

Origins of World War Two

Introduction to Teaching History

Specific Expectations: 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

Abstract:

| Lesson Number | Topic | Historical Thinking Concept |
|---------------|------------------------------------|-----------------------------|
| 1 | Origins of World War Two | Cause and Consequence |
| 2 | Propaganda Posters/Primary Sources | Evidence |
| 3 | Japanese Internment in Canada | Ethical Dimension |

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Lesson One: Cause and Consequence (1 class, 75 minutes)

Overview:

This lesson is intended as an introduction to the causes of World War II. The students will focus on using the Big Six historical thinking concepts of cause and consequence to better understand the reasons which forced the powerful nations of the world into conflict. This lesson will complement the following ones because it will create a better understanding of what factors caused the outbreak of WWII so that the students can study specific aspects later on.

Learning goals:

- Students will understand that WWII was the result of different causes and become familiar with what they were and what their consequences were.
- Students will be able to differentiate between a historical actor and a condition and apply that to the causes and consequences of WWII.
- Students will be able to learn the differences between a cause and a consequence while also realizing that the two are sometimes both evident in an event.
- Students will better comprehend that WWII was not inevitable, but that it was a result of many different choices made by the Axis and the Allies in the lead up to WWII.

Overall curriculum expectations:

C2. Communities, Conflict, and Cooperation: analyse some key interactions within and between communities in Canada, and between Canada and the international community, from 1929 to 1945, with a focus on key issues that affected these interactions and changes that resulted from them.

Specific Expectation:

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 Allies to address international crises).

Historical Thinking Guideposts: Focus on Cause & Consequence:¹

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, economic, 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.²

¹ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 102.

² Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 10.

Materials:

- 1) A sheet of blank paper and a writing utensil for every student.
- 2) Chalk Board, Overhead Projector, Whiteboard or SmartBoard.
- 3) Activity from Appendix 1.0 and the Primary Source Materials from Appendix 1.1 along with a container.

Step 1: Warm Up:

Prepare students to discuss the events that caused World War II by asking them to quietly reflect on their own personal educational experience with the history of that era (i.e., books, tv shows, movies, grand-parents) and writing down some events and people that they think were important. This should not take too long as it is a simple warm up/revision exercise to get the class started.

Step 2 & 3: Discussion & Modeling: Discussing Historical Thinking Concepts of Cause and Consequence:

Begin the class by introducing the concept that this class will focus on, Cause and Consequence, with an activity. Explain that the task is to create a personal timeline to explore why things happened in their life. Ask students to make an X in the center of a blank piece of paper, and label it “Present.”³ Throughout this activity you should be suggesting to students to think not just about short term causes, but also about long term causes or conditions that shaped their decisions and their life.

Ask students for some underlying causes or influences that they have written down on their timeline and discuss them with the class, making sure to differentiate between the cause and the consequence.

Now that the students have a better understanding through the activity and the explanation, show them an image from WWII and get them to discuss the causes and consequences of what they perceive is happening in that picture. Primary source, see Appendix 1.0.

Step 4: Guided Practice:

Put the cards from Appendix 1.1 for the activity “What Caused World War Two: Causes and Consequences” into a container. Have each student reach into the container and pick one card.⁴ There are 13 “Causes and Consequences” in this activity so the teacher should use their own discretion whether what follows the distribution of cards should be a group discussion or individual reflection. Ideally if there are enough students they can work together in pairs to discuss whether their event was a “Cause” or “Consequence”.

The teacher should be circulating around the class making sure that students understand the cards while asking the groups their thoughts and giving them the examples of the other cards to further the discussion on cause and consequence.

Do not rush this activity, but allow time for discussion to continue until you gauge that the groups have come to an understanding. Regain the attention of the students and explain to them that now they are

³ Peter Sexes and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 116.

⁴ Inspired from “Champlain to Change Activity” Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education 2013), 118.

going to help you put together a concept map that links all of the cards through a cause and/or a consequence.

