the ghetto camp, himself. Actually, everything is forbidden, but the most awful thing of all is that the punishment for everything is death. There is no difference between things; no standing in the corner, no spankings, no taking away food, no writing down the declension of irregular verbs one hundred times the way it used to be in school. Not at all: the lightest and heaviest punishment – death. It doesn’t actually say that this punishment also applies to children, but I think it does apply to us, too. The gendarmes came into the house and took all the food we brought along from the pantry.
We go to bed at 9 p.m., dear diary, and from now on we are supposed to get up at five o’clock in the morning. This has also been ordered by the gendarmes who took everything away from us. I have no idea how things are going to be now. Every time I think: This is the end, things couldn’t possibly be worse, and then I find out that it’s always possible for everything to get worse, and even much much worse. Until now we had food, and now there won’t be anything to eat. At least we were able to walk around inside the ghetto, and now we won’t be able to leave the house. Every child could wash up in warm
water in the bathtub, and now they’ve taken the wood from the basement, and we won’t be able to heat water to wash in any more. Until now there was enough warm water for the adults, too, and they took turns in the bathroom. It’s true that Ági’s and Uncle Béla’s turn only came in the evening, but even that was better than what is in store for us now that there won’t be any warm water at all. Until now Mariska was even able to come to us and we always had food, and now I really don’t know what we’re going to eat. Ági doesn’t care about anything except staying alive, so she keeps saying. If we stay alive, we will be able to fix everything.

May 18, 1944
Last night, dear diary, the same thing happened to me that happened to Marica. I couldn’t sleep, and I overheard what the adults said. At first I heard only Ági and Uncle Bándi Kecskeméti, who know everything from the hospital. They said that people aren’t only beaten at Dreher, but also get electric shocks. Ági cried as she told this, and if hadn’t she told it, I would have thought that it was all just some story out of an awful nightmare. Ági said that from Dreher, people are brought to the hospital bleeding at the mouth and ears, and some of them also with teeth missing and the soles of their feet swollen so that they can’t stand. Dear diary, Ági also told other things, like what the gendarmes do to the women, because women are also taken there, things that it would be better if I didn’t write them down in you. Things that I am incapable of putting into words, even though you know, dear diary, that I haven’t kept any secrets from you till now. I even heard – but this time it was Grandpa who told it in the dark – that in the ghetto here, there are many people who commit suicide. In the ghetto pharmacy there is enough poison, and Grandpa gives poison to the older people who ask for it. Grandpa also said that it would be better if he took cyanide and also gave some to Grandma. At this Ági began to wail. I heard her crawl over to Grandpa’s mattress in the dark and say to him crying: Patience, my dear Papa, this can’t go on much longer! Even Grandma said: I really don’t want to die, because maybe I will yet live to see a better world, and all those people who are now so inhuman and wicked will be punished.
Extract From a Report by Karl Jaeger, Commander Of Einsatzkommando 3, on the Extermination Of Lithuanian Jews, 1941

Commander of the Security Police and the SD Einsatzkommando 3
Kovno, December 1, 1941
Reich Secret Document
Final Summary of Executions carried out in the operating area of EK [Einsatzkommando] 3 up to December 1, 1941.
...I can confirm today that Einsatzkommando 3 has achieved the goal of solving the Jewish problem in Lithuania. There are no more Jews in Lithuania, apart from working Jews and their families.
These number:
in Shavli, about 4,500
in Kovno, about 15,000
in Vilna, about 15,000
I wanted to eliminate the working Jews and their families as well, but the Civil Administration (Reichskommissar) and the Wehrmacht attacked me most sharply and issued a prohibition against having these Jews and their families shot.
The goal of clearing Lithuania of Jews could only be achieved through the establishment of a specially selected Mobile Commando under the command of SS Obersturmfuehrer Hamann, who adopted my aims fully and who was able to ensure the cooperation of the Lithuanian Partisans and the Civil Authorities concerned.
The carrying out of such Aktionen is first of all an organizational problem. The decision to clear each sub-district systematically of Jews called for a thorough preparation for each Aktion and the study of local conditions. The Jews had to be concentrated in one or more localities and, in accordance with their numbers, a site had to be selected and pits dug. The marching distance from
the concentration points to the pits averaged 4 to 5 kms. The Jews were brought to the place of execution in groups of 500, with at least 2 kms. distance between groups... All the officers and men of my command in Kovno took an active part in the Grossaktionen in Kovno. Only one official of the intelligence corps was released from participation on account of illness.

I consider the Aktionen against the Jews of EK 3 to be virtually completed. The remaining working Jews and Jewesses are urgently needed, and I can imagine that this manpower will continue to be needed urgently after the winter has ended. I am of the opinion that the male working Jews should be sterilized immediately to prevent reproduction. Should any Jewess nevertheless become pregnant, she is to be liquidated....

Jaeger

*SS Standartenfuehrer*

In February 1942, the Germans ordered the Judenrat to provide a first batch of workers for the Wolfer and Göbel Company, which was going to build the main highway between Siedlce and Brest-Litovsk for the Wehrmacht. This sent the ghetto into a panic, because until then male forced laborers had usually been allowed to come home at night. The only exceptions were a few people who lived in labor camps established in the summer of 1941 for road repair. Even these camps, however, were close enough that the workers could visit their homes at least on Sundays. This time, however, as everyone knew, the Wolfer and Göbel labor camp was located near Siedlce and was tightly sealed. Since some workers from nearby Sarnaki had already been sent to this camp, information about the conditions there was public knowledge. The main type of work, stone-crushing, was especially arduous, and the workday ran from dawn to dusk. The workers slept in unheated barracks and were given scanty rations. One of the names on the Judenrat’s list of Wolfer and Göbel laborers was mine.

My parents asked acquaintances on the Judenrat to try to get me exempted, but in vain. Construction on the highway was expected to begin in the spring; even more labor would be needed then. This left me with no options. Weeping bitterly, Mother gave me a bundle with sheets and a blanket. I took a small amount of bread. Mother urged me to take care of myself and gave me a kiss and a hug. Tears welled in my eyes, too, but I tried to keep the other boys from noticing them. I joined the first transport, composed of 207 young Jewish men.

