Grade 10 Canadian History Since World War I, Academic (CHC2D)
Resource Pack

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CURR 335 – Dr. Theodore Christou
December 4, 2014
Historical Significance

Lesson 1: Historical Significance of Juno Beach
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C.2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; ‘enemy aliens’; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 1

TITLE: Historical Significance of Juno Beach for Canada

OVERVIEW: In this lesson students will learn how significant the Canadian victory at Juno Beach was on D-Day. Students will be thinking critically about how the perception of Canada was changed both within the country and around the world after the heroics of Canadians at Juno Beach.

MATERIALS:
1. Primary Source Documents (PSD 1.1; PSD 1.2; PSD 1.3, PSD 1.4)

PLAN OF INSTRUCTION:

Step 1: Warm up (12 minutes)

- The lesson will start out with a video clip called “Bloody Normandy: Juno Beach and Beyond- Part 1”. This video is quite informative and Canadian centered with interviews from veterans giving first hand experiences from battle at Juno Beach. There are real video clips from the battle to give students a visual of what the soldiers really saw as they stepped out of the boats and on to the shores of the beach. The video shows how important taking Normandy and more specifically Juno Beach was for Canadians and Canada in proving to the world that Canada could stand as its own country. The goal of this video is to give the students a little background knowledge of Juno Beach, but more importantly a look into how significant Juno Beach was for Canadians and the perception of Canada worldwide.

Video Link: https://www.youtube.com/watch?v=C1uKHU0Vq44 (PSD 1.1)

- Teacher explains to class that Canada was the first to meet their objective out of all of the Allied nations and was integral to the overall success of conquering the coast and moving further into Europe. This will be done with the aid of an animated map on the SmartBoard that shows where Juno beach is and the military objectives of both Canada and the Allied troops. This animation is very good in showing when each Allied nation landed on the beach.

Map link: http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_overlord_campaign.shtml (PSD 1.2)

Step 2: Discussion- (20 minutes)

Teacher will use Socratic questioning to get students to think critically about why Canada and Allied troops storming Normandy would be dangerous and nerve-wracking. They will bring in past knowledge about the raid at Dieppe as a discussion aid.
A) Bring in background knowledge about the raid at Dieppe, which the class would have learned about earlier in the unit. Ask question: “Why would Canada and the Allied forces be nervous about attacking the Germans on the French coast after what happened at Dieppe?”

B) Teacher asks the students to take 2 minutes and partner up with an “elbow buddy” and jot down 2 reasons Allied forces would be reluctant to attack Nazi’s on the French coast.

C) Teacher asks what students came up with to make them understand why raiding the North coast of France was so dangerous.

D) Ask the class “Here’s you coming up to the shore at Juno Beach” what is running through your mind? This will give the students a first person look into the eyes of the soldier and good look into how terrifying it would be coming out of the boats onto the beaches of Normandy. Ask the students what they see and what they would do if they were in the shoes of a soldier looking onto a beach with German snipers aimed at you.

Picture link: https://tce-live.s3.amazonaws.com/media/media/a58b5839-30ad-4dd5-a050-ac09f0b0529b.jpg (PSD 1.3)

**Step 3: Different Perspectives/Experiences (10-minutes)**

Teacher will have a quote on the SmartBoard for students to read and analyze. Before getting into why Juno Beach was such a significant moment for Canada both in the country and internationally. The quote analysis gives the students a chance to take a guess at the significance. The teacher will then build on the responses from the students.

- **Quote:** “By their heroic sacrifices they have made it a grander and worthier thing to be a Canadian.”
  
  – Stephen Harper.

- Students will then jot down their interpretation of this quote and share it with the class.

- The teacher will next explain how Canada was still seen as Britain’s little brother regardless of what happened in WW1 and even coaxed Mackenzie King and Canada into WW2 despite Canada trying to isolate itself from conflicts in Europe.

- Next the teacher will build off of the student’s critical thoughts on the quote and explain why Canada’s victory solidified the nation as a world power. This will show students how Juno helped show Canadians and other nations that we can stand on our own and are no longer the little brother of Britain.

**Step 4: Class Discussion (10 minutes)**

Student or Teacher Driven.

Prompt questions:

1) Would Canada be respected and recognized as a country of power today if not for Juno Beach? (Show picture of Stephen Harper and other leaders of the G8).

   **Key thoughts on this question teacher is looking for from students**

   - How did the perception of Canada change within the country?
   - Internationally?
   - Would Canada be as respected if they failed at Juno Beach?

Picture link: http://i.telegraph.co.uk/multimedia/archive/00685/g8-leaders-404_685950c.jpg (PSD 1.4)

2) How should the men and women that fought at Juno beach be remembered?
Key thoughts on this question teacher is looking for from students

- As liberators of Europe?
- As the people that changed the face of Canada?
- Heroes?

Step 5: Independent Activity (25 minutes)

a) Write a short 1 page mock address to the Canadian people in the shoes of the Prime Minister in 1944 after the end of D-Day. Make sure to speak specifically about Canada’s Heroics at Juno Beach.

In your speech make sure you address:
1) What happened?
2) Why Juno Beach was important for the Canadian people?
3) What does this mean for the future of Canada? (Remember you don’t know the future)

Assessment: The independent activity (Step 5) can be used as assessment to see if they understood the concepts learned in the lesson. In this activity the students will take into account what they have learned and apply in the form of an address to the Canadian people.
APPENDICES:

1. Primary Source Documents:
   a. PSD 1.1 (Bloody Normandy Video) https://www.youtube.com/watch?v=C1uKHU0Vg44
   b. PSD 1.2 (Map of Normandy Landings) - BBC History. Link: http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_overlord_campaign.shtml
   c. PSD 1.3 (First Person view of Landing at Juno beach picture) The Canadian Encyclopedia https://tce-live.s3.amazonaws.com/media/media/a58bf839-30ad-4ddb-a050-ac09fb90529b.jpg
   d. PSD 1.4 (G8 Picture) Telegraph UK http://i.telegraph.co.uk/multimedia/archive/00685/g8-leaders-404_685950c.jpg
Continuity and Change

Lesson 2: Changes in Recruitment for World War I and World War II
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C.2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tomkins; the contributions of women)

- C.2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; ‘enemy aliens’; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 2

TITLE: Changes in recruitment for World War 1 and World War 2

OVERVIEW: Understanding the role of Aboriginal peoples and minorities in WW1 and WW2 and the difference in recruiting.

MATERIALS:
1. Primary Source Documents (PSD 2.1; PSD 2.2)
2. Black Line Master (BLM 2.1; BLM 2.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Free Write – Question: “Do you think Canada recognizes the role of Aboriginal peoples and minorities in the World Wars? Why or why not?” Students will have 5 minutes of continuous writing to give their opinion. Once the teacher instructs the writing to stop students who wish to share their thoughts will have an opportunity to do so.