Write "WWII Begins" in the middle of the board and causes and consequences on either side of it. Get the students to read out their event card, whether or not they believe it is a cause or consequence and if it connects with another event on the board. Refer to the table from Appendix 1.1 for the answers.

Remind the students of the third Cause and Consequence that states that events are caused by historical actors or conditions (political, economic, social) and have them identify which factor was the factor in each event. You could use different coloured chalk or sticky notes to demonstrate the difference between historical actor and condition.

Step 5: Independent Activity

Have the following 2 questions prepared on the Chalkboard, Overhead Transparency or SmartBoard.

Question 1:

- Who was impacted by these events (soldiers, German civilians)?

Question 2:

- Was World War II an inevitability or was it caused by these events we have identified on the board?

Give each student a lined piece of paper so that they can reflect on the questions and write down their answers. Make sure they know that they will be evaluated on their responses and how you will be evaluating them (ie., Develop a rubric and share with students before they begin this activity.) Allow 15-20 minutes for students to think about and write their responses, circulating to make sure they understand the questions. Collect their responses.

Step 6: Sharing / Discussing / Teaching

Take up the two questions with the students and allow for discussion to take place about the possible answers.

Assessment:

Assessment should be based on:

- Student effort and contribution during the discussion on causes and consequences
- Participation in class discussion
- Their answers to questions from the independent activity.

There is no physical handout for assessment in this class but as a teacher you can decide if the learning goals were met by the students in your class. Hopefully the students were able to discover the difference between cause and consequence and understand that there is overlap between those two

historical thinking concepts. The students should also recognize the steps in the lead up to the beginning of WWII, why they happened and their implications.

Lesson 2: Evidence (1 class, 75 minutes)

Overview:

The purpose of this lesson is to help students understand the importance of primary source evidence by analysing propaganda posters from both the Allies and Axis during World War II. In this lesson students will be concentrating on using one of the Big Six historical thinking concepts of evidence to better contextualise these historical pieces. Students will learn that they must consider when, who and for whom the primary source was made and what purpose it serves in order to gain a deeper understanding of the importance of primary source evidence.

Learning goals:

- Students will be able to critically examine documents and analyse their contents by asking meaningful questions
- Students will be able to comprehend the importance of understanding who created a document, when, where and why in order to comprehend the items purpose.
- Students will develop the skill of inspecting primary source evidence with reference to that item's historical context and setting.

Curriculum expectations / Specific Expectation:

C2.3 explain the main causes of World War II, and analyse Canada's contribution to the war effort (*e.g., with reference to propaganda from the Axis and Allies before and during the Second World War in order to better understand the importance of primary source documents as evidence of the prevailing sentiments and policy of that time period, 1929 to 1945*).

Historical Thinking Guideposts: Focus on Evidence⁵

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 from the source the author's or creator's **purposes, values,** and **worldview**, either conscious or unconscious.

Guidepost 4: A source should be analyzed in relation to the **context of its historical setting:** the conditions and worldviews prevalent at the time in question

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 Source Documents from Appendix 2.0, 2.1 and 2.3

⁵ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 40.

- Black Line Master handout from Appendix 2.2 and Teacher transparency/overhead copy or SmartBoard File

- Chalkboard and chalk / Overhead / Whiteboard / Smartboard

Step 1: Warm up

Introduce the concept of Primary Sources by showing the photograph from Appendix 2.0, and asking the students their thoughts and what a primary source might be if this photograph is one.

A Primary sources can be a document, picture, letter or any kind of item that has survived and not been altered in any way. It is used as evidence, an original source, on a certain topic. The picture used in Appendix 2.0 shows the British troops landing on the beaches of Normandy on D-Day. This primary source then can be used as evidence that this event happened and can help us understand it contextually. Ask the class, "Why was this picture taken?"

A historian must always analyze the primary source in relation to why it was made, who it was crafted by, and for what purpose it serves. This will be explored by showing the class the picture from Appendix 2.1 which is an image of Nazi propaganda and leads into the next activity on sourcing and contextualizing primary source documents, specifically World War Two era propaganda.

Step 2: Discussion

Explain to the students that this picture is Nazi propaganda and that this is still a primary source just like all the other pieces of propaganda used by both the Axis and the Allies. These bright and often colourful posters were used to garner a response from the citizens of that country, whether it be provoking the hatred of the Jews in Germany or pushing for conscription in North America. They often worked effectively because they appealed to the people and did not require that person to even be able to read as they simply had to understand the picture. To better understand why these pieces of propaganda worked so well we are going to look at some examples!

Step 3: Modeling⁶

Use the images available in Appendix 2.2 and have students consider what they represent and then model for them how you should go about analysing a primary source. Remember the guideposts number 3 and 4 where you have to understand **who** created the primary source, **when, where**, and what **purpose, values or worldview** does it demonstrate. The historian needs to also understand **the historical context** of the image.

Step 4: Guided Practice and Independent Activity

Take the other propaganda posters from the Appendix 2.3 and arrange them on the board alongside these questions for the children to consider. Handout the BLM from Appendix 2.2 that addresses questions about the propaganda posters.

Question 1: What is the poster portraying?

⁶ (Adapted from *8 lessons*, Miranda Kellar. Accessed November 29th, 2014.

<https://qspace.library.queensu.ca/bitstream/1974/12295/1/Origins%20of%20World%20War%20One%20-%20Putting%20the%20pieces%20together%20by%20Miranda%20Kellar.pdf>).

Question 2: What is the historical context of the poster (historical, social or economic)?

Question 3: Who is this targeting?

Question 4: When and where was this made?

Question 5: If you did not have any prior historical knowledge of this time period what would you think of this?

Teacher should be circulating and gaging when to regain the students' attention when the majority of students are finished the activity.

Step 6: Sharing / Discussing / Teaching

Once you the teacher believe students have completed as much of the activity as they can, take it up with them and ask your students to answer the questions from the sheet while you write down their responses on your own transparency copy of the questions. Try to get a discussion going on the effective nature of these pieces of propaganda and how we have to analyse them as historians to understand their context.

Assessment

Assessment should be based on:

- Student effort and contribution during the class participation exercises
- Whether or not the student took part and spoke during discussion
- The thoroughness or level of completion of the handouts on propaganda posters

The real test of this lesson is to gage whether or not the students were able to discover the importance of primary sources and how to use them as evidence or context. It will also help students understand the implications of using propaganda as primary sources and how to analyse it according to who it was made for, in what time period and for what purpose.

Lesson 3: Ethical Dimension (1 class, 75 minutes)⁷

Overview:

The purpose of this lesson is to encourage students to start thinking about the implications of the ethical dimension in reference to historical events, specifically the mass internment of Japanese peoples living in Canada during the Second World War. In this lesson students will be using the Big Six historical thinking concept of the ethical dimension in order to better comprehend the fact that historical events are not always morally good or bad. Students will learn that they need to stay informed of historical context while also comprehending their responsibility to remember and respond to the ethical implications of history.

Learning goal:

- Students should be able to make their own ethical judgments on the events of Japanese internment during the Second World War.
- Students should be able to understand that the standards of right and wrong change throughout history as is evidenced by the Canadian government's changing stance about its unethical treatment of Japanese people living in Canada during the Second World War.
- Students should understand the importance of remembering and responding properly to events like the Japanese internment that many people are quick to forget because of the unethical nature of the event and the tragic events that occurred.

Curriculum expectations / Specific Expectation:

C2.3 explain the main causes of World War II, and analyse Canada's contribution. (*Eg. with reference to the ethical dimensions of the Canadians forceful internment of Japanese-Canadians after the bombing of Pearl Harbour*).

Historical Thinking Guideposts: Focus on Ethical Dimensions⁸

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 about 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.

⁷ (Adapted from Jessica Brewer's *Groups involved in WWII, their roles and how they were impacted*. Accessed November 30, 2014.

<https://qspace.library.queensu.ca/bitstream/1974/12289/1/Groups%20involved%20in%20WWII%20-%20Their%20roles%20and%20how%20they%20were%20impacted%20by%20Jessica%20Brewer.pdf>.

⁸ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 168.

Materials:

- Appendix 3.0: Black Line Master Handout entitled “Beliefs”
- Appendix 3.1 Primary Source Material Video: The Long Journey Home
- Appendix 3.2 Black Line Master Handout entitled “Developing a Fair Ethical Judgement
- Appendix 3.3 Primary Source Material CBC video on the Government Apology to Japanese Canadians

Step 1: Warm up⁹

Handout the worksheet from **Appendix 3.0** (BLM) titled “Beliefs” and read out the statements to the class. Make sure that they understand only to mark under “Before Discussion” and to choose “True” or “False”. This may cause problems as students might want to have a maybe category. Try to get those people that are uncertain to go for either one as it is just a basic exercise. Do not let students work in groups as they might change each other’s answers, also ask the students to write in pen if possible so they cannot change their answers.

Once the students finish the activity they can share their answers with the class. Here are some questions which promote discussion around the Big Six concept of the ethical dimension.

- Why do you think this is true/false?
- What would be an example?
- What are your reasons for saying this?
- What led you to that belief?
- How could we find out if this is true or false?
- Who is in a position to know if that is the case?

After the discussion, students can complete the “After Discussion” section. Students should now have a better understanding of ethics as the teacher should link the students’ beliefs to their ethical dimensions.

Step 2: Discussion

Continuing on to apply the idea of ethics to history, we will discuss the ethical dimensions of World War II. What is the first thing that comes to your mind when I mention the atrocities that happened during that time period of 1929-1945?

Is it the Holocaust and the hundreds of concentration camps where countless Jewish people were killed?

⁹ (Adapted from the activity in “A Resource guide for Teachers.” Accessed November 30, 2014. <http://www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies5.pdf>).

Would you tell me about the millions of men and women that were killed in battle during the war effort?

What about if I asked you about something horribly unethical that happened in Canada, what example would you give me?

As a teacher you are trying to get them to mention the Japanese-Canadian Internment camps and if the students do not mention it, find a way to bring it up. Ask students what they know about the event, if they have heard of it. Explain that the Canadian government evacuated its Japanese population to internment camps because of the fear caused by the bombing of Pearl Harbor in America during 1942 by the Japanese.

- How do they feel about it?
- Does this affect your perception of Canada? How so?
- Do you think that Canada is capable of doing something like that today?

Step 3: Modeling

Show the video from **Appendix 3.1 Japanese Canadians: The Long Journey Home**. It will further explain the events of the Japanese Internment by Canadians.

Ask questions of the students after the video ends:

- Would it bother you if your parents were separated?
- What if you were forced to leave your home?
- What reason did the government give for evacuating the Japanese Canadians? Was it right (ethical to do so, in the students' opinion).
- The teacher should address the fact that the Canadian Charter of Rights and Freedoms was designed to protect all of the citizens of Canada, but it was not adopted until 1981 and therefore could not be used to efficiently protect the Japanese Canadians.
- In the modern day we are able to consider questions of ethics by using the Human Rights codes and the Charter of Rights and Freedoms to help us judge whether an event or situation was ethical or not.

Step 4: Guided Practice

Pair up students in your class so that each student is working with a partner. Handout the activity "Developing a fair ethical judgment" from **Appendix 3.2**. Explain to the students that they should read the excerpt on the internment of Japanese Canadians, then they are to choose which side of the argument they wish to represent and use the points for and against that are labelled. You should encourage the students to include points that they think of while arguing to further the debate and not just go from point to point on the list.

Once they complete the activity explain to the students, as they should have noticed by this point, that there are usually multiple sides to any argument about an historical event. In order to make an ethical

judgement about that event the historian must consider the views expressed by both sides of the event and make their decision after.

Step 5: Independent Activity

Play the CBC video from **Appendix 3.3**

Allow students to reflect independently while watching the CBC video for the apology. Students should be asked to write some notes while they watch about whether or not they feel that the apology was sincere or worthy of the mistreatment of Japanese Canadians during World War II.

Step 6: Sharing / Discussing / Teaching

After the video has concluded, take up the discussion allowing for students to voice their ideas and concerns that they have written down while watching the video. Remind them of the previous activity wherein there are always multiple sides that they must consider in an argument considering ethics. In this situation there would be those arguing that what the Canadian government did to apologize was enough while there are those who think it will never be enough to right the wrongs.

Assessment

Assessment will be based on:

- The amount of work and thought the students put into the “Beliefs” handout
- The participation in class discussion about ethics
- Their enthusiasm and participation in the “Developing a fair ethical judgement

This is another lesson plan where you as a teacher must gauge whether or not your students met the learning goals and are able to make and understand ethical judgements. It may be difficult, but hopefully now the students comprehend that they need to make their judgements on evidence using the historical context and not impose today’s standards of right or wrong on historical decisions.

Appendix:

1.0 Causes and Consequences: Lesson 1 Photo. Primary Source Document (PSD 1.0).



Members of the Storm Troopers (SA) march through the Brandenburg gate. Berlin, Germany 1933.

“Nazi Terror Begins – Photograph,” United States Holocaust Memorial Museum, accessed November 28th, 2014, http://www.ushmm.org/outreach/en/media_ph.php?ModuleId=10007673&MediaId=7021

1.1 Cause and Consequence: Activity #1 Mind Map (and Teacher Copy) Black Line Master (BLM 1.1).

Treaty of Versailles: Germans were humiliated by this treaty that was written by the Allies after their victory in World War One. Germany had lost their colonial holdings, their countries borders had been diminished and the amount they owed the Allies in repatriation had destroyed their economy.

Economic Problems, Depression & Unemployment: Germany had no money because it had borrowed large sums to finance its war and was now in massive debt. North America was not the only one that felt the negative economic effects of the 1929 Stock Market Crash as business went bankrupt along with the rising number of people who were unemployed.

Political Instability and the rise of Extremism: There were serious disagreements between political parties in Germany on what to do about the horrible social conditions that its people were living in. This would lead to people being more accepting of extremist views like those of Hitler and his National Socialist Party.

Hitler Rearming Germany: After Hitler became Chancellor of Germany he began the process of expanding the German army and air force in opposition to the Treaty of Versailles.

Japan & Italy follow the Germans in Expansionism: Both these countries begin to invade foreign lands, usually neighbouring countries, demonstrating aggressive expansionism.

The Munich Agreement: France and Britain agree to a meeting with Hitler where they sign this agreement that allows Germany to expand into the Sudetenland because they fear the outbreak of war (also known as Appeasement).

Axis Alliance Created: Germany, Italy and Japan

Allies Alliance is Formed: France, Poland, UK, Canada, USA, and Russia

Hitler Invades Poland: Hitler invades Poland through the Polish Corridor after declaring it to be German land.

Britain & France Declare War: Both countries now understand that appeasement failed and declare war on Germany on September 3rd 1939.

Canada Declares War on Germany September 10th 1939

America Joins the War after the attack on Pearl Harbor

*** Print these and cut them into useable strips that can fit into a container that you will pass around the class for the activity.**

Teacher Copy (with Cause / and or Consequence)

Treaty of Versailles: Germans were humiliated by this treaty that was written by the Allies after their victory in World War One. Germany had lost their colonial holdings, their countries borders had been diminished and the amount they owed the Allies in repatriation had destroyed their economy.

(Cause)

Economic Problems, Depression & Unemployment: Germany had no money because it had borrowed large sums to finance its war and was now in massive debt. North America was not the only one that felt the negative economic effects of the 1929 Stock Market Crash as business went bankrupt along with the rising number of people who were unemployed.

(Cause)

Political Instability and the rise of Extremism: There was serious disagreements between political parties in Germany on what to do about the horrible social conditions that its people were living in. This would lead to people being more accepting of extremist views like those of Hitler and his National Socialist Party.
(Cause and Consequence)

Hitler Rearming Germany: After Hitler became Chancellor of Germany he began the process of expanding the German army and air force in opposition to the Treaty of Versailles.
(Cause and Consequence)

Japan & Italy follow the Germans in Expansionism: Both these countries begin to invade foreign lands, usually neighbouring countries, demonstrating aggressive expansionism.
(Cause and Consequence)

The Munich Agreement: France and Britain agree to a meeting with Hitler where they sign this agreement that allows Germany to expand into the Sudetenland because they fear the outbreak of war (also known as Appeasement).
(Cause)

Axis Alliance Created: Germany, Italy and Japan
(Consequence)

Allies Alliance is Formed: France, Poland, UK, Canada, USA, and Russia
(Consequence)

Hitler Invades Poland: Hitler invades Poland through the Polish Corridor after declaring it to be German land.

(Cause)

Britain & France Declare War: Both countries now understand that appeasement failed and declare war on Germany on September 3rd 1939.
(Cause and Consequence)

Canada Declares War on Germany September 10th 1939
(Consequence)

America Joins the War after the attack on Pearl Harbor
(Consequence)

*** Use this to help you make sure that the students are on the right track during the mind mapping activity.**

2.0 Evidence: Primary Source



British troops land on the beaches of Normandy on D-Day, the beginning of the Allied invasion of France to establish a second front against German forces in Europe. Normandy, France, June 6, 1944.

“World War II In Europe – Photograph,” United States Holocaust Memorial Museum, accessed November 28th, 2014,

http://www.ushmm.org/outreach/en/media_ph.php?ModuleId=10007681&MediaId=545

2.1 Evidence: Primary Source Poster, Nazi Propaganda PS (2.1)



“Nazi Posters 1935-1945.” German Propaganda Archive at Calvin College website. Accessed November 29th, 2014.

<http://www.bytwerk.com/gpa/posters3.htm>

2.2 Evidence: Analysing Propaganda Questions Sheet

| Propaganda Posters | American | Nazi / German | Canadian | UK | Soviet Union / Russia |
|---|-----------------|----------------------|-----------------|-----------|------------------------------|
| Question 1: What is the poster portraying? | | | | | |
| Question 2: What is the historical context of the poster (historical, social or economic)? | | | | | |
| Question 3: Who is this targeting? | | | | | |
| Question 4: When and where was this made? | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| <p>Question 5: If you did not have any prior historical knowledge of this time period what would you think of this?</p> | | | | | |
|---|--|--|--|--|--|

2.3 Evidence: Analysing Propaganda, Primary Source (2.3)



Canadian Anti-Nazi/German Propaganda (Self-explanatory)

"Second World War Propaganda Poster – Get Your Teeth into the Job."

***Canadian War Museum*, accessed November 29th, 2014.**

http://www.warmuseum.ca/cwm/exhibitions/propaganda/poster11_e.shtml



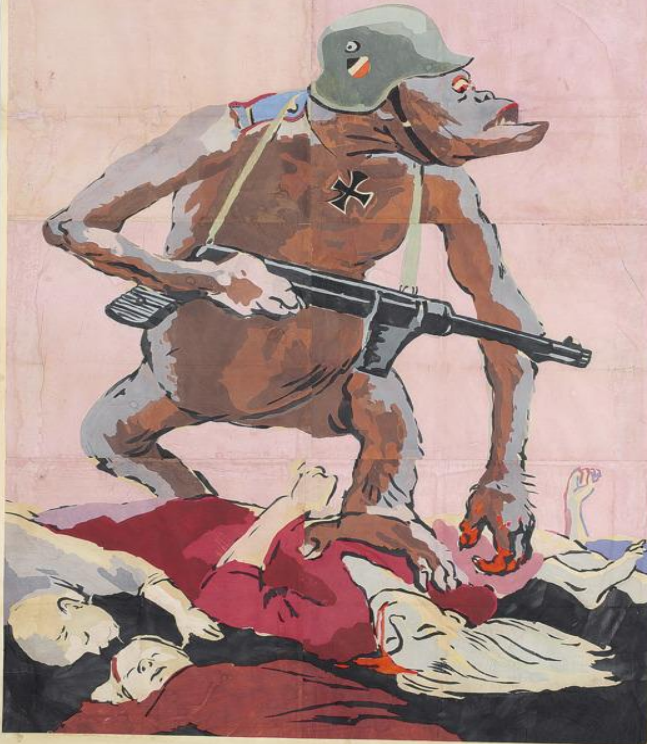
UK Anti-Nazi/German Poster (self-explanatory)

“Unity of Strength Together We Shall Strangle Hitlerism.” National Archives of the UK through Wikimedia Commons, Accessed November 30, 2014.

http://commons.wikimedia.org/wiki/File:INF3-324_Unity_of_Strength_Together_we_shall_strangle_Hitlerism.jpg

ОКНО № 527
ТАСС

УБЕЙ ЕГО!



ЕСЛИ ТЫ НЕ ХОЧЕШЬ ОТДАТЬ
НЕМЦУ С ЧЕРНЫМ ЕГО РУЖЬЕМ,
ДОМ, ГДЕ ЖИЛ ТЫ, ЖЕНУ И МАТЬ,
ВСЕ, ЧТО РОДИНОЙ МЫ ЗОВЕМ,
ЗНАЙ – НИКТО ЕЕ НЕ СПАСЕТ,
ЕСЛИ ТЫ ЕЕ НЕ СПАСЕШЬ,
ЗНАЙ НИКТО ЕГО НЕ УБЬЕТ,
ЕСЛИ ТЫ ЕГО НЕ УБЬЕШЬ.

К. СИМОНОВ.

ХУДОЖНИКИ КУКРЫНИКСЫ.

Russian Poster (The Nazi soldier as a lesser being, a monkey).

“Kill Him! July 23, 1942. Kukryniksy Windows on the War: Soviet TASS Posters at Home and Abroad, 1941-45 Art Exhibit. Accessed November 30, 2014.

<http://tass-posters.tumblr.com/post/10773721495/kukryniksy-russian-20th-century-kill-him-july>



American Poster (Rosey the riveter, women worked in factories)

“We Can Do It! – J. Howard Miller shown at Powers of Persuasion Art Show. National Archives (American Government). Accessed November 30, 2014.

http://www.archives.gov/exhibits/powers_of_persuasion/its_a_womans_war_too/its_a_womans_war_too.html



Nazi / German Poster (Help Hitler rebuild Germany, buy German goods)

No title, German Propaganda Archive at Calvin College website. Accessed November 29th, 2014. <http://www.bytwerk.com/gpa/posters2.htm>

3.0 Ethical Dimension: Beliefs handout¹⁰ Black Line Master (3.0)

| Statement | Before Discussion Write “True” or “False” and explain why you chose that answer | After Discussion Explain why you chose that answer |
|---|---|--|
| 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 | | |
| | | |

¹⁰ (Adapted from the activity in “A Resource guide for Teachers.” Accessed November 30, 2014. <http://www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies5.pdf>).

| | | |
|---|--|--|
| Everyone should always be treated the same in all situations | | |
| People come to Canada because it is a better place to live | | |

3.1 Ethical Dimension: CBC video about Japanese Internment: Primary Source (3.1)

Japanese Canadians: The Long Journey Home. CBC Digital Archives. Accessed November 30, 2014. <http://www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/the-long-journey-home.html>.

3.2 Ethical Dimension: Developing a Fair Ethical Judgment: Black Line Master (3.2)

Japanese Internment in Canada

When Canada declared war on Japan in 1941, the country's Japanese Canadian citizens were suddenly faced with suspicion and fear from the primarily white population. Within months, Japanese Canadians were put through a variety of humiliations based solely on their race. In January 1941, the government began by excluding Japanese Canadians from military service. They then registered all people of Japanese descent and required all Japanese Canadians to carry registration cards with their thumbprint and photograph.