The conditions in the camp were not significantly different from what we had been told. We worked near villages along the Miedzyrzec-Podlask highway, smashing boulders that villagers had collected and hauled to us. The fields were still covered with snow. In addition to all the other hardships, we suffered from the cold and rain. Most of the soldiers guarding us were middle-aged Austrians. Employees of the German firm organized the work, but the overseers were Poles and the group foremen were young Jews who were
chosen at random. Those who fell behind or faltered in their work were beaten mercilessly—in several cases, fatally.

One evening, the SS men divided us into labor details. Together with Gedalia Rosenzweig I was sent to join a forty-man crew. Each of us received a broom. Working in pairs, we cleaned out railroad cars after their passengers had been removed. Now we knew why the Germans had made us fix up the platform: to dupe their new victims into believing that they were about to be interned in a labor camp. All the rumors about international committees were no more than wishful thinking.

The first new transport arrived the very next day. Twenty cars, each guarded by an SS man, stopped alongside the platform. The train carried people from Warsaw, who still looked relatively healthy and certainly were in better condition than those in the transport from Łosice. The weather had cooled off; the cars were less crowded. The Germans prodded the passengers to exit the cattle cars quickly. As they rushed to comply, the workers cleaned up after them. All the men, women, and children were quickly pushed into a hut, where they were ordered to disrobe; from there they were led directly to the gas chambers. The empty railroad cars were towed out of the station. As soon as all the newcomers had finished undressing, the Germans prodded the workers to remove their clothing, parcels, and shoes as quickly as possible and carry them to a spot behind the long hut. A short time later a locomotive arrived, pulling another twenty cars. We repeated the process for the rest of the transport.

New transports stopped at the platform the next day, but by now we were more sophisticated. The moment each train stopped, we went into action and handed our brooms to some of the new arrivals. The brooms proved that they were workers, and we, in turn, were protected by the red patches on our clothing. The newcomers swept out the cars and we removed the trash from the train and dumped it into the burning pit. Afterwards, the newcomers mixed with the veteran workers and returned the brooms. At roll call, our murderers
could not distinguish between “legal” and “illegal” laborers. In their frustration, the guards shot many people from both groups. In retrospect, I don’t think the Germans cared about our ruse one way or the other. Certain that we would all die in the end, it was all the same to them who dragged out the bodies and who sorted the clothing. They spared those among the newcomers who said they were construction workers, because at that time they were building new facilities to improve the slaughterhouse and make it more efficient.

Extract From Evidence Given at the Nuremberg Trials on the Auschwitz Extermination Camp*

M. Dubost: What do you know about the Jewish transport that arrived from Romainville about the same time as you?

Vaillant-Couturier: When we left Romainville the Jewish women who were together with us remained behind. They were sent to Drancy, and finally arrived in Auschwitz, where we saw them again three weeks later. Of 1,200 who left, only 125 arrived in the camp. The rest were taken to the gas chambers immediately, and of the 125 not a single one was left by the end of a month.

The transports were carried out as follows: at the beginning, when we arrived, when a Jewish transport came there was a "selection." First the old women, the mothers and the children. They were told to get on trucks, together with the sick and people who looked weak. They kept only young girls, young women and young men; the latter were sent to the men's camp.

In general, it was rare for more than 250 out of a transport of 1,000 to 1,500 to reach the camp, and that was the maximum; the others were sent to the gas chambers straight away.

At this "selection" healthy women between 20 and 30 years old were also chosen, and sent to the Experimental Block. Girls and women, who were a little older or not chosen for this purpose, were sent to the camp and, like us, had their heads shaved and they were tattooed.

In the spring of 1944 there was also a block for twins. That was at the time of the immense transport of Hungarian Jews, about 700,000** persons. Dr. Mengele, who was carrying out the experiments, kept back the twin children from all transports, as well as twins of any age, so long as both twins were there. Both children and adults slept on the floor in this block. I don't know what experiments were made apart from blood tests and measurements.

M. Dubost: Did you actually see the "selection" when transports arrived?

Vaillant-Couturier: Yes, because when we were working in the Sewing Block in 1944, the block in which we lived was situated just opposite the place
where the trains arrived. The whole process had been improved: Instead of carrying out the "selection" where the trains arrived, a siding took the carriages practically to the gas chamber, and the train stopped about 100 m. from the gas chamber. That was right in front of our block, but of course there were two rows of barbed wire between. Then we saw how the seals were taken off the trucks and how women, men and children were pulled out of the trucks by soldiers. We were present at the most terrible scenes when old couples were separated. Mothers had to leave their daughters, because they were taken to the camp, while the mothers and children went to the gas chambers. All these people knew nothing of the fate that awaited them. They were only confused because they were being separated from each other, but they did not know that they were going to their death.

To make the reception more pleasant, there was then - in June and July 1944, that is - an orchestra made up of prisoners, girls in white blouses and dark blue skirts, all of them pretty and young, who played gay tunes when the trains arrived, the "Merry Widow," the Barcarolle from the "Tales of Hoffmann," etc. They were told it was a labor camp, and as they never entered the camp they saw nothing but the small platform decorated with greenery, where the orchestra played. They could not know what awaited them.

Those who were taken to the gas chambers - that is, the old people, children and others - were taken to a red brick building.

M. Dubost: Then they were not registered?
Vaillant-Couturier: No.

Dubost: They were not tattooed?
Vaillant-Couturier: No, they were not even counted.

Dubost: Were you yourself tattooed?
Vaillant-Couturier: Yes.

(The witness shows her arm)

They were taken to a red brick building with a sign that said "Baths." There they were told to get undressed and given a towel before they were taken to the so-called shower room. Later, at the time of the large transports from Hungary, there was no time left for any degree of concealment. They were
undressed brutally. I know of these particulars because I was acquainted with a little Jewess from France, who had lived on the Place de la Republique....

Dubost: In Paris?

Vaillant-Couturier: In Paris; she was known as "little Marie" and was the only survivor of a family of nine. Her mother and her seven sisters and brothers had been taken to the gas chambers as soon as they arrived. When I got to know her she worked on undressing the small children before they were taken into the gas chamber.

After the people were undressed they were taken into a room that looked like a shower room, and the capsules were thrown down into the room through a hole in the ceiling. An SS man observed the effect through a spy hole. After about 5 to 7 minutes, when the gas had done its job, he gave a signal for the opening of the doors. Men with gas-masks, these were prisoners too, came in and took the bodies out. They told us that the prisoners must have suffered before they died, because they clung together in bunches like grapes so that it was difficult to separate them....