Step 2: New Ideas/Discussion (20 minutes)

Prompt Questions:

1. How does our community treat racial minorities today? Explain.
2. Does anyone know examples of minorities who had a role in World War 1 or 2?
   • Tommy Prince was one of the most decorated Aboriginal soldiers
   • Was a skilled scout but often directed Allied artillery fire
   • Once his field phone connection was cut off during the Italian campaign, Prince dressed as an Italian farmer and pretended to till the fields until he reached the broken cable and was able to repair it
   • This act of bravery won him the Military Cross
3. How can we change the narrative to create more involvement of minorities when we discuss the World Wars?
4. What are the pros of conscription?
• Canadian pride: being in an army gave a man pride because he was being courageous, if someone did not fight they were considered cowardly
• Boosted Canada’s profile: high soldier numbers made Canada look more powerful
• Economy: conscription is an inexpensive way to obtain more soldiers because they did not have to hire mercenaries to go out and look for soldiers. Country became wealthier because factories were created for production of military goods
• Unifying to Defeat Tyranny: Canada could unify because everyone was fighting for the same reason

5. What are the cons of conscription?
• Linguistic Divide: French people were forced to fight for the English, which strengthened tension between French and English people. French people were strongly against conscription which led to riots (PSD 2.1)
• No Babies: with all the men gone there would be no babies and thus the population would take a hit in the future
• Farming: Without men to work the fields, women were the only ones able to tend to the farms, which became undermanned. Also with a lack of children it would mean less help on the farm (PSD 2.2)
• Detachment from Cause: Many groups did not identify with the cause of going to war but were forced to anyways (French, Aboriginals, etc.)

Step 4: Group Activity: Conscription Debate Preparation (20 minutes)

For this debate the class will be divided into two groups. One group will represent “for conscription” while the other argues “against conscription”. Students will have to formulate an opening statement, three arguments and a closing statement. Since the debate will be between two large groups, the teacher will have to be a discipline mediator in order for the debate to remain on track and effective.

Black Line Masters: BLM 2.1

Step 5: Debate (25 minutes)

Black Line Master: BLM 2.2

ASSESSMENT:
No formal assessment. Teacher will assess the student’s understanding as they present their arguments to the class which will express their understanding of the pros and cons of conscription and its impact on minorities
APPENDICES:

1. Primary Source Documents:
   a. PSD 2.1 (Conscription Poster)  http://kathydan.files.wordpress.com/2012/05/canadiens-francais-enrolez.jpg
   b. PSD 2.2 (Conscription Poster)  http://kathydan.files.wordpress.com/2012/05/let-his-heart-a-thousandfol.jpg

2. Black Line Master:
   a. BLM 2.1 (Debate Format)
   b. BLM 2.2 (Conscription and Pros and Cons Handout) info from  http://kathydan.wordpress.com/franco-anglo/conscription/
Pros of Conscription:

Pride and Profile

- Canadian pride: By being in the army, it gives a man pride, knowing that he is courageous and serving his country. If one did not fight, it was considered cowardly.
- Since there were many eager young men with nothing to do, conscription and the war provided an opportunity for them to go on adventures.
- Conscription boosts Canada’s profile. With more soldiers fighting, it makes Canada and Britain seem more powerful. Therefore, other countries will become more hesitant to attack. Having Canada appear stronger, it makes Canada a more desirable place to live in, attracting foreigners who can immigrate and boost Canada’s economy. Since Canada was a fairly new country, conscription could help Canada win, and thus it gets Canada’s name recognized.
- With a solidified status from victory which was due to conscription, Canada became a desirable country for immigrants to immigrate to. Immigrants, especially the females who did not need to be conscripted, were able to contribute their new skills as well as act as replacement workers while the soldiers were overseas. Due to Canada’s success in the war, the immigration rate rose after the war in the early 1920’s.

Boosting Economy

- Conscription is an inexpensive way to obtain more soldiers. Without conscription, Canada would have had to hire mercenaries, which costs more money.
- With the many young men leaving Canada, women could not depend on their husband or male family members to earn money. Women filled in the male role and learned labour skills to earn money as well as helping the economy. The gender roles changed for the better.
- The economy also rose because more factories were created for the production of military goods, therefore, more jobs were created.

Unifying to Defeat Tyranny

- Britain would have loyalists with more people helping Britain out.
- Conscription can unify people because everybody would be fighting for the same reason, for Canada and Britain. Hence the phrase, “When Great Britain is at war, Canada is at war, and there is no difference at all.” said by Canada’s Prime Minister, Robert Borden.
- Without conscription, tyranny will triumph and Britain will lose, therefore, the people
who have risked their lives fighting would have wasted their efforts. The farmers’ farms will also be taken over. Therefore, what use is it if the farmers are farming instead of fighting even though their farms will be taken over?

-This point is positive only for the English. The English have already gone to fight, leaving the French Canadians and farmers’ to go and fight as well; therefore, with the French and Anglos fighting, the English could come back.

**Cons of Conscription:**

**Linguistic Division-French/English**

-If forced to go, people especially the French will not be pleased since they are being forced by the English, thus, strengthening the tension between the French and English.
-Conscription created distrust between the French and the English. Before conscription, Borden promised that there will be no conscription, however, on May of 1917, Borden introduced the Military Services Act.
-With the French population unsatisfied, this caused riots. For example: The two days of violence in Montreal after conscription became a law. Another example include the riot that broke out on the Easter weekend in 1918 when a man named Joseph Mercier was arrested for not having his conscription registration papers on him. The arrest prompted retaliation, causing a crowd to loot the offices of the army registrar and smash the windows of English shops.
-The French Canadians who were conscripted were discriminated because they could not communicate with the English and could not be promoted to higher ranking soldiers.
-Since the French were opposed to conscription, the English thought of them as traitors because they were not helping Britain. On the other hand, the French felt cheated because they were forced to be conscripted when they did not think themselves as British.
-As Wilfrid Laurier, the Leader of the Opposition said, conscription has caused a linguistic division between the French and English.

**No Passion and Babies**

-If forced to go, people don’t genuinely want to help, this tells that they will not work and train hard because they are not passionate.
-With fewer men, there will be fewer babies and a lower Canadian population.

**Farming**

-Prior to World War I, the lives of farming families depended on working and being together. When the male farmers were taken away from their families, family values and traditions were taken as well. It created a giant hole in the family structure. For example, they were not able to enjoy valuable moments together such as having family dinners.
-Without male farmers, the wives had to take care of the children by herself as well as the farm.
-Without male farmers, the wives were not able to produce more babies. The more children a farming family had, the easier it was to tend to the farm with extra helping hands.
Conscription Debate

Part 1

1) Argument #1 - “Agree” side
2) Rebuttal - “Disagree” side
3) Argument #1 - “Disagree” side
4) Rebuttal “Agree” side

Part 2

1) Argument #2 – “Disagree” side
2) Rebuttal “Agree side”
3) Argument #2 “Agree” side
4) Rebuttal - “disagree” side

Part 3

1) Argument #3 – “Disagree” side
2) Rebuttal “Agree side”
3) Argument #3 “Agree” side
4) Rebuttal - “disagree” side

Part 4: Open debate

You are free to bring up any other points to strengthen your arguments. Know your stuff! Any group member allowed to speak

Part 5: Closing Statements

1) “Agree”-Closing statements
2) “Disagree”- Closing statements
Cause and Consequence

Lesson 3: Great Depression in Canada
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

- C2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; ‘enemy aliens’; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

LESSON #: 3

TITLE: Great Depression in Canada

OVERVIEW: Understanding the various causes and consequences of the Great Depression in Canada following the collapse of the stock market in 1929.