Following the Japanese attack on Pearl Harbor, Japanese Canadian fishing boats were impounded, Japanese-language schools and newspapers were shut down, and male Japanese immigrants began to be removed from coastal areas. By March 1942, mass evacuation of all Japanese Canadians began. Curfews were imposed and property and belongings were confiscated. Men were separated from women and children and sent to detention camps away from the coast, often to camps in Ontario and on the prairies like this one in Dundurn, Saskatchewan. These actions continued well past the end of the war and culminated in many Japanese Canadians being "repatriated" back to Japan, in 1946. It was not until 1949 that Japanese Canadians were finally free to move anywhere in Canada.¹¹

¹¹“Canada’s Remembrances: The War At Home: The Internment of Japanese Canadians. Canadian Heritage Information Network. Accessed November 30, 2014<http://www.virtualmuseum.ca/edu/ViewLoitDa.do;jsessionid=71AA31885E2AC7268F9D89603EC562CA?method=preview&lang=EN&id=6975>

Position 1: The internment of Japanese Canadians was a crime against humanity.¹²

Your assigned position is that the actions of the Canadian government was a crime against humanity. Whether or not you agree with this position, argue for it as strongly as you can. Consider the arguments below and prepare a statement of your position. Listen carefully to your opponents' viewpoints and learn their thinking as well. Insist that they support their position with facts and reasons. Determine where you both need more information.

Arguments:

1. The mass upheaval of Japanese citizens in Canada was unwarranted and not necessary.
2. The internment camps were set up so quickly and in isolated areas which meant that there was no consideration for humane living conditions and overcrowding was a norm. These Japanese men and women were living in conditions that violated the Canadian Charter of Rights.
3. It was caused by stupidity based on discrimination, on the assumption that those people of Japanese descent were spies and saboteurs for the Japanese army. Which was as likely as those people of German or Italian descent.
4. It should be argued that this was a denial of both due process and also rights that are guaranteed by the law in Canada. The government has no right to lock up or detain citizens without trial or some sort of legal hearing in which the detained have the ability to present counter evidence.
5. The internment of thousands of Japanese Canadians was a waste of resources. In war you need everybody in the country to work together against your perceived enemy, the Canadian government seemed to have forgotten this when it stole the property of the Japanese citizens and detained them. (The government wasted resources on locking them up and guarding them).

¹² Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 211.

Position 2: The internment of Japanese citizens in Canada was fair in the context of the time.¹³

Your assigned position is that the internment of Japanese citizens in Canada was fair in the context of the outbreak of war against the Japanese in 1942. Whether or not you agree with this, argue for it as strongly as you can. Consider the arguments below and prepare a statement of your position. Listen carefully to your opponents' viewpoints and learn their thinking as well. Insist that they support their position with facts and reasons. Determine where you both need more information.

Arguments:

- 1) Canada was in panic mode after the Japanese attacked Pearl Harbor as further attacks were expected and it was worried that the Japanese might use spies or saboteurs from inside Canada and the United States.
- 2) The War Measures Act gave legal right to intern Japanese Canadians, the act gave power to the Cabinet to do whatever they deemed necessary. The order to evacuate the Japanese Canadians would not have violated any laws at that time.
- 3) The inhumane conditions were not as bad as they have been made out to be considering most people during the Second World War were living in similar conditions, especially in the ongoing conflict areas of Europe.
- 4) The Canadian government was acting to help the Japanese because if they had stayed where they were, they may have become targets of persecution, prejudice and attacks in their communities. They were moved for their own safety to the camps where they could be among their own people and not fear danger from their neighbours.
- 5) From a moral and sensible perspective, the justice of the Japanese Canadian interment issue was not overtly important in contrast to the assurance of the safety of the majority of Canadians.

¹³ Peter Seixas and Tom Morton, *The Big Six Historical Thinking Concepts*, (Toronto: Nelson Education, 2013), 212.

3.3 Ethical Dimension: CBC Video: Apology to Japanese Canadians: Primary Source (3.3)

Apology to Japanese Canadians – September 22, 1988. Youtube. Accessed November 30th, 2014. <https://www.youtube.com/watch?v=fxVZtQULIMQ>