* From the evidence of a Frenchwoman, Marie-Claude Vaillant-Couturier, who was a prisoner in the Auschwitz concentration camp, where she arrived on January 1, 1943.

** The correct number of Hungarian Jews sent to Auschwitz was about 430,000.

Ellie Kulka, wife of prisoner no. 73043 wrote this letter to her husband on June 30th, 1944 whilst waiting to be taken to the gas chamber.

My darling,
On this, the last night of my life, I bid you farewell. Our days of happiness were short-lived, but beautiful. At this moment I am remembering our love, from its beautiful beginning until its cruel end. You were the love of my life, and I would willingly have sacrificed everything to save you. And our innocent little Otto – why has it been decreed that this rough, ruthless hand should put an end to his short life?
I remember my loved ones for the last time. If you are lucky enough to see them again, I send a last kiss to my beloved sister, to my brother and Olga, to Maxi and Lidi, and especially to Danny and Lianka, with all my heart. I wish them all a happier life than our own. They must fight bravely for our freedom and avenge the innocent blood of their loved ones.
My darling, thank you with all my heart for your devotion, your love, and the happiness you have given me. Stay the way you are today – a dauntless hero who never gives in. I will think of you and pray for your rescue until my last breath. Lastly, please send my best wishes to all your friends.
Farewell, love of my life! Ellie and your little Otto send you kisses for the last time!

Goodbye

Auschwitz Birkenau

Accounts of Nazi Forced Labour At Monowitz (1942-43)

The following accounts of Nazi forced labour at Monowitz (Auschwitz III) were offered at the Nuremberg war crimes tribunals:

“At the end of 1941, a proposal was made to the Executive Board of IG-Farben by the IG-Buna Werk [factory at] Auschwitz (through Ambros and Buetefisch) that on practical grounds the Monowitz concentration camp should be built on the IG Auschwitz site. The estimate for building the Monowitz camp was submitted to the Technical Board, and passed on to the Executive Board, who accepted it. The IG-Bunawerk Auschwitz was responsible not only for the accommodation, but also for the feeding and guarding of the concentration-camp prisoners at their place of work.”

- Karl Krauch, IG-Farben executive

“We were accommodated at the Monowitz special concentration camp. The conditions were intolerable... On our first day of work (Christmas Eve 1942) we had to work through without food until three o’clock on the morning of December 25th. Our work consisted of unloading wagons of iron bars and sacks of cement and heavy ovens... On January 5th 1943 my father was so weakened that he collapsed before my eyes while having to haul along such a 50 kilogram sack of cement at a running pace. I wanted to help him but was hit and beaten back by an SS man with a stick...

One of my father’s brothers injured himself in the arm while at work and was gassed. My father’s second brother died from weakness while at work in Buna, one or two weeks after the death of my father. I myself withstood the work until January 15th 1943. Then I got pneumonia and worked again from February 15th until the end of February. Then I was declared unfit for work because I could no longer walk and I was due to be gassed. As it happened, no lorry going to the gas chambers came to the Buna Werk that day so I was taken back to the Auschwitz concentration camp.”

- Kai Feinberg, former prisoner

“Selections, apart from those in the hospital building of Monowitz, took place every 3-6 weeks in the roll-call yard and at the gates of Monowitz when the prisoners were marching out. The prisoners selected were thrown into open lorries, without shoes or underclothes (this in winter as well) and driven away. These prisoners frequently struggled against this and shrieked. Such lorries had to drive through part of the grounds of the IG-Werk...”

- Leon Staischak, former prisoner

“Buna (Monowitz) itself had about 10,000 prisoners. In the orderly room at Monowitz there was a card-index of all the prisoners who had passed through Monowitz or its subsidiary camps in the period from October 1942 until the liberation of the camp. The card-index of those who had died was a great deal larger than that of the living. I was in charge of the orderly room for a long time. I estimate that at the end the position in Buna (Monowitz) was about 10,000 live prisoners as against about 120,000 dead – and in the subsidiary camps taken together, about 35,000 live prisoners as against 250,000 dead.”

- Dr. Gustav Herzog, former prisoner
### 5.1 NOTES FROM THE AUSCHWITZ MAP AND SUPPORTING EVIDENCE