MATERIALS:
   1. Primary Source Documents (3.1)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Free Write – Question: “What are some of the most important things you buy? Why? Ex. Food, entertainment, clothes, etc”. Students will take two minutes to write down what they think is important in their lives. Time will be given for students who want to share their ideas with the class.

Step 2: New Ideas/ Discussion (25 minutes)

Prompt Questions:

1. What was the Great Depression?
   - Boom of the 1920’s lasted about 5 years, until 1929
   - The 1930’s were referred to as the Dirty Thirties (prolonged economic downturn, massive unemployment, poverty and starvation
   - People thought the economic boom in the 1920’s would last forever
   - Stock market was thriving, people became richer overnight, people invested everything in the lure of getting rich fast in the market
   - Black Thursday: ripple effect, stock market crashed, millions of investors lost everything they owned in the market
   - Those that have jobs found terrible working conditions, employers cut wages in half or took advantage of the situation
   - Dustbowl in the prairies- 14000 farms closed or abandoned

2. What was Canada like before the Great Depression?
• The start of the 1920's saw an economic boom in Canada
• Canada’s economy was thriving due to foreign investment branch plants and our natural resources
• Money was pouring into Canada from its abundant energy, pulp and paper resources
• Turner Valley Oil Field in Alberta was discovered
• Mining in the Canadian Shield
• Cheap hydroelectric power helped industry to grow in Canada
• In the 1920's the US was already Canada’s primary trading partner
• To get around costly tariffs, US companies built branch plants in Canada
• By 1913 there were 450 branch plants in Canada

3. What caused such a dramatic change?
   **Cause #1 Speculation**
   • As business profits increased in the 1920’s, many Americans thought they could make a lot of money by buying shares in successful companies
   • Some investors even bought stock on margin, paying as little as 10% of stock price
   • When the marked started to decline, creditors who loaned money demanded the loans be repaid
   • When the stock market crashed on Black Tuesday, October 29th, 1929, those who invested in successful companies lost everything and those who borrowed money could not repay their loans

   **Cause #2 Banking Crisis**
   • When people are prospering, they deposited the money they did not need at the time into banks. Banks would take that money and lend it to business to earn interest
   • In the 1920’s many bank loaned money to stockbrokers who loaned the money to investors
   • When the market crashed, investors could not repay the stockbrokers and stockbrokers could not repay the banks
   • Banks stopped loaning money to business people
   • After the stock market crashed, banks began to close. In fear of their bank closing individuals lined up to withdrawal their money

   **Cause #3 Overproduction**
   • In the 1920’s most factories were using assembly-line methods of mass production
   • As a result they were able to make more goods more quickly
   • Companies welcomed increase production because it meant increased income
   • By the end of the 1920’s there were more products being produced than people could afford to buy

   **Cause #4 Under consumption**
   • By 1929, the buying spree of the 20’s had come to an end
   • Many Americans found themselves in debt and were unwilling or unable to borrow more
   • Farming felt this first when their markets disappeared after WWI
   • Many farmers went into debt, they had difficulties repaying their loans, many losing their farms to the banks
   • Many companies were forced to layoff workers because of the lack of demand. Other companies went out of business

4. How did the government respond to this?
   • William Lyon Mackenzie King lost election to R.B. Bennett in the 1930 election
   • Bennett’s New Deal: A program similar to that of Roosevelt in the United States
• The government intervened to help Canadians by creating welfare, shorter work weeks and unemployment insurance
• R.B. Bennett replied to thousands of letters from Canadians asking for aid

**Step 3: Modeling/ Letters to R.B. Bennett (10 minutes)**

The teacher will use SmartBoard (if available) to show various letters written by Canadians to R.B. Bennett asking for a variety of forms of aid or support. If SmartBoard or projector is not available, letters can be printed out. The teacher and class will examine these letters and discuss them.


**Step 4: Independent Work (20 minutes)**

The teacher will put different scenarios on pieces of paper and put them in a hat or basket. The scenarios will be things such as: World War 1 veteran with family, single mother of 4, factory worker with family with stay at home wife with three children, farmer who had to close down his farm, has family. Each student will randomly draw a scenario and will be responsible for writing a letter to R.B. Bennett from the perspective of the scenario they pull. Students will have twenty minutes in class to work on the letter, will be due following day or next couple days.

**Step 5: Closing (10 minutes)**

Exit Card: Students will answer question, “What are some of the most important things you would buy if all of a sudden you had zero income?” This will act as a follow up question to the opening question.

The goal of this activity is to have students understand the change of value during the Depression as the lack of money had a tremendous impact on the lives of Canadians.

**ASSESSMENT:**

Formal Assessment will come from the grading of the Letters to R.B. Bennett., this will serve as Assessment of learning. Assessment as learning will come from discussion throughout class.
APPENDICES:

1. Primary Source Documents:
   a. PSD 3.1 (Letters to R.B. Bennett)
      http://www.cbc.ca/history/EPISCONTENTSE1EP13CH2PA3LE.html
Evidence

Lesson 4: Understanding and Analyzing the Multiple Perspectives of Canadian Service Men during World War II using Primary Sources
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

- C2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not) farmers; women in the workforce and at home; 'enemy aliens'; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 4

TITLE: Understanding and Analyzing the Multiple Perspectives of Canadian Servicemen during World War II using Primary Sources

OVERVIEW: Students will use three different types of primary sources to analyze the experiences of Canadian men who fought and participated in the war effort, while analyzing the Canadian Government’s portrayal of the war effort back home.

MATERIALS:

1. Primary Source Documents (PSD 4.1; PSD 4.2; PSD 4.3; PSD 4.4; PSD 4.5; PSD 4.6, PSD 4.7, PSD 4.8)

PLAN OF INSTRUCTION:

Step 1: Warm up (10-15 minutes)
- Ask students what different sources can be used to understand history and differing opinions of the period.
  - Students can state: letters, posters, radio, news articles etc.
- Explain the value of primary source documents in the study of history (teacher will provide primary source document hand-out to students)

Step 2: Primary Sources (40 minutes)
- Students will now analyse 3 different primary sources that describe the experiences of men in the World War II effort
  - Propaganda Posters (Begin by asking students why is this source important and what makes this source and important piece of evidence?)
    - Teacher will post different Canadian Government posters encouraging men to enlist in the Canadian Army. The teacher will then ask students: what is the main message of the posters, who is the intended audience, who created this poster and for what purpose, what may have been the results etc.
  - Radio advertisement (Begin by asking students why is this source important and what makes this source and important piece of evidence?)
    - Teacher will play the CBC radio advertisement (15:02 minutes) that contains short radio dramas that aimed to persuade Canadian men to join the army and Canadian
women to donate aluminum to help with the war effort. The teacher will encourage discussion again by asking students opinions of the video. Prompt questions can include: who is the intended audience for the radio dramas, is it persuasive, is it honest etc.

- Canadian soldier’s letters home (Begin by asking students why is this source important and what makes this source and important piece of evidence?)

Three letters from Canadian soldiers serving overseas will be distributed to the students. The letters illustrate differing opinions of soldiers currently serving (positive – negative – hopeful). The teacher will once again ask the students to share their opinions regarding the primary source. The teacher should ask the students whether the letters of actual Canadian soldiers to their families correspond to the messages being shared by the Government back home, do these letters challenges the messages being broadcast in Canada, does it challenge the current beliefs, how do these letters extend your understanding of WWII and tell you something new etc.