<table>
<thead>
<tr>
<th>Terms/Concepts/Questions</th>
<th>Notes from the Interactive Map and Evidence (i.e. Primary Documents)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Solution =</td>
<td></td>
</tr>
<tr>
<td>What groups of people were at risk for being imprisoned, enslaved, persecuted and murdered?</td>
<td></td>
</tr>
<tr>
<td>How were Jews being treated as a result of the Anti-Jewish policy?</td>
<td></td>
</tr>
<tr>
<td>Ghetto + Conditions =</td>
<td></td>
</tr>
<tr>
<td>Einsatzgruppen (who were they what did they do?)</td>
<td></td>
</tr>
<tr>
<td>Labour/Concentration Camps =</td>
<td></td>
</tr>
<tr>
<td>Extermination Camps =</td>
<td></td>
</tr>
<tr>
<td>Zyklone B =</td>
<td></td>
</tr>
<tr>
<td>Life in the Barracks =</td>
<td></td>
</tr>
<tr>
<td>What was “Kanada” and why was it called that?</td>
<td></td>
</tr>
<tr>
<td>Slave Labour</td>
<td></td>
</tr>
<tr>
<td>Terms/Concepts/Questions</td>
<td>Notes from the Interactive Map and Evidence (i.e. Primary Documents)</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Final Solution =</strong></td>
<td>the German plan to kill every Jew in Europe</td>
</tr>
<tr>
<td><strong>What groups of people</strong></td>
<td>‘Gypsies’, Jehovah’s Witness, homosexuals, political opponents,</td>
</tr>
<tr>
<td><strong>were at risk for being</strong></td>
<td>‘asocials’, Soviet POWs, the ‘hereditarily diseased’ and disabled</td>
</tr>
<tr>
<td><strong>imprisoned, enslaved,</strong></td>
<td></td>
</tr>
<tr>
<td><strong>persecuted and murdered?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>How were Jews being</strong></td>
<td>Started with Jews being portrayed as vermin, banned from shops,</td>
</tr>
<tr>
<td><strong>treated as a result of</strong></td>
<td>being beaten and treated poorly on the street etc.</td>
</tr>
<tr>
<td><strong>the Anti-Jewish policy?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Ghetto + Conditions =</strong></td>
<td>where Jews were confined; overcrowding, hunger, disease; place to</td>
</tr>
<tr>
<td></td>
<td>hold Jews until deportation to Auschwitz and other extermination</td>
</tr>
<tr>
<td></td>
<td>camps</td>
</tr>
<tr>
<td><strong>Einsatzgruppen</strong></td>
<td>Made up of local German volunteers and police who acted as an</td>
</tr>
<tr>
<td><strong>(who were they what did</strong></td>
<td>execution squad. They followed after the German army – rounded up</td>
</tr>
<tr>
<td><strong>they do?)</strong></td>
<td>groups of Jews took them to a designated site and shot them at close</td>
</tr>
<tr>
<td></td>
<td>range.</td>
</tr>
<tr>
<td><strong>Labour/Concentration</strong></td>
<td>Used to imprison Communists and other political opponents; here</td>
</tr>
<tr>
<td><strong>Camps =</strong></td>
<td>forced labour was the norm and were Jews were sent to work</td>
</tr>
<tr>
<td><strong>Extermination Camps =</strong></td>
<td>designed and used for mass murder (Chelmno, Belzec, Sobibor,</td>
</tr>
<tr>
<td></td>
<td>Treblinka, Majdanek and Auschwitz = also concentration camp)</td>
</tr>
<tr>
<td><strong>Zykdone B =</strong></td>
<td>a poison gas; used in crematoriums to implement policies of mass</td>
</tr>
<tr>
<td></td>
<td>murder; increased efficiency</td>
</tr>
<tr>
<td><strong>Life in the Barracks =</strong></td>
<td>overcrowded; 20 prisoners sharing a 3 tiered bunk; at peak crowding</td>
</tr>
<tr>
<td></td>
<td>one latrine hut served 7,000 people; unsanitary living and poor</td>
</tr>
<tr>
<td></td>
<td>diets led to disease; live in close proximately and in constant</td>
</tr>
<tr>
<td></td>
<td>filth</td>
</tr>
<tr>
<td><strong>What was “Kanada” and</strong></td>
<td>called this because of Canada’s perceived wealth; victims</td>
</tr>
<tr>
<td><strong>why was it called that?</strong></td>
<td>belongings taken, sorted and shipped back to Germany from here;</td>
</tr>
<tr>
<td></td>
<td>valuables = money, jewelry, clothing, food,…</td>
</tr>
<tr>
<td><strong>Slave Labour</strong></td>
<td>arms production to mining to agriculture; ex. IG Farben; ‘unfit’ for</td>
</tr>
<tr>
<td></td>
<td>work sent to crematorium</td>
</tr>
</tbody>
</table>
“The evacuation was explained as a security precaution. The war with Japan was going badly. At the end of 1941, the Japanese had carried out a surprise air attack on the US naval base at Pearl Harbor in Hawaii. Then they overran much of East Asia. These events convinced people in BC that a Japanese invasion was certain. As it turned out, an invasion did not occur, but for many months British Columbians lived in fear that the war would reach their doorstep. In this situation, it was argued; people of Japanese origin posed a threat. British Columbia already had a long history of discrimination against its Chinese, Japanese, and South Asian residents. The war provided an excuse for this prejudice to come bubbling to the surface again. People suspected that Japanese Canadians were more Japanese than Canadian, that they would feel loyalty to their country of origin and become spies and saboteurs on its behalf. There is no evidence that this ever happened, but such was the strength of public prejudice that the government had to give in to it. As anti-Japanese feelings grew, some people began to fear outbreaks of violence and argued that the Japanese should be moved for their own safety.”


“There was a Japanese girl I went to school with in my class. You might call her my best friend...But the fact that her family was disposed, that they lost all they had, house and everything, when she and her family were scooped up, like almost in the night, that didn’t really bother us at all. We never said anything about it—never questioned it at all. I never thought there was anything wrong about taking those thousands of people away and sticking them in camps in the bush...We just accepted it. It shows you what propaganda can do to you. The Japanese were our enemies—not our Japanese Canadians, but Japanese over the seas, in Japan—so our Japanese friends were bad. The point is if authority did it, then it was right. It was a very disciplined time.”

### 6.1 INDEX OF ARTIFACTS: THE INTERNMENT OF JAPANESE CANADIANS

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<td>“Sign in Kelowna” accessed November 12, 2013, <a href="http://www.japanesecanadianhistory.net/lessons/resources06.htm">http://www.japanesecanadianhistory.net/lessons/resources06.htm</a></td>
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<tr>
<td><strong>6.2C</strong> Confiscation of Cars, Trucks, Motorcycles</td>
<td>“Newspaper Photos: They Walked Home,” accessed November 12, 2013, <a href="http://www.japanesecanadianhistory.net/lessons/resources04.htm">http://www.japanesecanadianhistory.net/lessons/resources04.htm</a></td>
</tr>
<tr>
<td><strong>6.2D</strong> Identity Cards of Japanese Canadians</td>
<td>“Registration Cards,” accessed November 12, 2013, <a href="http://www.japanesecanadianhistory.net/lessons/resources.htm">http://www.japanesecanadianhistory.net/lessons/resources.htm</a></td>
</tr>
<tr>
<td><strong>6.2F</strong> The Clearing Station</td>
<td>“Hastings Park,” accessed November 12, 2013, <a href="http://www.japanesecanadianhistory.net/lessons/resources07.htm">http://www.japanesecanadianhistory.net/lessons/resources07.htm</a></td>
</tr>
</tbody>
</table>
NOTICE

TO ALL PERSONS OF JAPANESE RACIAL ORIGIN

Having reference to the Protected Area of British Columbia as described in an Extra of the Canada Gazette, No. 174 dated Ottawa, Monday, February 2, 1942:-

1. EVERY PERSON OF THE JAPANESE RACE, WHILE WITHIN THE PROTECTED AREA AFORESAID, SHALL HEREAFTER BE AT HIS USUAL PLACE OF RESIDENCE EACH DAY BEFORE SUNSET AND SHALL REMAIN THEREIN UNTIL SUNRISE ON THE FOLLOWING DAY, AND NO SUCH PERSON SHALL GO OUT OF HIS USUAL PLACE OF RESIDENCE AFORESAID UPON THE STREETS OR OTHERWISE DURING THE HOURS BETWEEN SUNSET AND SUNRISE;

2. NO PERSON OF THE JAPANESE RACE SHALL HAVE IN HIS POSSESSION OR USE IN SUCH PROTECTED AREA ANY VEHICLE, CAMERA, RADIO TRANSMITTER, RADIO RECEIVING SET, FIREARM, AMMUNITION OR EXPLOSIVE;

3. IT SHALL BE THE DUTY OF EVERY PERSON OF THE JAPANESE RACE HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN THE NEXT PRECEDING PARAGRAPH, FORTHWITH TO CAUSE SUCH ARTICLE TO BE DELIVERED UP TO ANY JUSTICE OF THE PEACE RESIDING IN OR NEAR THE LOCALITY WHERE SUCH ARTICLE IS HAD IN POSSESSION, OR TO AN OFFICER OR CONSTABLE OF THE POLICE FORCE OF THE PROVINCE OR CITY IN OR NEAR SUCH LOCALITY OR TO AN OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE;

4. ANY JUSTICE OF THE PEACE OR OFFICER OR CONSTABLE RECEIVING ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER SHALL GIVE TO THE PERSON DELIVERING THE SAME A RECEIPT THEREFOR AND SHALL REPORT THE FACT TO THE COMMISSIONER OF THE ROYAL CANADIAN MOUNTED POLICE, AND SHALL RETAIN OR OTHERWISE DISPOSE OF ANY SUCH ARTICLE AS DIRECTED BY THE SAID COMMISSIONER;

5. ANY PEACE OFFICER OR ANY OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE HAVING POWER TO ACT AS SUCH PEACE OFFICER OR OFFICER OR CONSTABLE IN THE SAID PROTECTED AREA, IS AUTHORIZED TO SEARCH WITHOUT WARRANT THE PREMISES OR ANY PLACE OCCUPIED OR BELIEVED TO BE OCCUPIED BY ANY PERSON OF THE JAPANESE RACE REASONABLY SUSPECTED OF HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER, AND TO SEIZE ANY SUCH ARTICLE FOUND OR SUCH PREMISES;

6. EVERY PERSON OF THE JAPANESE RACE SHALL LEAVE THE PROTECTED AREA AFORESAID FORTHWITH;

7. NO PERSON OF THE JAPANESE RACE SHALL ENTER SUCH PROTECTED AREA EXCEPT UNDER PERMIT ISSUED BY THE ROYAL CANADIAN MOUNTED POLICE;


DATED AT OTTAWA THIS 26TH DAY OF FEBRUARY, 1942.

Louis S. St. Laurent,
Minister of Justice

To be posted in a Conspicuous Place
TO ALL PERSONS OF
JAPANESE RACIAL ORIGIN

Having reference to the Protected Area of British Columbia as described in an Extra of the Canada Gazette, No. 174 dated Ottawa, Monday, February 2, 1942:

1. EVERY PERSON OF THE JAPANESE RACE, WHILE WITHIN THE PROTECTED AREA AFORESAID, SHALL HEREAFTER BE AT HIS USUAL PLACE OF RESIDENCE EACH DAY BEFORE SUNSET AND SHALL REMAIN THEREIN UNTIL SUNRISE ON THE FOLLOWING DAY, AND NO SUCH PERSON SHALL GO OUT OF HIS USUAL PLACE OF RESIDENCE AFORESAID UPON THE STREETS OR OTHERWISE DURING THE HOURS BETWEEN SUNSET AND SUNRISE;

2. NO PERSON OF THE JAPANESE RACE SHALL HAVE IN HIS POSSESSION OR USE IN SUCH PROTECTED AREA ANY MOTOR VEHICLE, CAMERA, RADIO TRANSMITTER, RADIO RECEIVING SET, FIREARM, AMMUNITION OR EXPLOSIVE;

3. IT SHALL BE THE DUTY OF EVERY PERSON OF THE JAPANESE RACE HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN THE NEXT PRECEDING PARAGRAPH, FORTHWITH TO CAUSE SUCH ARTICLE TO BE DELIVERED UP TO ANY JUSTICE OF THE PEACE RESIDING IN OR NEAR THE LOCALITY WHERE ANY SUCH ARTICLE IS HAD IN POSSESSION, OR TO AN OFFICER OR CONSTABLE OF THE POLICE FORCE OF THE PROVINCE OR CITY IN OR NEAR SUCH LOCALITY OR TO AN OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE.

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DATED AT OTTAWA THIS 26th DAY OF FEBRUARY, 1942.

Louis S. St. Laurent
Minister of Justice

To Be Posted in a Conspicuous Place
6.1B SIGN IN KELOWNA

CITY OF KELOWNA
WELCOMES YOU
POPULATION 5500

COAST JAPS
YOU ARE NOT WANTED
GET OUT
6.1C  CONFISCATION OF CARS, TRUCKS, MOTORCYCLES
In the spring of 1941, more than six months before the bombing of Pearl Harbor, the RCMP fingerprinted and photographed all Japanese Canadians over the age of 16. Japanese Canadians were required to carry their registration card at all times until 1949.
Many *nisei* men were separated from their families and sent to road and lumber camps, as far east as Schreiber, Ontario.

Meal time at a road camp. Men were paid 25 cents an hour, from which board was deducted.
Hastings Park was the clearing station from where Japanese Canadians were shipped out to internment camps in the interior of BC.
6.2 RENEWAL TERMS OF AGREEMENT

The main features of the redress agreement were:

- official acknowledgement of the injustices inflicted on Canadians of Japanese ancestry during and after World War II;

- an offer of symbolic redress payments of $21,000 to eligible Canadians of Japanese ancestry living when the agreement was signed, who were relocated, interned and/or deported during and following World War II, simply because of their ancestry.

- $12 million for the Japanese Canadian community to be administered by the National Association of Japanese Canadians for activities to promote the educational, social, and cultural well-being of the community or that promote human rights;

- $12 million, on behalf of Japanese Canadians and in commemoration of those who suffered these injustices, and matched by a further $12 million from the Government of Canada, for the creation of a Canadian Race Relations Foundation that will foster racial harmony and cross cultural understanding and help eliminate racism;

- an offer to accept requests to clear the names of Japanese Canadian convicted under the War Measures Act and applications for citizenship:

- up to $3 million to the National Association of Japanese Canadians for their assistance, including community liaison, in administration of redress over the period of implementation.