**Step 3: Activity (25 minutes)**

Students will be instructed to imagine they are living in Canada during World War II and are receiving information about the war via propaganda posters, radio advertisements and letters home from friends or family. In 1-page students are asked to write how they would view the war considering these differing perspectives. Is the war a positive and exciting adventure, or is it a dangerous and often deadly fight. Question to spark the writing process “From what you know about life at the time how might someone back then have viewed these differing perspectives”

**ASSESSMENT:**

Students will hand in their one page opinion piece, which will allow the teacher to assess whether the students understand the importance of critically assessing multiple primary sources, and constructing their own opinion using multiple sources.

**APPENDICES:**

1. Primary Source Documents:
   a. PSD 4.1 (poster)
b. PSD 4.2 (poster)

c. PSD 4.3 (poster)
d. PSD 4.4 (poster)

![Poster](image)

e. PSD 4.5 (poster)

![Poster](image)
f. PSD 4.6 (poster)

This link corresponds to PSD 4.1 to 4.6:
McGill University Library Digital Collection, Canadian War Poster Collection. Last modified, 2005.

g. PSD 4.7 (Radio:
http://www.cbc.ca/player/Digital+Archives/War+and+Conflict/Second+World+War/Propaganda+in+WWII/ID/1480786427/ “Carry on Canada! Canadians urged to boost war effort”)

h. PSD 4.8 (letters – positive, negative, hopeful)
Positive:
Quinlan, John Michael

Michael John Quinlan was born in July, 1915, the son of Mr. and Mrs. J.H. Quinlan of Prince Albert, Saskatchewan. Quinlan served with the RCAF as a Pilot Officer until his death in March, 1944. The collection currently consists of thirteen letters and one photograph.

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>John M. Quinlan</td>
<td>Miss Patricia Guinan</td>
</tr>
<tr>
<td>Prince Albert, Sask.</td>
<td>Bank of Nova Scotia</td>
</tr>
<tr>
<td>CAN B 146997</td>
<td>9 B.P. - ACP</td>
</tr>
<tr>
<td>E. A.</td>
<td>Via A.F.O. 608 Miami, Florida USA</td>
</tr>
</tbody>
</table>

Dear Patricia: I don’t know why your last letter was delayed, but it was quite certainly not your fault. The correspondence has been excruciatingly slow in the last month or so. I have received no mail since leaving 15th Aug. I don’t yet know where my forwarding address is to be.

I am having a wonderful time, and drawing enough material to keep you busy.

I have been busy writing letters not to mention all the Norwegian chums like them. We’ve been playing cards, even, and quite a good game at that.

The weather is fine, Labor Day at Workbein, and the pine grove we are encamped in makes me think of Workbein very much.

I’ve just heard with a Chicago WABC, which was very fun. We talked the whole American Way.

This is the greatest delight in your account of your job. I liked it too. It’s always liked writing people, especially new people. I’m glad to know that she’s going to be here.

Don’t forget to write. I do hope you’ll write.

V. Mahoney

Also, why don’t you write to the ABs, and all your boys? It’s likely you are.

Pat
Quinlan, John Michael

LETTER

Date: January 4, 1943
To: Patricia
From: John

4 Jan ‘43

Dear Patricia:

Don’t know where your last letter is right now, but it was fine. I certainly like your letters. My correspondence has of necessity fallen off the last month. As well I have received no mail since leaving U.K., for I don’t yet know where my forwarding address is to be.

However I’m having a wonderful time, and storing up enough material to bore you for years. I have been in Algiers often, not to mention other Moroccan cities; I like them. The French girls, as ever, are very chic and quite proper. The country is I imagine like California; today I have a desk set up by our tent and am having a sun-tan as I write. The weather is like Labour Day at Waskesui. And the pine grove we are encamped in makes me think of Waskesui every night – tho when I wander 50 yds down the Mediterranean beach I am in an orange (tangerine) grove.

Had a few dates with a Chicago W.A.A.C. - which was fun. Me; I like the North American Way. I took the greatest delight in your account of your job. I liked it too. I’ve always like meeting people. I used to know that Draft Route so well. Do you like Bill McKay in R.M.s – and Mah Jong? & crotchety old Bamford[?]. Is young Teddy Bill with him? he used to be a big Joe in the Varsity drug store. Wish him a Happy New Year for me. Ask Mr. Diefenbaker whether Drew of Ontario* means what he says or is he just trying to wrangle a title in England – Tho why in hell any Canadian would want that?

Anyway I think I’m thru with John D. he used to word “Empire” in his last letter; which isn’t popular with this generation of Canadians; As well even the lords of England use “Commonwealth”. Left him to get on the beam. Do write again – to my old address*. Your brother who is crazy for you – John M.

*Unless this is received before Jan 10 – which isn’t likely, I guess
*Also why he doesn’t call himself plain Mr. Drew. Oh Yes Merry Xmas.
Negative:

Lapointe, Paul

Paul Lapointe was born in Chicoutimi, Quebec on Jan 30, 1905. He enlisted on February 26, 1943 and sailed overseas on July 19, 1944. He served in France, Belgium, Holland and Germany with the Royal Canadian Engineers. He returned to England on August 1, 1945 and back to Canada on January 23, 1946. Paul Lapointe passed away on November 7, 2002. This collection consists of four letters and one diary in the original French with English translations, as well as photographs and miscellaneous documents.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Paul</th>
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**LETTER**

To: Wife
From: Paul

Front of page

Last, there was a lot of water, I don't know if we will return to the same place? Regarding our group we are all strangers and we are only 3 French Canadian, and I do not understand English yet, I have a very hard head for that, and it is very lonely but I am well with them. Although I don't have much to say, after your letter I can write longer, as for the remainder I keep it for later because I can't write it. As for the cigarettes, send them regularly every month. I think that my nerves are still solid even though there are many in our group who are still shaken up this morning...

I finish for to-day and I am waiting for your Christmas package as I will very likely still be here to receive it. I have lost a bit of weight, due in part to loneliness and always getting the same food even though we are

Reverse of page

Well fed, and as for the cafes, forget them as there is nothing there except beer and that is nothing but soda water, so my expenses are very small. I bought a bond, and this month I want to pay cash for it. I am closing because it is the trucks toilet this afternoon and to-morrow there is a big "Kermesse" in town and I will go as it is very near here.

From your husband who does not forget any of you and who kisses all of you including little Annette.

P.S. I believe I have answered all of your questions except those which I can't answer, it grieves me to be unable to tell you everything

E41572 SPR Lapointe P.
1St CND. FD. PK. Coy
C.A.O.S.

Always address your letters in block letters, it helps very much as your last letter took only 6 days to get here. Amqui on the 27 and here on November 3
Hopeful:
Neufeld, Leslie

Leslie Neufeld Abram was born in Nipawin, Saskatchewan in 1922. Neufeld was part of the 1st Canadian Parachute Battalion, "C" Coy, some of the first Canadians to land in France on D-Day, June 6, 1944. **He was killed early on the morning of the 6th** in an assault on a concrete bunker. The collection consists of his last letter home written on June 4th, a photograph, and some poems written by Neufeld while in high school.
June 4, 1944

Dear parents, brothers and sisters,

My time for writing is very limited. However, I must write a few words just to let you know how things are going.