---

### 6.3 THE CHARTER OF RIGHTS AND FREEDOMS & JAPANESE CANADIANS

<table>
<thead>
<tr>
<th>Selected Rights &amp; Freedoms From the Canadian Charter</th>
<th>Were Japanese Canadians Treated Ethically With Respect to These Rights? (yes, no)</th>
<th>Evidence (Explain How You Know With A Specific Example)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freedom of expression (including freedom of the press).</td>
<td><strong>NO</strong></td>
<td>The government shut down the JC Newspaper in December, 1941. Japanese Canadian were still allowed to pray, attend church, have religious ceremonies etc.</td>
</tr>
<tr>
<td>Freedom of thought, belief, and opinion.</td>
<td><strong>YES</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Section 3-5: Democratic Rights

<table>
<thead>
<tr>
<th>Right to vote in an election or to be elected as member of parliament.</th>
<th></th>
</tr>
</thead>
</table>

### Section 6: Mobility Rights

<table>
<thead>
<tr>
<th>Right to travel anywhere in the country.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to take up residence and to seek employment in any province/territory.</td>
<td></td>
</tr>
</tbody>
</table>

### Section 7-14: Legal Rights

95
<table>
<thead>
<tr>
<th>Rights</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to be secure against unreasonable search, seizure, arbitrary detention or imprisonment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to be informed when charged with a defense.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to be tried within a reasonable time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to be presumed innocent until proven guilty.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Section 15: Equality Rights**

<table>
<thead>
<tr>
<th>Equality Rights</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone is equal before and under the law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Right to equal protection, and benefit of the law without discrimination based on race, national or ethnic origin, religion, sex, age or mental or physical disability.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes & Thoughts:**
7.0 DEFINING PROPAGANDA

<table>
<thead>
<tr>
<th>What Is Propaganda?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Used It?</td>
<td></td>
</tr>
<tr>
<td>Where Do You See It?</td>
<td></td>
</tr>
<tr>
<td>Problems With It?</td>
<td></td>
</tr>
</tbody>
</table>

Write the word from the list beside the definition it belongs with. Be sure to also write an example in the space provided.

- ☐ Name Calling
- ☐ Band Wagon
- ☐ Plain Folks
- ☐ Glittering Generalities
- ☐ Transfer
- ☐ Fear
- ☐ Testimonial
- ☐ Propaganda

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plays on deep-seated fears; warns the audience that disaster will result if they do not follow a particular course of action.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A public figure or a celebrity promotes or endorses a product, a policy etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Makes the appeal “everyone else is doing it, and so should you.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A type of message aimed at influencing opinions and/or behaviour or people.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Links a person or idea to a negative symbol.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An attempt to convince the audience that a person or an idea is “of the people.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of virtue words; links a person or idea to a positive symbol.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The propagandist links the authority of prestige of something well respected and revered to something he would have us accept.</td>
<td></td>
</tr>
</tbody>
</table>
### What Is Propaganda?
A type of message aimed at influencing opinions and/or behaviour.

### Who Used It?
Governments (Canada, USA, Germany etc.) use propaganda to encourage support for the war, dehumanize the enemy...

### Where Do You See It?
On the radio, in newspapers and magazines, previews to films in the theatre and posters around town.

### Problems With It?
Often provides only partial information or can be deliberately misleading.

Write the word from the list beside the definition it belongs with. Be sure to also write an example in the space provided.

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Definition</th>
<th>Example (ANSWERS WITH VARY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear</td>
<td>Plays on deep-seated fears; warns the audience that disaster will result if they do not follow a particular course of action.</td>
<td></td>
</tr>
<tr>
<td>Testimonial</td>
<td>A public figure or a celebrity promotes or endorses a product, a policy etc.</td>
<td></td>
</tr>
<tr>
<td>Band Wagon</td>
<td>Makes the appeal &quot;everyone else is doing it, and so should you.&quot;</td>
<td></td>
</tr>
<tr>
<td>Propaganda</td>
<td>A type of message aimed at influencing opinions and/or behaviour or people.</td>
<td></td>
</tr>
<tr>
<td>Name Calling</td>
<td>Links a person or idea to a negative symbol.</td>
<td></td>
</tr>
<tr>
<td>Plain Folks</td>
<td>An attempt to convince the audience that a person or an idea is &quot;of the people.&quot;</td>
<td></td>
</tr>
<tr>
<td>Glittering Generalities</td>
<td>Use of virtue words; links a person or idea to a positive symbol.</td>
<td></td>
</tr>
<tr>
<td>Transfer</td>
<td>The propagandist links the authority of prestige of something well respected and revered to something he would have us accept.</td>
<td></td>
</tr>
</tbody>
</table>
# 7.2 INDEX OF PROPAGANDA FOR WHAT'S YOUR PERSPECTIVE ACTIVITY

<table>
<thead>
<tr>
<th>CLASS VIDEO EX.</th>
<th>TITLE</th>
<th>SOURCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Der Fuehrer’s Face – A Day in the Life of Donald Duck if he Lived in Nazi Germany” (7:56 Minutes)</td>
<td>“Donald Duck - In Der Fuhrer's Face,” YouTube, accessed November 10, 2013, <a href="http://www.youtube.com/watch?v=5LYD0Fzf1LU">http://www.youtube.com/watch?v=5LYD0Fzf1LU</a></td>
<td></td>
</tr>
<tr>
<td>“One People, One, Leader, One Nation”</td>
<td>“Nazi Propaganda,” BBC History, accessed November 10, 2013, <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_03.shtml">http://www.bbc.co.uk/history/worldwars/wwtwo/nazi_propaganda_gallery_03.shtml</a></td>
<td></td>
</tr>
</tbody>
</table>
KEEP THESE HANDS OFF!

BUY the New VICTORY BONDS
“One People, One Leader, One Nation!”
ATTACK

ON ALL FRONTS
I was a victim of CARELESS TALK
“The Jew: The Instigator of War, the Prolonger of War.”
CANADA'S NEW ARMY

NEEDS
MEN LIKE YOU
7.3 WWII PROPAGANDA: WHAT’S YOUR PERSPECTIVE

Taking the perspective of both the receiver and sender of the video/poster answer the following questions for each piece of propaganda?

- **Describe** what you see?
- Who was the intended **receiver**?
- Who was the **sender** of the message?
- What **propaganda technique** was used? How was the viewer being persuaded?
- What was the videos/posters **purpose**? What is it trying to get the viewer to do/believe?

### P1  “One People, One Leader, One Nation!”

Describe:

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### P2  “Attack on All Fronts”

Describe:

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### P3  “I Was A Victim of Careless Talk”

Describe:

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Page</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>P4</td>
<td>“The Jew: The Instigator of War, the Prolonger of War.”</td>
</tr>
<tr>
<td></td>
<td>Describe:</td>
</tr>
<tr>
<td></td>
<td>Receiver:</td>
</tr>
<tr>
<td></td>
<td>Propaganda Technique:</td>
</tr>
<tr>
<td>P5</td>
<td>“Canada's New Army Needs Men Like You””</td>
</tr>
<tr>
<td></td>
<td>Describe:</td>
</tr>
<tr>
<td></td>
<td>Receiver:</td>
</tr>
<tr>
<td></td>
<td>Propaganda Technique:</td>
</tr>
<tr>
<td>P6</td>
<td>“Jap Trap”</td>
</tr>
<tr>
<td></td>
<td>Describe:</td>
</tr>
<tr>
<td></td>
<td>Receiver:</td>
</tr>
<tr>
<td></td>
<td>Propaganda Technique:</td>
</tr>
<tr>
<td>P7</td>
<td>VIDEO “Proudest Girl In the World”</td>
</tr>
<tr>
<td></td>
<td>Describe:</td>
</tr>
<tr>
<td></td>
<td>Receiver:</td>
</tr>
<tr>
<td></td>
<td>Propaganda Technique:</td>
</tr>
</tbody>
</table>
### 7.4 WWII PROPAGANDA: WHAT'S YOUR PERSPECTIVE (TEACHER COPY)

Taking the perspective of both the receiver and sender of the video/poster answer the following questions for each piece of propaganda?

- **Describe** what you see?
- Who was the intended **receiver**?
- Who was the **sender** of the message?
- What **propaganda technique** was used? How was the viewer being persuaded?
- What was the videos/posters **purpose**? What is it trying to get the viewer to do/believe?

#### P1 “One People, One Leader, One Nation!”

**Describe:**
Picture of Hitler standing very structured, looking important and determined. Very

<table>
<thead>
<tr>
<th>Receiver: the German people</th>
<th>Sender: Hitler and the Nazis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Propaganda Technique:</strong></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>Testimonial (Hitler)/Plain Folks</td>
<td>To have German people believe in the leadership myth, that one man Hitler, was to be trusted because he was trying to appeal to the people with his slogan “One people....”</td>
</tr>
</tbody>
</table>

#### P2 “Attack on All Fronts”

**Describe:**
Picture representing the work being done by both men and women, and the varying importance of industry, soldiers and agriculture to the war effort.

<table>
<thead>
<tr>
<th>Receiver: Canadians</th>
<th>Sender: Government Trying to Recruit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Propaganda Technique:</strong></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>Plain Folks/Transfer</td>
<td>Trying to encourage those even on the home front to support the war because they had a role to play. Done so by equating female agricultural workers, and the role of riveters with soldiers. Order in which positions are stacked conveys there is still a hierarchy.</td>
</tr>
</tbody>
</table>

#### P3 “I Was A Victim of Careless Talk”

**Describe:**
A dead man (that looks like Frankenstein) accuses viewers of bringing about his tragic death through a destroyed and sinking ship at sea because of gossiping.

<table>
<thead>
<tr>
<th>Receiver: Canadian citizens and soldiers.</th>
<th>Sender: Government/military</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Propaganda Technique:</strong></td>
<td><strong>Purpose:</strong></td>
</tr>
<tr>
<td>Fear/Name Calling</td>
<td>To scare people and inform them of the negative consequences of gossiping. Makes the inference that if people talk, the enemy will learn and attack accordingly.</td>
</tr>
</tbody>
</table>
### P4 | “The Jew: The Instigator of War, the Prolonger of War.”

**Describe:**  
Jews are presented as small and being put down and held down by a large fist.

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Germans both Aryan and Jew</td>
<td>Hitler and the Nazis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique:</th>
<th>Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Calling/Fear</td>
<td>For the Aryan German the poster serves to confirm and encourage them to continue to support the extermination of Jews. For the Jews the poster confirms their fear that they are under attack.</td>
</tr>
</tbody>
</table>

### P5 | “Canada's New Army Needs Men Like You”

**Describe:**  
Soldiers on motorcycle in the foreground with a night on a horse in the background.

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Men &amp; Young Adults</td>
<td>Canadian Government &amp; Military</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique:</th>
<th>Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glittering Generalities</td>
<td>To encourage men to enlist in the army by appealing to their sense for adventure and valor through the presence of a mythical, knightly figure.</td>
</tr>
</tbody>
</table>

### P6 | “Jap Trap”

**Describe:**  
A mouse presumably a Japanese given the hat is caught in a mouse trap.

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japanese</td>
<td>Canadians, also Americans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique:</th>
<th>Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name Calling</td>
<td>To send the message that they are perceived to be vermin and are going to get caught. To scare and demonstrate their inferiority.</td>
</tr>
</tbody>
</table>

### P7 | VIDEO “Proudest Girl In the World”

**Describe:**  
A short musical with women singing and talking about the benefits of joining the Canadian Women’s Army Corp. with all the women signing up at the end and being so happy about it.

<table>
<thead>
<tr>
<th>Receiver</th>
<th>Sender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian housewives &amp; young adults</td>
<td>Canadian Women’s Army Corp</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Propaganda Technique:</th>
<th>Purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band Wagon</td>
<td>To recruit women into the Women's Army Corp</td>
</tr>
</tbody>
</table>
The purpose of this assignment is to create a Facebook page for an individual during WWII. This person can be made up or real but you must be as historically accurate as possible and have fun.

Use this assignment outline to complete your rough work and as a checklist to make sure you have everything that you need. When you have completed this sheet you may use Publisher, Word, any other program or paper and pencil to complete your final draft.

Make it your goal to reference more than one group of people who were impacted by the events of WWII. I will also be looking to see if you applied the historical thinking concepts we have learned throughout these lessons (historical significance, evidence, continuity and change, cause and consequence, historical perspective and the ethical dimension). Make sure to also use and review the rubric.