First of all, thanks a million for the cigs and parcels and letters. Received your letter, Dad, just a day ago. By mistake I received Len’s cigs too.

Sorry Mum that I don’t have time to answer all your questions now.

Dad, the time has come for that long awaited day, the invasion of France. Yes I am in it. I’ll be in the first one hundred Canadians to land by parachute. We know our job well. We have been trained for all conditions and circumstances. We have a fair chance.

I am not certain but I expect Len will be coming in a few days later.

To go in as a paratrooper was entirely my choice. I am in no way connected to any medical work. This job is dangerous, very dangerous. If anything should happen to me, do not feel sad or burdened by it, but take the attitude of “He served his country to his utmost.”

With that spirit I am going into battle.

And let it be known that the Town of Nipawin did it’s share to win the war.

I have full expectations of returning and with God’s strength and guidance I’m sure He will see me thro’ all peril. My trust is in God.

Your loving son,
Leslie

Lesson 5: Canadian Perspectives of Women During World War II
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

- C2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not, farmers; women in the workforce and at home; enemy aliens; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

LESSON #: 5

TITLE: Canadian Perspectives of Women During WWII

OVERVIEW: Analyzing the multiple perspectives of Canadian Women during World War II and the greater impact on Canadian society using multiple primary documents.

MATERIALS:
1. Primary Source Documents (PSD 5.1; PSD 5.2; PSD 5.3; PSD 5.4, PSD 5.5; PSD 5.6; PSD 5.7; PSD 5.8, PSD 5.9)

PLAN OF INSTRUCTION:

Step 1: Warm up (10-15 minutes)
Pictures of women during World War II at home and overseas are shown to the class. Ask students questions about the pictures to gain their attention and engage them in the class. Examples of questions:
- What is the purpose of this poster?
- Was the propaganda effective for women?
  ○ Show chart of Canada’s Servicewomen
- What role did these women play in the army? (picture of marksman and group of women)

Step 2: Article (20 minutes)
Split the class into 3 or 4 groups depending on the size of your classroom. Give each group one of the articles and have them read it as a group and write down what is the message of the article, who is the audience and why they think it is significant.

http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/women_e.shtml

1. “Chaloult Says Working Women Reduce Families” by The Hamilton Spectator - 1945
2. “Another Call to Women” by The Globe And Mail - 1942
3. “Women in Industry” by The Globe and Mail - 1941
4. “Women of Canada: Get Ready to Register” by The Hamilton Spectator – 1942

Step 3: Discussion (25 minutes)
Each group will present their article to the class (either reading it or summarizing) and answering the three
questions they were assigned. Once all groups have presented the teacher will lead the class discussion explaining the significance of women in World War II and how the reality of the situation at the time is very different than how it was represented in images and articles (propaganda) of the period.

**Step 4: Video (10 minutes)**
Show the following video, which is a tribute to women in Canada for their participation in the World War II effort. (1946)

[https://www.nfb.ca/film/to_the_ladies](https://www.nfb.ca/film/to_the_ladies)

**Step 5: Closing (Whatever time permits)**
Have the students write down what they learned today regarding the role of women in World War II and how they believe the role of women in society and war has changed since then. (This closing activity can be used as an exit slip for the teacher to assess the level of understanding of the students and whether anything needs to be further explained in a following lesson).

**ASSESSMENT:**
No formal assessment. Teacher will assess the student’s understanding as they present their article to the class and on the exit slip they provide before leaving class which expresses their understanding of the impact of World War II and its effect on Canada and Canadians.

**APPENDICES:**
1. Primary Source Documents:
   a. PSD 5.1
b. PSD 5.2

This citation corresponds to PSD 5.1 and 5.2:


c. PSD 3.5 (Propaganda poster for women to join the war effort)

d. PSD 4.5 (Chart of number of Canadian Servicewomen)

CHALOULT SAYS WORKING WOMEN REDUCE FAMILIES

Quebec, March 18.—(CP)—The rotation scheme of female employment in war plants as a factor in reducing the size of the Quebec family and dispersing the population of rural centres was given in for further discussion next week in the Quebec legislature.

The matter was brought up last night at two o'clock in the Quebec legislature, when members of the Quebec assembly were discussing the government's policy with regard to female employment in war plants.

Several members agreed with Mr. Chaloult, who introduced a motion calling for production of documents exchanged between provincial and federal authorities on the subject of women employed in war plants.

Prime Minister King, Defence Minister Riel, and the government's policy were examined by Mr. Chaloult, who last night introduced a resolution to the assembly, urging the government to prepare a report on the subject.

Women, who left their villages to work in war industries, would now go back home. It is the Federal Government's duty to act to protect the women and the families they are leaving.

Serious Exclusion

Exodus from rural centres, where the population has already decreased since 1937, Mr. Chaloult said, was "a more serious problem than observers think. Our report shows that the government's policy is to reduce the size of the Quebec family and disperse the population of rural centres...."

Mr. Chaloult introduced a resolution urging the government to prepare a report on the subject.

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f. PSD 5.6

ANOTHER CALL TO WOMEN

Since the outbreak of war Canadian women uneasingly have been seeking out opportunities to serve. Without their aid the many voluntary agencies supporting the war machine could not function. At no place or time have they failed to measure up to the call; in most cases they have anticipated the need.

Now a new responsibility has been thrust on the women of Ontario. It will be their job to see that the fruit and vegetable crops of the Province are not wasted. The Provincial Minister of Agriculture, Hon. P. M. Dewan, has appealed for 4,000 to 5,000 volunteers, housewives and unemployed girls, to take on this job.

Casual labor, on which the canneries depended in past years, does not exist. It has been absorbed into the industrial machine. The crops are being harvested very largely by volunteer workers of the Ontario Farm Service Force, and their work will be for nothing if the canneries aren't staffed to handle the fruit and vegetables.

This is not merely an effort to prevent waste. What is wanted is that all available food resources be preserved against the uncertainties of war and weather. Certainly no one can say what next year's crop will be. No one can say from day to day what demands our fighting allies will make on us. There is no more worth-while service any woman can do over the broad panorama of our national effort. There is no other way to get it done.
WOMEN IN INDUSTRY.

From Ministerial pronouncements and other sources it may be gathered that the Federal Government, under the plan of national selective service now in process of incubation at Ottawa, intends to draw much more freely than hitherto upon women’s services for war purposes and particularly for the augmentation of the labor force engaged in the war industries. On the evidence of the data of the national registration of 1940, there exists in Canada a large reserve of womanpower, which under proper management and direction could be very profitably utilized for the expansion of the war effort. But for its most effective employment it is essential that some forethought be taken and some preparations made to ensure that the large body of women whom the Government hopes to be able to draft into industry should be given working conditions which will be acceptable to them and which will tend to make them contented and efficient workers. Accordingly it would be advantageous if the authorities responsible for the administration of the new mobilization scheme were to study carefully some of the lessons which could be learned from British experience with women’s labor in wartime.

For example, it has been discovered in Britain that in the case of women who are suddenly assigned to industrial work, such as the manufacture of munitions, only exceptionally strong and hardy individuals are able to work right away the number of hours per day which are the rule in the average factory. If their physical powers were not overtaxed during the initial stages of their career as industrial workers, a substantial proportion of these women recruits gradually became capable of facing the standard workday, but in plants where their strength was not carefully guarded the strain caused many to break down and retire to private life. Reports of the Industrial Fatigue Board which was established in Britain prove conclusively that excessively long working hours for women are uneconomic and defeat their own ends because they result in absenteeism, physical collapse and underproduction through fatigue. In the light of the British experience our Department of Labor would be wise to take precautions by regulations to ensure that employers in their eagerness to increase their output do not make demands upon women which they are not capable of fulfilling.

Apparently it is hoped to enlist for the industrial war program a large number of married women, and many of them will doubtless welcome an opportunity to contribute their labor to the common cause. But thousands of married women who are quite willing to serve must be hindered with household duties and family responsibilities which occupy a great deal of their time every day. So some consideration should be given to plans which would help to remove this particular obstacle to the employment of married women on any large scale, and here again British experience can be a useful guide. The provision of meals at school for children, which promises to become general in Britain for the duration of the war, is setting free thousands of married women for war work, and the idea might be considered profitably in industrial centres in Canada. Again, not a few factories in Britain have established creches in which the young children of women working in the plants are carefully looked after until their mothers are ready to go home. Naturally young women are better industrial workers than their older sisters, and the establishment of creches makes possible the utilization of the labor of thousands of young married women who would otherwise have been tied to their homes. If we are to get the best possible results from the enlistment of more women for our war effort, careful attention should be paid to the special needs and responsibilities of women, and some imagination should be applied to the solution of the problems presented by their employment.
h. PSD 5.8
http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/women_e.shtml
i. PSD 5.9
   *To the Ladies.* Produced by Nicholas Balla. National Film Board of Canada, 1946.
   [https://www.nfb.ca/film/to_the_ladies](https://www.nfb.ca/film/to_the_ladies)
Lesson 6: Understanding the Multiple Ethical Dimensions of Japanese Canadian Internment During WWII
COURSE: Canadian History, Grade 10 Academic, Canada from WWI

SPECIFIC EXPECTATION(S): - C.2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyze Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

- C.2.4 Explain some of the ways in which World War II affected Canada and Canadians (e.g., with reference to economic recovery, censorship, rationing), including how the war changed lives of various groups in this country (e.g., young men who fought and those who did not; farmers; women in the workforce and at home; 'enemy aliens'; veterans, including men who were in the merchant navy)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Ethical Dimensions

LESSON #: 6

TITLE: Understanding the multiple ethical dimensions of Japanese Canadian Internment during WWII

OVERVIEW: Understanding the differing ethical dimensions and having students critically assess their opinion of Japanese Canadian internment to understand World War II’s impact on Canada and Canadians.

MATERIALS:

1. Primary Source Documents (PSD 6.1; PSD 6.2; PSD 6.3)
2. Black Line Master (BLM 6.1; BLM 6.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (5-10 minutes)

Free Write – Question: “When I hear “enemy aliens,” I think about” and “When I hear “internment camps,” I think about.” This activity requires students to write about what comes to mind when they hear “enemy aliens” and “internment camps.” Teachers should give the students one question at a time. Students are required to write continuously for a specific amount of time, for example, 2 minutes for each question. Once students begin writing, they should not stop until the allotted time period is complete. Complete this activity twice, one for each question (2 minutes each).

Once completed, ask students if they want to share what they have written for either question.

Step 2: NFB Video (18 minutes) Minoru: Memory of Exile

Teacher to give students handout prior to video (BLM 6.2)

This video depicts the life of 9-year-old Minoru Fukushima, a Japanese Canadian living in British Columbia during World War II. This clip provides a case study demonstrating the experiences of Japanese Canadians during the war. This video will provide students with context and background information, which will further allow students to analyze the ethical dimension of Japanese Canadian experiences.

Step 3: Different Perspectives/Experiences (10-15 minutes)

Teacher to hand out William Lyon Mackenzie King diary excerpts and David Suzuki excerpt regarding Japanese Canadian internment. Teacher can read the documents aloud, or have student volunteers read the content.

Step 4: Class Discussion (20 minutes – including last video)

Student or Teacher Driven.

Prompt questions:

1) What was the view of William Lyon Mackenzie King regarding Japanese Canadian internment? What was the view of Japanese Canadians regarding Japanese Canadian internment? How were they different and why?

- Fear regarding possible Japanese invasion from the Pacific
- Continued expansion of Hitler and Axis powers created greater fear in Canada of possible attack on home soil
- Beginning to focus on home soil rather than foreign soil due to fear or air raids and invasion from the Pacific Ocean
- Pearl Harbour attack made Japanese threat more realistic to Canadians
- Japan won the battle of Hong Kong, killing 290 Canadians and another 264 died in the Japanese Prisoner of War camps. This created negative sentiment of all Japanese regardless of nationality of citizenship.

2) Considering the historical context, is William Lyon Mackenzie King’s view discriminatory?

- Students can state their opinions
- His actions were discriminatory according to today’s standards as they were definitely considered prejudice and racist. Teacher should remind students when making ethical judgments it is important to be cautious about imposing contemporary standards of right and wrong. Therefore, considering the war and actions of Japan and Axis powers the government was fearful of repercussions on home soil and the safety of Canadians due to the high population of Japanese Canadians on the West Coast, regardless on their affiliation to Japan.
- If students have difficulty with these questions, refer students to handout for historical context.

3) While being cautious about imposing contemporary standards of right and wrong, is David Suzuki just in accusing Canada of racist measures by internment Japanese Canadians?

- Teacher should remind students to formulate an opinion without imposing today’s standards of right and wrong
- Based on his experience, his internment was unjustified as he posed no threat to Canada
- David Suzuki did not speak Japanese, born in Canada, full citizenship
- Many young Japanese Canadians willingly fought and conscripted to fight for Canada during the war
- Japanese Canadians experienced horrible and inhumane conditions in the internment camps
- War Measures Act – confiscated Japanese property and sold for next to nothing
- Bank accounts frozen, houses were looted
- Targeting Japanese Canadians based on their race rather than any affiliation to their ethnic origin or Japan
4) What do you think was the long-term implications of relocating Japanese Canadians to internment camps? (Teacher will reference the government apology of September 22, 1988).

- Teacher ask opinion of students what they think were long-term implications
  - Japanese Canadians abandoning citizenship and relocating to Japan after the war
- Teacher can show YouTube video clip demonstrating an example of one implication of the internment camps – Official Government apology – September 22, 1988 (video: 4 minutes 30 seconds)

  https://www.youtube.com/watch?v=fxVZtQULIMQ

Step 5: Closing (Whatever time permits)

Free Write – Same format as above. Teacher asks students “When I am asked the question ‘Was Japanese Canadian internment justified, I think …’”

The goal of this activity is to have students consider the ethical dimensions of Japanese internment camps and analyze the differing opinions of the time.

ASSESSMENT:
No formal assessment. Teacher will assess the student’s understanding as they present their article to the class and on the exit slip they provide before leaving class which expresses their understanding of the impact of World War II and its effect on Canada and Canadians.
APPENDICES:

1. Primary Source Documents:
   a. PSD 6.1 (Mackenzie King Diary Package)

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Friday, February 22, 1942

...come over the world situation with the increased naval power of the enemies on both oceans. I pointed out the possibility of the Burma Road being closed; China dropping out if the Japanese continue to win; uprisings in India; strategic centres of the world in the hands of the enemy cutting off routes of supply, and the possibility of something more than mere raids on the coasts, resulting therefrom. Stressed the need of now on regarding Japan as a potential aggressor on this continent; especially with Alaska a part of it. We finally agreed as a War Committee to hold to basic view of defeating enemy in Europe as immediate first step, but from now on giving more attention to purely Canadian defences and to considering possible dangers from coastal air raids, all of which would necessitate increased numbers of soldiers in Canada, which in the long run will probably avoid any necessity of conscription and meanwhile will help to quiet the feeling in Canada. The Japanese problem in S.E. itself might become a very difficult one to handle, requiring more in the way of troops.

I went over questions submitted by Goldwell for Secret Session. Discussed proceedings for same. Had only few minutes for lunch and five minutes to rest before returning to H. of C. There all afternoon, participating in discussion on Private Members’ Days and succeeding in getting it out of the way; on censorship; also on Secret Session got the resolution for one day only and indicated need for caution, that House was not to expect much information. We reached the plebiscite toward 5 o’clock. Tatching the Opposition it seemed to me that the Bill, when it comes in, will be fairly acceptable.

At six I had a meeting in my office with Hanson, Stirling, Goldwell, Blackmore and Defence Ministers and Howe. Read them communications to and from Massey regarding British procedure on Secret Sessions. Pointed out questions they had submitted for information were enough for a year. Spoke of feeling increasingly concerned about telling the House anything in Secret Session that could not be told in open session. We finally got agreement on the understanding that discussion would be confined to general subject of Defence of Canada, and considered in a large way, including our contributions to war effort of other countries. That Ministers of Defence would give “off the record” addresses; that there would then be discussion in the Committee of the Whole, with right of Members to ask questions and make suggestions. Understood discussion would not last longer than the one day - two sittings of the House. I expressed the hope it might end at 6 o’clock. Meeting very amicable, and on the whole, pleasant. Told the Opposition leaders I would be prepared to give...
At the Cabinet today I spoke of the War Committee meeting re Japanese and put forward as advisable the appointment of a British Columbia Security Commission, with Taylor as President, two others with him, all co-operating with government departments. Mitchell and St. Laurent were both present. Council unanimously accepted the idea. Later in the day Taylor's consent was secured and I made the announcement in the House just before 61 (See Hansard)

During the afternoon I attended the House part of the time. Had an interview with Bruce Hutchison and Grant Dexter who thought we needed in New York someone to help inform the press regarding Canadian matters. They are all mixed up for example on the significance of the plebiscite and the like. They asked me about the world situation. I told them I thought it was very critical. Hutchison seemed to think the Japanese invasion would come via the Aleutian Islands, Alaska and Canada. I told him that was my own view, if the Japanese succeeded in getting the whole of the Far East but I thought the immediate developments would be in India. They asked about the plebiscite. I said I thought it would carry. Dexter said that that was before his view. Hutchison did not seem so sure. I told them the honours of Parliament of moral obligations would stand out as one of the great achievements of the present in the administration of Canada's war effort. For example, national honour would go far in discussions of the new order.

Secured copy of Hutchison's book in which he placed a very nice inscription.

Had a talk with J. O. of the Gollen Poll who asked me if I was pleased with the showing in reference to myself on the different questions. I told him I had only learned of some of them lately, but on the whole had no reason to complain. He drew attention to the fact that the last poll was less for conservatism than the one previously, which I believed was significant. That would be due to two things: 1. persons who wished to avoid controversy, and 2. mainly those opposed against outside aggressor. Both Dexter and Hutchison were very strong against the permanent heads of the Defence Departments, as not realizing the new developments of war and the dangers arising from Japanese victories.

I was very tired when I got back to S.E. After dinner read the papers while but did not have a chance for more than a few minutes rest when Mr. and Mrs. Home, artists of Toronto, came with J. to see Orpen's painting, mainly I think to let me see a bust Home has made of Admiral Nelles. They stayed until nearly midnight. I was quite exhausted but enjoyed the little change and talk with them. Felt it was something they were appreci-
Laurier House,
Wednesday, March 18, 1942

 Slept soundly last night, rather tired going through morning exercises. Concluded reading of the Second Samuel and started on 1st Kings. Had much in mind, this being the 20th anniversary of my brother, Max's death.

 In a word received yesterday from Mrs. Coumbe - she says that she has had a curious sort of impression that Pat wished me to know he was thinking of me.

 Last night, when I came in, and the other little Pat was waiting for me in the hall, Ménard, the policeman, said to me: he is waiting for you; likes you to come, but he is different than the old Pat. Pat was you. He was very friendly with all of us when you were a boy but the moment you were back, he waited only for you and thought only of you. It was rather nice having these little thoughts of my old friend on St. Patrick's Day. The little fellow was a veritable saint.

 This morning, after going through some correspondence at my office at 11.30, I exchanged notes with Moffat, the U.S. Minister on the Alaskan Highway. Moffat pointed out that tomorrow was the anniversary of our signing of the St. Lawrence Waterway today. I told him the exchange of these notes marked a development from the Ogdensburg meeting. Thanked him for his references at Quebec. Also spoke of the uplift it had given us all to have MacArthur at the head of the army in Australia, and the knowledge of American forces which have already landed there. The U.S. in reference to Australia is playing a role corresponding to that of Canada in relation to Britain fighting the battle of this continent on shores across the seas and giving securities in these distant parts. This new note of confidence has not come any too soon.

 I also had a talk with Colonel Biggar over the manpower problem at War Committee. Emphasized strongly my feeling for need of a thoroughly planned Canadian defence in relation alike to air, sea and land. Power's recommendation regarding the air force on the Pacific had come in at the right moment and made a, splendid beginning in that regard. AlsoRalston is getting underneath with the new division for Canada, and has come around to a mobile army in Western Canada itself and additional defences. I feel that the Navy is behind, and drew Macdonald's attention to the need of something more in the way of naval defence in the Pacific and stressed the real danger that I see to Halifax. Our people seem incapable of grappling with the Halifax situation in any effective way.

 I gave War Cabinet my appreciation of the dangers from the Japanese on the Pacific in the event of Japanese getting control there. Pointed out
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It was excessively warm last night, thermometer nearly 80. Intermittent showers and storms.

Wakend about 10 to 4. I had been dreaming that I was in New York in a crowded part of the city and in a crowded building. I was looking for night lodgings. Could not get any.

As I came out of the building, I suddenly found that my pocketbook had been stolen from my pocket, and I was without any money, save a very little silver in the trouser pocket. I felt terribly distressed at this and experienced for the moment all the pain that one would have if left without any money in a world such as we are in today.

I had, before going to bed, left my pocketbook in my coat pocket. I got up and took it out and laid it on the bureau. Later in the morning, before waking, I seemed to be away somewhere at a large hotel. J. and some others had been there, and she was leaving to return home. She had gone into another part of the hotel where Peter Sims had an apartment. I was afraid she was going away without a chance to say good-bye so I went over to where Sims' apartment was. It was an enormous room almost oriental in appearance.

Before finding it, I had called and called aloud in order to say good-bye. I experienced what the pain would be if one suddenly were to lose a friend.

I waked and it seemed to me that the whole vision was intended to show how much happiness depended on very little, and how fortunate one was to possess both the means of livelihood and a friend in whom one could trust.

I did not find my sleep restful. Tossed about because of the heat. Went through exercises fairly vigorously and then for a walk with little Pat to the far gate. After returning, worked through the morning on the speech on the amendment but found it difficult to make much headway. It is the most elusive and involved subject I have ever tackled. I got out, however, about the legislation being only enabling legislation.

After lunch, Power came out to tell me of developments on the Pacific Coast and to get my approval of the disposition of our forces out there. The Americans have cited submarines midway between the end of the Aleutian Islands and our coasts. Some of their own army is scattered at different places along the Aleutian Islands. They have not much in the way of air equipment. What they have in the way of naval equipment, we don't know. We have very little ourselves but we are increasing the numbers of our air squadrons, though retaining some for the protection of Vancouver.

There seems to be every reason that a raid is about to be made on Alaska and probably on our Pacific coast. It may even go in the direction of Seattle. Yesterday or the day before, Stimson seemed to be preparing Americans for
Excerpts from “My Happy Childhood in Racist British Columbia” by David Suzuki

Buffered from the world by my parents, I didn't know Japan had attacked Pearl Harbor in Hawaii on December 7, 1941, and I didn't sense any fear or consternation in Mom or Dad. Many years later, my father told me that when he heard the announcement of the attack, he immediately went to a barber and had his hair restyled into a crew cut, which he retained for the rest of his life. “I knew we were going to be treated like ‘Japs,’ so I figured I might as well look like one” was the way he put it. Cutting his hair was an act of both defiance and submission to what he knew was inevitable. The treachery implicit in Japan’s “sneak attack” against the United States Navy and the terrible war that followed threw my family and some twenty thousand other Japanese Canadians and Japanese nationals into a turbulent sequence of events, beginning with Canada's invocation of the iniquitous War Measures Act, which deprived us of all rights of citizenship.

In 1941, Canada was still a racist society. In Prince Rupert in northern British Columbia, First Nations people existed under conditions akin to apartheid in South Africa: they were not allowed to stay in most hotels, they were refused service in restaurants, and they were forced to sit in certain designated sections of theaters. There were also prohibitions against any First Nations person in pubs. (My uncle Mar, who was quite swarthy, was once asked in a bar what tribe he was from. He replied, “The Jap tribe.”)

Canada boasts of its high ideals of democracy and all the rights that are guaranteed by its Charter of Rights and Freedoms, but many have been hard won—for example, the right of visible minorities to vote, own property, attend university, or even to drink in a pub—and some have yet to become part of the accepted rights of all citizens. Even today, we are grappling with the recognition that gay people, transsexuals, and hermaphrodites as human beings deserve full legal rights, including the right to marry. Canadians have been prepared to fight and die for those principles. Yet by invoking the War Measures Act in 1942, the government declared that race alone was a sufficient threat to Canadian security to revoke all rights of citizenship for Canadians of Japanese descent.

One of the terrible dilemmas of democracy is that only under conditions of duress or crisis do those cherished rights even matter, but that's when they are often rescinded in the name of national security. What good are high ideals if we guarantee them only when times are good? We now know there was not a single recorded case of treachery among Japanese Canadians during the war, despite the conditions to which they were subjected.
Excerpts from “My Happy Childhood in Racist British Columbia” by David Suzuki

But to the white community we looked different; we looked just like the enemy and thus deserved to be treated like the enemy. Most Japanese Canadians were totally loyal to Canada, and many young Japanese Canadian men signed up and willingly fought and died for Canada. Sadly, the evacuation of Japanese nationals and Canadians from the coast of British Columbia and their incarceration in internment camps generated enormous resentment within the community, and many Japanese Canadians gave up citizenship and abandoned Canada for Japan after the war. Under the War Measures Act, property was confiscated and sold at bargain-basinette prices, possessions were looted, bank accounts were frozen, and people were warned they would be removed from coastal British Columbia, where they were thought to pose a threat. Within months we were sent to other provinces or relocated to hastily constructed camps deep in the interior of B.C.

Our destination was Slocan City, a ghost town. Built during the silver rush of the 1890s, when thousands of people mad with silver fever flooded into the beautiful, isolated Slocan Valley, the town was abandoned when mining declined. Now another wave of people poured into the mountains. I found myself surrounded by hundreds of other Japanese Canadians housed in rotting buildings with glassless windows. We lived in a decaying hotel that must have been quite impressive when Slocan City was booming but had become so derelict that I had to learn to avoid the hazardous floorboards on the porch that encircled the building. My mother, my two sisters, and I were placed in one of the tiny rooms, which were still reeking from past generations of occupants, and we would wake each morning covered in bedbug bites. Cleanliness for Japanese is like a religion, and I can imagine the revulsion my mother must have felt in those first weeks.

The massive upheaval, movement, and incarceration of twenty-two thousand Japanese Canadians who were supposed to be a threat to the country posed an immense logistical challenge. Camps made up of hastily thrown together tents and shacks were soon filled. Food had to be supplied by a nation already preoccupied with war across the oceans. There were shortages, especially of trained personnel like nurses, doctors, and teachers. There was no school for the first year, and for a kid suddenly plunked down in a valley where the rivers and lakes were filled with fish and the forests with wolves, bears, and deer, this was paradise.
b. PSD 6.2 (David Suzuki Excerpt – “My Happy Childhood in Racist British Columbia”)

c. PSD 6.3 (YouTube Video)
   https://www.youtube.com/watch?v=fxVZtQULIMQ

2. Black Line Master:
   a. BLM 6.1 (National Film Board of Canada video)
      National Film Board of Canada, “Minoru: Memory of Exile,” 1992)

   b. BLM 6.2 (Student Handout – Historical Context: Japanese Internment)
**Context:**
War had been raging in Asia since 1937. With China weak and divided, Japan decided to expand its empire. Once Hitler attacked the Soviet Union, the Japanese knew they had nothing to fear from the North. They attacked Hong Kong, Indonesia and Malaya, and swept through the islands of the Pacific.

**Pearl Harbor:**
At the important American naval base of Pearl Harbor, Hawaii on the Sunday morning of December 7th, 1941 Japanese bombers and fighter planes came out of the western skies. In just two hours, much of the American Pacific fleet lay at the bottom of the harbor. The United States had been brought into the war.

**Hong Kong:**
On December 8, 1941 the Japanese laid siege to the British colony of Hong Kong. Just weeks before 2,000 inexperienced Canadian troops had been rushed to Hong Kong with little training. These inexperienced outnumbered troops fought bravely alongside British forces. After 17 hopeless days of battle, Hong Kong surrendered on Christmas Day 1941. While 290 Canadians perished in the defense of Hong Kong, another 264 would die in the brutal Japanese prisoner war camps.

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Canada:
Japan’s entry into the war caused near panic for many Canadians. To Canada’s east, Hitler ruled in Europe. Now Japan was sweeping through Asia t the west. The fall of Hong Kong and the unprovoked attack on Pearl Harbor seemed like the end of the world. Some Canadians wanted revenge and struck out at the closest target – Japanese Canadians