<table>
<thead>
<tr>
<th>Your Final Assignment Should Include</th>
<th>Responses</th>
<th>Done (√)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Individual /1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Profile Information: /7</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Birthday (age)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Political affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Hometown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Status (married, single)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) Career</td>
<td></td>
<td></td>
</tr>
<tr>
<td>+ Profile Picture</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Friends: /5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>List at least 5 people who would be friends with your person (consider their gender, age affiliations etc.)</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**The Wall:**  
/10

Who is your person corresponding with and what is being said? What is happening in the world as a whole, with your persons friend group or in their community that is worth commenting on?

Each comment must include the date.

You need a minimum of five comments?

| 1. | 2. | 3. | 4. | 5. |

---

**Personal Information:**  
(minimum 2 each)  
/8

a) Likes  
b) Activities  
c) Favourite book  
d) Favourite Entertainment: films, music etc.

| a) | b) | c) | d) |

---

**Photos:**  
(3 minimum)  
/3

Where were they taken, who is tagged in them, what is happening in the photo.

| 1. | 2. | 3. |

---

**Timeline:**  
/5

Add 5 significant events to your person’s timeline. Provide appropriate dates and a one-line description.

| 1. | 2. | 3. | 4. | 5. |
# FACEBOOK PROJECT RUBRIC

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4 Exception (Beyond Acceptable Standards)</th>
<th>Level 3 Accomplished (At Acceptable Standards)</th>
<th>Level 2 Developing ( Barely Above Acceptable Standards)</th>
<th>Level 1 Beginning (Below Acceptable Standards)</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components of the Assignment</strong></td>
<td>□ 8+ pieces of profile information (i.e. birthday, career...)</td>
<td>□ Name of individual</td>
<td>□ 4-6 pieces of profile information (i.e. birthday, career...)</td>
<td>□ 1-3 pieces of profile information (i.e. birthday, career...)</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>□ 6+ friends were identified</td>
<td>□ 7 pieces of profile information (i.e. birthday, career...)</td>
<td>□ 4-3 friends were identified</td>
<td>□ 1-2 friends were identified</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>□ 6+ comments on the wall with details and a date.</td>
<td>□ 5 friends were identified</td>
<td>□ 4-3 comments on the wall with details and a date.</td>
<td>□ 1-2 comments on the wall with details and a date.</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>□ 5+ categories of personal information and/or 3+ examples provided for each.</td>
<td>□ 5 comments on the wall with details and a date.</td>
<td>□ 3 categories of personal information, with 1-2 examples provided for each.</td>
<td>□ 1-2 categories of personal information, with 1-2 examples provided for each.</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>□ 4+ photos</td>
<td>□ 4 categories of personal information, with 2 examples provided for each.</td>
<td>□ 2 photos</td>
<td>□ 1 photo</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>□ 6+ events on the persons timeline</td>
<td>□ 3 photos</td>
<td>□ 4-3 events on the persons timeline</td>
<td>□ 1-2 events on the persons timeline</td>
<td>□</td>
</tr>
</tbody>
</table>

**Marking For QUANTITY:** Do You Have Everything You Need To Have?

**Marking For QUALITY:** How Well Thought Out And Done Was The Assignment?

**Cause and Consequence**

- □ When appropriate events were consistently and clearly acknowledged as being a cause or a consequence.
- □ When appropriate events were acknowledges as a cause or a consequence.
- □ Only some events were appropriately identified as being a cause or a consequence.
- □ Very few events were appropriately identified as being a cause or a consequence.

**Historical Perspective**

- □ Acknowledges numerous historical perspectives and provides great detail.
- □ Acknowledges multiple historical perspectives and provides a fair amount of detail.
- □ Attempts to make note of different perspectives but provides little detail.
- □ Does not identify multiple perspectives.

**The Ethical Dimension**

- □ Ethical judgments made were based on historical context and not on today’s standard.
- □ Most ethical judgments were based on historical context and not on today’s standards.
- □ Some attempt was made to make ethical judgments and base them appropriately on historical context.
- □ Very little attempt was made to make ethical judgments and base them appropriately on historical context.
<table>
<thead>
<tr>
<th>Evidence</th>
<th>☐ All information provided was drawn from both primary and secondary sources of evidence.</th>
<th>☐ Most information provided was drawn from both primary and secondary sources of evidence.</th>
<th>☐ Most information and evidence provided was from secondary sources only.</th>
<th>☐ There was little use of evidence (secondary or primary) to support the information provided.</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ The evidence used &amp; referenced clearly exposed a purpose/worldview relevant to the project.</td>
<td>☐ The evidence used &amp; referenced exposed a purpose/worldview relevant to the project.</td>
<td>☐ The evidence used &amp; referenced attempted to expose a purpose/worldview somewhat relevant to the project.</td>
<td>☐ The evidence used &amp; referenced hardly exposed a purpose/worldview that was relevant to the project.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Continuity and Change</td>
<td>☐ Included &amp; clearly stated circumstances in the person's life that were continuous.</td>
<td>☐ Included &amp; clearly stated circumstances in the person's life that were continuous.</td>
<td>☐ Some attempt was made to reference continuous circumstances in the person's life.</td>
<td>☐ Very little attempt was made to reference continuous circumstances in the person's life.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Included &amp; clearly stated turning points in the person's life that resulted in change.</td>
<td>☐ Included &amp; stated turning points in the person's life that resulted in change.</td>
<td>☐ Some attempt was made to recognize turning points in the person's life that resulted in change.</td>
<td>☐ Very little attempt was made to recognize turning points in the person's life that resulted in change.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Historical Significance</td>
<td>☐ All of the events highlighted were those that were relevant and significant because they were revealing and resulted in change.</td>
<td>☐ Most of the events highlighted were those that were relevant and significant because they were revealing and resulted in change.</td>
<td>☐ Some of the events highlighted were those that were relevant and significant because they were revealing and resulted in change.</td>
<td>☐ Very few of the events highlighted were those that were relevant and significant because they were revealing and resulted in change.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Presentation of information was organized in a highly effective manner.</td>
<td>☐ Presentation of information was organized in an effective manner.</td>
<td>☐ Presentation of information was organized somewhat effectively.</td>
<td>☐ Presentation of information was not organize in an effective manner.</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>☐ There were no spelling and grammar mistakes.</td>
<td>☐ There were very few spelling and grammar mistakes.</td>
<td>☐ There were some spelling and grammar mistakes.</td>
<td>☐ There were many spelling and grammar mistakes.</td>
<td>☐</td>
<td></td>
</tr>
</tbody>
</table>

Comments: