EXPERIENCES OF THE WORLD WARS

COURSE: CHC2D

SPECIFIC EXPECTATION(S) EXPLORED:
B2.1, Explain the main causes of World War I and of Canada's participation in the war and analyze some of the consequences of Canada's military participation in the war.
C2.3, Explain the main causes of World War II and analyze Canada's contribution to the war effort.

ABSTRACT: This resource pack explores the causes and experiences of both World Wars. This includes soldier experiences, the Jewish experience, women's experiences, and the aboriginal experience specifically. These experiences and the causes of the world wars are examined and contrasted across the course pack. These issues are explored through letters, images, posters, war footage, songs, poems, interviews and other primary sources. All of the Big Six Historical Thinking Concepts are represented, with each lesson focusing on one concept. Obviously each lessons scope overlaps into more than one of the big six, so that not all six lessons need to be done, or done in order. There are multiple forms of assessment offered in each lesson to ensure learning goals are met and student learning can be evaluated.

KEYWORDS: World War I; World War II; Propaganda; Conscription; Holocaust; Jewish Experience; Aboriginal Experience; Native Issues; First Nation; Thomas King; Women's Experience; War Photographs; Causes of the World Wars; Interviews; Debate Topics; War Letters; Historical Thinking; Historical Mindedness; Historical Evidence; Historical Significance; Continuity and Change; Cause and Consequence; Historical Perspectives; Ethical Demonsions.

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COURSE: CHC2D

SPECIFIC EXPECTATION(S): B2.1: Explain the main causes of World War I and of Canada’s participation in the war and analyze some of the consequences of Canada’s military participation in the war

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Significance

LESSON #: 1

TITLE: The Domino Effect

MATERIALS: PSD 1.1, PSD 1.2

OVERVIEW: This lesson is an introduction to the documented events (and their relevance) that preceded World War One. By the end of the lesson students will understand the impact that these events had which collectively helped produce the spark for an eventual world war.

PLAN OF INSTRUCTION, 75 MINUTE CLASS:

STEP 1: Warm up AND STEP 2: Discussion (10 minutes)
- Show photographs of WW1 (PSD 1.1), displaying combat, the trenches, wounded soldiers, etc. to the students. Activate Background Knowledge - Take time during each photograph to ask students what they think is going on, if they know what battle is being shown (if applicable), and answer any questions students may have. End this part of the lesson with a video of Archduke Franz Ferdinand on the day he was assassinated (PSD 1.2). Make sure to ask students if they know what the video is displaying, and cover in detail how this video will shape the lesson. By the end of this portion of the lesson students should have been introduced to the details of this assassination as well as the alliances that were formed that started WW1 (Allies vs. Central Powers).

STEP 3: Modeling (15 minutes)
Explain to the class that this lesson is about not just remembering the past, but about understanding what about the past has shaped our history. In the case of this lesson, the assassination of Archduke Franz Ferdinand was a catalyst that exploded into WW1, but without the events that preceded it (for example, the Italo-Turkish War which lead to the Balkan Wars and the assembly of the Balkan League against the Ottoman Empire) it is very possible that WW1 may never have happened. Make sure that students understand that this lesson will only be covering one "Domino Effect" during this time period, and that as historians it is imperative that they develop their own understanding of these events to come to a plausible conclusions as to why things happened the way they did and what MAY HAVE HAPPENED if certain events ended differently or didn't occur at all.

STEP 4: Guided Practice (15 minutes)
Pair the class in groups of 3. They should be given the following task: to choose an event (historical or otherwise) that was triggered by a specific preceding event or events and come up with a number of things that would have changed if those preceding events had never happened.
EXAMPLE: HISTORICAL EVENT: Christopher Columbus never found "America" and never had contact with the native peoples that lived there. This would have had an effect on trade during this time, especially on beaver related clothing items because the New World had an abundance of beaver that couldn't really be seen anywhere else.

EXAMPLE: MISCELLANIOUS: Tom Brady was never on the New England Patriots (NFL). This may have given Tim Tebow a chance to play for the New England Patriots. The coach of the Patriots, Bill Belichick, expressed a liking for Tebow's play but couldn't consider giving him a spot on the Patriots because Brady was already set in stone as the starter. Introducing a quarterback with such a varied style than Tom Brady would have been very difficult to manage, but if the Patriots had a quarterback that wasn't as skilled as Tom Brady, Tebow may have made the cut.

STEP 5: Sharing / Discussing / Teaching (30 minutes)
Get each of the groups to present their discussions with the class. Allow students from other groups to comment on other things that may have changed if their event had actually not happened. Try to get through every group is possible.

STEP 7: Conclusion (5 minutes)
End the lesson by referencing Archduke Franz Ferdinand, the events that preceded it, and mentioning that without singular events in history, much of our history would have changed. Let the students know that it is our job as historians to identify the main events in history that have shaped our current historical views and that when new evidence/primary sources are presented, history CAN change.

ASSESSMENT:
- By doing the activity above and listening to the answers provided by each group, my students should have had enough time to not only think about and apply what this lesson has taught, but witness how other people have thought about the lesson and applied it to the class activity. I believe this qualifies as assessment for this class period.

APPENDICES:

PSD 1.1:
This source has links to many photographs from the First World War.

PSD 1.2:
On this webpage is a video of Archduke Franz Ferdinand the day he was shot.
COURSE: CHC2D

SPECIFIC EXPECTATION(S): B2.1: Explain the main causes of World War I and of Canada's participation in the war and analyze some of the consequences of Canada's military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON #: 2

TITLE: Eyes at War and Eyes at Home

MATERIALS: PSD 1.1, PSD 2.1, SS 2.1

OVERVIEW: This lesson will be concentrating on engaging students in the many different perspectives from World War One, branching away from the view of just soldiers and expanding overall understanding of what Canada was like in this time. Moving into later lessons in this Instructional Resource Pack, this lesson should promote higher level thinking from students to move away from obvious insight and into more in depth analysis of what a World War does to a country and its inhabitants.

PLAN OF INSTRUCTION: **PRESUMING A 75 MINUTE CLASS RUN TIME**

STEP 1: Warm Up + STEP 2: Discussion (10 minutes)
At the start of the lesson, show the class a photograph from PSD 1.1 and ask students, as a review, what it is showing and (briefly) explain how WW1 began. After that, ask the students to comment on what life would have been like for other people during the war (not soldiers) and what kinds of photographs we could be looking at to represent other perspectives. After that, explain to the class what the lesson will be covering.

STEP 3: Modeling (30 minutes)
At this point, begin to browse through PSD 2.1, 2.2 and 2.3 with the students and read through, as a class, some of the letters. Have a class discussion analyzing the similarities and differences between each of the perspectives of the war that have been studied.

STEP 4: Guided Practice (x minutes)
Split the class into groups of two or three. Get them to discuss with each other some perspectives of the war that were not covered in Step 3 (examples: men too young to enlist, women in the workforce, elderly)

STEP 5: Independent Activity + STEP 6: Sharing / Discussing / Teaching (35 minutes)
Introduce an assignment to the students: For next class, students should have written a letter from the perspective of an individual that was NOT discussed as a class. The letters should describe what life would be for this person during World War One (this may involve some research from the students at home). Attached to this letter, which should be approximately one page double spaced in length, students should write about why they chose to write from the perspective of this individual
ASSESSMENT:
- Assessment for this lesson would be done through the assignment that would be given to the students and handed in the next day.
- This assignment should allow students to find a topic of interest to develop a more in depth understanding of.

APPENDICES:

PSD 2.1:
Source that has a compilation of letters sent by soldiers during World War One (make sure to use CANADIAN soldiers for example).

SS 2.1:
Website that talks in depth about the role of nurses during World War One.
COURSE: CHC2D

SPECIFIC EXPECTATION(S): B2.1: Explain the main causes of World War I and of Canada’s participation in the war and analyze some of the consequences of Canada’s military participation in the war.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Change & Continuity

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: (If Appropriate)

LESSON #: 3

TITLE: The Change of Aboriginal Treatment in Canada

OVERVIEW:

The role of the Native and the Native experience during World War One is of great importance both for Canadian history itself and for Native identity. An often overlooked part of World War One and the changing dynamics within Canada at the time is this First Nations aspect. However, keep in mind that the Native experience during World War One should only serve as a platform to explore in greater depth the unifying, and yet often devastating shared history of First Nation peoples and Canada as a growing nation.

Ideally, this lesson can be used at any point during this course, because aboriginals have obviously always been a part of Canadian history, and in fact predate it by thousands of years. However, whether the role of aboriginals in Canadian history has changed or not is up for debate, and it also greatly depends on who you talk to. If you ask the Canadian government you get one answer, if you ask the traditional Canadian history books you’ll get another, and even amongst the First Nations themselves the answer will vary. The point of this lesson is to have students challenge their own conceptions of natives and try to better understand the role, hopefully the changing role of natives in Canadian history and society.

MATERIALS:

PSD 3.1, PSD 3.2, PSD 3.3, PSD, 3.4, PSD 3.5*

PLAN OF INSTRUCTION:

STEP 1: Warm up and Discussion (5-15 minutes)
- Have a general discussion with your students about what comes to mind for them when they hear the words; native, aboriginal, First Nations, Indian. This should be an organic discussion, but you can also create a collage of ideas as a whole class or instead have the students write down anything and everything that comes to mind for them in private. Then ask students what comes to mind when they consider Natives, First Nations or Indians as part of the war effort in World War One. Does anything come to mind for them? Why, or why not? Should Natives even bother to fight for a ‘British’ let alone ‘Canadian’ cause? In general, ask students to consider and jot down their conceptions of Natives and Native involvement during World War One and to question these notions.

STEP 2: Modeling (10-15 minutes)
- With the class, search the same words you discussed or that students wrote down in Google. Discuss with them what kinds of images, authors, sources etc. come up. Does the concept of the Canadian native on Google match that of the classrooms? Why, or why not? You might even want to give a background of the Cowboys vs. Indians, or Noble Savage ideas if you have not already discussed these prior to WWI.
STEP 3: Guided Practice (10 minutes)
- Have students sign up for one (1) of the five (5) lectures given by Thomas King during his “The Truth About Stories” lecture series. These lectures are available both on YouTube and in book form. If you have the book, some students may wish to read the lectures rather than listen to them. You want a good number of students assigned to each lecture, so that they can work together as a group and come together as a class to discuss Thomas King’s overarching ideas.
- Here are the five lecture titles:
  1. “You'll Never Believe What Happened” Is Always a Great Way to Start
  2. You’re Not the Indian I Had in Mind
  3. Let Me Entertain You
  4. A Million Porcupines Crying in the Dark
  5. What Is It About Us That You Don't Like?
- Each of these lectures are about the same length. Each lecture both repeats some ideas and has its own unique ones.

STEP 4: Independent Activity (60 minutes)
- While students are either listening to or reading Thomas King's lectures, have them take notes and perhaps even provided them with a graphic organizer depending on the strength of the class. You might want to give them prompts such as:
  - “What point is King trying to make about the perception of Indians vs. Indians perception of themselves? How does King use evidence from his own life and from history to make his points? Does King think the role of natives in Canadian history has changed over the years or primarily stayed the same? Does King come across as bitter or hopeful in his lecture on native treatment in the Americas? Does King offer any solutions or advice for dealing with Indian Affairs? Lastly, why does King title his lecture series, “The Truth About Stories: A Native Narrative.”
- It might take some students longer to read the lecture, or listen to it (pausing to take notes) than others. This is why I recommend assigning this part of the lesson as homework as well as giving time in class.

STEP 5: Sharing / Discussing / Teaching (30-50 minutes)
- Have students who listened to/read the same lecture from the series discuss and compare notes. Have them discuss what ideas they came up with while listening for themselves and whether they all thought King had the same ideas to share. If you wanted to have each group give a presentation, or if you wanted to create a whole class conversation on the lecture series, you could do either. You can create the assessment aspect of this lesson depending on which one you think students will benefit from most.

ASSESSMENT:
As discussed in Step 5, you can assess student learning any number of ways for this lesson. If you wanted to accommodate for different learning style, you might want to offer some or even all of these assessment tools:

If you wanted to come up with a summative mark:

- Have students write a short lecture in response to Thomas King's lecture. They can perform it for the class or hand it in to you directly.
- Have groups from each of the five (5) lectures give a short presentation summarizing King’s main points and analyzing them. They should share their own thoughts and discuss whether or not their own perception of natives was changed.
• Have each student write a comparison paper between King’s version of the role natives play in Canadian history/culture and their own notes from the opening class discussion and/or the Google results.

• Have students write a research paper on a list of topics or a topic that King mentioned that interested them. This could include: oral vs. written storytelling, Christian vs. Native mythology, European treatment and retelling of the Indian narrative, Native artists reclamation of Native identity etc. Students could find more primary sources on their topic or secondary sources that explored further.

If you wanted to simply gauge student learning and come up with a formative mark:

• You could still have students write a short lecture in response, but not make it worth marks.

• Each group would still give a presentation, which might end with a class discussion of the lecture series as a whole. Again this would be an informal presentation and discussion not for marks.

• Have students write a journal entry or exit slip explaining what they learned from King’s lecture and explaining whether/how their perception of natives was changed.

APPENDICES

PSD 1.1 The Truth About Stories – Thomas King – Lecture 1
https://www.youtube.com/watch?v=wzXQoZ6pE-M

PSD 1.2 The Truth About Stories – Thomas King – Lecture 2
https://www.youtube.com/watch?v=daw7cGjrORE

PSD 1.3 The Truth About Stories – Thomas King – Lecture 3
https://www.youtube.com/watch?v=CICKluOS9Ic

PSD 1.4 The Truth About Stories – Thomas King – Lecture 4
https://www.youtube.com/watch?v=mgJEMPf1hSE

PSD 1.5 The Truth About Stories – Thomas King – Lecture 5
https://www.youtube.com/watch?v=KW2ETIxnYyo

PSD* All five (5) of these lectures can be found in print form in this book:
COURSE: CHC2D

SPECIFIC EXPECTATION(S): C2.3 - explain the main causes of World War II, and analyze Canada’s contribution to the war effort.

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED:
Historical Perspective / Continuity and Change / Evidence

LESSON #: 4

TITLE: Interviews in Understanding Historical Significance

OVERVIEW: In order for events, people or developments to have historical significance, they have to result in change, but perhaps more importantly, they must occupy a meaningful place in a narrative. The difference between what is past and what is history is largely due to whether something fits into a larger narrative, and/or whether it is passed down from generation to generation. In this lesson students will conduct interviews with their parent(s)/guardian(s) and their grandparents or other elder family members to gain a better understanding of how events move from the vague field of the past into a remembered and felt history. By comparing ‘Canada’s history in World War II’ between generations, students will recognize not only historical significance, but how historical significance can change over time and ask why that might happen.

MATERIALS

BLM 4.1

PLAN OF INSTRUCTION:

STEP 1: Warm up / Discussion (10 – 20 minutes)

- Have students fill out a K/W/L chart (BLM 1.1) on the general topic of WWII. Have them write down everything they know, even tidbits of information about WWII and everything they might want to know about the war. You can elect to have a class discussion about their charts, where students can share what they have written, and you might even want to create a class anchor chart that has everyone’s answers. Tell students to keep these charts in a safe place, because they will be using them later.

STEP 2: Modeling / Guided Practice (30 – 40 minutes)

- From their K/W/L charts or from the class anchor chart, have students come up with questions they would ask in an interview with their parent(s)/guardian(s). If they wanted to know something, or know more about something from WWII, how would they go about asking their parents? Have students brainstorm these questions, but eventually form them into a structured interview.
- Secondly, have students consider HOW their parents know this or that about WWII. These follow-up questions are crucial, so have students write down these as well. Tell students to be on the lookout for HOW it is that these ideas, events or people gain historical significance and have become in a sense, public knowledge for Canadian citizens.
- Were their parents taught these things? If so where? Did they read this things about WWII? If so where did they read them? Were they told this information in passing or was it intentionally passed down to them from an elder?

- These are the second level questions that you want your students to be asking, but you want them to develop these questions organically, and they might themselves organically development when the students do the actual interviews.

STEP 3: Independent Activity (N/A, done at home)

- When students have their questions structured in a working interview format, have them schedule a time with their parent(s)/guardian(s) to sit down and conduct the actual interviews. Students can either record (video or audio) their interviews or simply write down the responses (although that could be a lot of writing) but recommend using both tools.

- If you have time in the semester you might have students create new questions, or ask the same ones in an interview with their grandparents or other elder family members. This might cause students to consider how historical significance spans generations and is built up over time, or perhaps how it erodes and changes.

STEP 4: Sharing / Discussing / Teaching (N/A depends on choice of assessment)

- Depending on how you want to assess student learning and their interview findings, you might have students share and compare their work, or you might simply want an overall class dialogue about their individual findings. If you wanted to only gauge students learning, or use assessment as learning, either of these formats would work, but if you wanted a more formal assignment there are several options listed below.

ASSESSMENT:

If you simply wanted students to hand in their interview notes and transcripts as a formative mark you could have them do that. If you wanted a more summative mark, you could have students do a number of things with their findings. Parents and family members are enormous sources of historical knowledge and perspective that we rarely use or take seriously, and yet they are undoubtedly the greatest influence on a student’s historical thinking (or historical mindedness). If you wanted to do this same exercise for any period in Canadian history or the course, it would probably work just as fine.

Here are some options for a more formal assessment (for the sake of accommodation and playing to the strengths of different types of learners, you might want to offer more than one, or even all of these as assignment options):

- Have students create a dramatic skit or monologue demonstrating how historical significance is passed down through generations and changes throughout time. The student might demonstrate how the same events have been significant over the course of 2 or 3 generations, or the student might demonstrate how some events that once had historical significance for their parents or grandparents have lost or gained historical significance for their own generation.

- Have students write a research essay comparing the ‘facts’ or information that their parent(s)/guardian(s) or grandparents provided with other historical documents. They could use primary documents or secondary documents written about the events depending on what the student wants to accomplish. They should be asking; was the information my parent or guardian provided correct? Why, or why not? Are there opposing viewpoints from the ones my parent or guardian had? Why, or why not?
• Have students compare their interview findings with a partner or in groups. They can discuss what was important in history to their parents and present the discrepancies to the class or to the teacher. Students need to ask each other why there might be differences between their parent(s) answers and their grandparent(s) answers.

• Have students create a ‘master narrative’ of WWII from their interview findings and from their own knowledge. They might further consider whether this ‘master narrative’ matches others written and why there might be difference or little difference at all?

• Lastly, have students write a reflection on their K/W/L chart. Did they learn what they wanted to know from their interviews? Did they learn things they had not even considered? Would they be open to using their parent(s)/guardian(s) as primary sources for information again? Why, or why not?

APPENDICES:

BLM 4.1:

K/W/L Chart
COURSE: CHC2D

SPECIFIC EXPECTATION: C2.3 - explain the main causes of World War II, and analyze Canada’s contribution to the war effort.

PRIMARY HISTORICAL THINKING CONCEPT: Ethical Dimension

LESSON #: 5

TITLE: The Conscription Issue in WW2

OVERVIEW: This lesson involves the preparation of primary documents and opinions on the ethics surrounding conscription in Canada during the Second World War. By exploring the ethical dimension of the Big 6, this allows students to observe the spectrum of opinion regarding the issue (moving away from the idea of a 2-sided issue and towards that of a spectrum), and giving them an opportunity to debate the issue in a formal setting.

MATERIALS:

SS 5.1, PSD 5.2, PSD 5.3, PSD 5.4

PLAN OF INSTRUCTION:

STEP 1: Warm Up (10 minutes)
- Show conscription video – PSD 5.1

STEP 2: Discussion (10 minutes)
- What is the main issue at hand?
- Who is involved?
- How does this compare to WWI conscription?

STEP 3: Independent Activity (15 minutes)
- Ideally, class will be divided into tables of 5-8 students each already (if not, divide)
- Have one person from each group use computer/ipad/etc to find out any outside information needed to facilitate discussion
- Put 3 questions on the board, have them answer/discuss/come up with answers
- Based on the videos,
  o Why did the French Canadians oppose conscription?
  o Why did PM Mackenzie King need to impose conscription?
  o Which side do you agree with? Think about life during WWII (individual answers).
  o Was conscription an ethical choice? Why or why not?
- Hand out packages of primary resources (PSD 5.2, PSD 5.3, PSD 5.4) concerning conscription while they begin discussing to help put in perspective of wartime
STEP 4: Sharing/Discussing (10 minutes)

- Have class arrange in a line – Pro-conscription -> Anti-conscription (spectrum)
- Fold line in half, have them discuss the issue with the person across from them.
- Prompt/ask who they thought they were across from (opposite opinion)
- Divide class (folded vs not folded) – these are the groups for the debate
- Have them sit in their groups

STEP 5: Discussion (25 minutes/rest of class)

- Form rules and etiquette for debate
- Compare to general manners, take notes on blackboard
- Let class form their own rules (teacher moderated) and discuss
- Make sure all rules are appropriate and are well-laid out
- Give final advice to teams regarding debate:
  - Know the other side’s arguments as well as your own
  - Make sure they are focused on discussing whether conscription was ethical or not, less about military strategy.

STEP 6: Independent Activity (1 or 2 entire periods depending on readiness/aptitudes)

- Book library/computer/technology class set for teams to research and prepare debate materials and arguments

STEP 7: Sharing/Discussing (Debate Class.. most of entire period)

- Facilitate class debate on the subject of Conscription in Canada during WW2

STEP 8: Discussion (10 minutes)

- Reflect as a class on the outcome of the debate, discuss different arguments
- “History is not black & white”
- Ask students to write a short reflection of their opinion before and after the debate before next class.
  - What was your opinion before the debate?
  - Did the debate change your opinion, or solidify it? Why?

ASSESSMENT:

- Class discussions
- Monitoring group discussions/independent work
- Monitoring debate
- Reading self-reflections
APPENDICES:

SS 5.1 Québec – A Nation’s History Part 26 – Youtube
https://www.youtube.com/watch?v=UAyW-pmiK8

PSD 5.2 The Conscription Issue (Primary Source)
http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

PSD 5.3 Hamilton Spectator Article (Primary Source)
http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

PSD 5.4 Canada Hesitates over Wider Draft (Primary Source)
http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml
**COURSE:** CHC2D

**SPECIFIC EXPECTATION:** C2.3 - explain the main causes of World War II, and analyze Canada’s contribution to the war effort.

**PRIMARY HISTORICAL THINKING CONCEPT:** Evidence

**LESSON #:** 6

**TITLE:** The Holocaust

**OVERVIEW:** Looking at evidence and primary sources from the holocaust to form a picture of the events. Discuss the importance of evidence and how different types of evidence contribute to the “big picture”. This lesson should also serve to introduce students to the Holocaust and the atrocities committed by Nazi Germany during WW2.

**MATERIALS:**

PSD 6.1, PSD 6.2, PSD 6.3, PSD 6.4, PSD 6.5

**PLAN OF INSTRUCTION:**

**STEP 1: Preparation**

- Have desks arranged so that students are divided into 4 groups. Distribute PSD 6.1, PSD 6.2, PSD 6.3, and PSD 6.4 to one group per document.

**STEP 2: Discussion (10 minutes)**

- Briefly discuss the term “Holocaust” and “Genocide” and what it meant during WW2.
- Anti-Semitism
- Extermination Camps

**STEP 3: Independent Activity (20 minutes)**

Ask groups to examine their primary source document and answer the following questions:

- Who is involved?
- What does it reveal?
- Where was it from/going?
- When was it written/taken?
- Why was the document written/taken?
- How is it significant?

Teacher should facilitate the discussion among groups during this time.
STEP 4: Sharing/Discussion (30 minutes /until 10 minutes left)

- Each group will then present their findings to the rest of the class (teacher should have the document blown up on projector for entire class to see)
- Discuss the importance of evidence in looking at history
  - Why are individual pieces of evidence not enough?
  - Should we believe shallow internet articles that have very little primary sources?

STEP 5: Warm up (Reversed) (10 minutes /end of class)

“The Deception of Truth” **PSD 6.5**

- Show video of *The Deception of Truth*

**ASSESSMENT:**

- Checking up on groups during discussion + work period answering the 6 questions
- Evaluation of group presentations
- Evaluation of answers during class discussions

**APPENDICES:**


[http://www.warmuseum.ca/cwm/exhibitions/newspapers/holocaust/holocaust_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/holocaust/holocaust_e.shtml)


[http://www.warmuseum.ca/cwm/exhibitions/newspapers/holocaust/holocaust_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/newspapers/holocaust/holocaust_e.shtml)

**PSD 6.3** Pictures of Jewish corpses found by Soviet troops.

United States Holocaust Memorial Museum

[http://www.ushmm.org/research/research-in-collections/overview/photo-archives](http://www.ushmm.org/research/research-in-collections/overview/photo-archives)

**PSD 6.4** The Poisonous Mushroom

Picture: United States Holocaust Memorial Museum

[http://www.ushmm.org/research/research-in-collections/overview/photo-archives](http://www.ushmm.org/research/research-in-collections/overview/photo-archives)

Text Translation: German Propaganda Archive

[http://research.calvin.edu/german-propaganda-archive/story2.htm](http://research.calvin.edu/german-propaganda-archive/story2.htm)

**PSD 6.5** The Deception of Truth – Poem by Michael Marcus set to video + music

[https://www.youtube.com/watch?v=aGlqn9GvOv8](https://www.youtube.com/watch?v=aGlqn9GvOv8)
PHYSICAL COPIES OF RESOURCES AND MATERIALS
Canadian History
CHCP2
World War II
Know/Want to Know/Learned
Chart

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<td><strong>What I Know</strong></td>
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<td><strong>What I Want to Know</strong></td>
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<td><strong>What I Have Learned</strong></td>
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THE CONSCRIPTION ISSUE.

This paper is receiving many communications urging the prompt introduction of conscription as the only equitable method of organizing the country’s manpower for the war. A large number are from young men, married and single, who take a practical view of the situation, expect to be called upon to serve because of the prospective magnitude and long duration of the conflict and who believe a fully effective effort requires concentration of all the country’s resources to one end. Delays are not contemplated as an eventuality.

Interest in the subject becomes acute when previous experiences are considered. Canada adopted conscription in 1914-18 in response to an urgent demand from the front, but only after half a million volunteers were in uniform. A widely held opinion then was that it should have been introduced in the early stages. The United States began with voluntary enlistment, slow to forego the voluntary system, has commenced this time with mandatory enlistment.

The argument for conscription has been expressed thus by a young man of 28 writing to The Globe and Mail from Winnipeg:

The unanimous opinion of all the young men to whom I have spoken, both single and married, is that immediate conscription in Canada is essential. They, as I do, feel that this is the only fair and equitable basis of carrying on a war. By effecting immediate conscription it will enable Canada to maintain a steady flow of trained men in the event that Canada decides to send an expeditionary force overseas, assuming that those not called up immediately would be receiving military training.

In advocating conscription my idea is to record and classify every able-bodied man between the ages of 18 and 41, fit for service. Rather, the older men, particularly those with previous military experience, would be valuable in many clerical and administrative posts. All men, say, between the ages of 18 and 41, fit for active service, to be divided into classes, receive military instruction in spare time or evenings, without pay, and be prepared to answer the call as needed. In this manner men would be available as necessary key men to industry required, weeded out, and the administration of our industrial and commercial life would be far more efficient than by sponsoring volunteering.

Without questioning the force of arguments like this or overlooking the probability of conscription if the war is prolonged, there are aspects of the Canadian picture to be considered. We know that if the full force of the country’s manpower is to be brought into play it must be based on a united national conviction. There is no doubt about the ardent feeling in a Province like Ontario with racial roots in British traditions and where thousands of heirs of United Empire Loyalist sentiment reside, shared, but perhaps not recognized, by our Winnipeg correspondent. A multitude of citizens can be found throughout the country with a similar attitude toward the Mother Country.

On the other hand we have the French-Canadians, equally concerned for the freedom assured by British institutions but without the same background. We have also a large percentage of population which came to this country since the last war from non-British countries and lacking the urge to go back to Europe to fight for a cause sponsored by a nation to which allegiance has no direct appeal. These things have to be taken into account in seeking an undivided national effort.

Voluntary enlistment is proceeding in Ontario at a pace testing present equipment. Reports from Ottawa state that recruiting in Quebec goes ahead on no half-hearted scale. The spirit behind freedom of action makes some amends for the weaknesses of the voluntary plan. Considering the situation, those becoming impatient with the apparent slowness of the process might advisedly restrain their feelings for the time being in the common interests.

Undoubtedly there is an impression that the loyal sons who offer themselves unsolicited at pay which is a mere pittance should not have to look back at others, stay-at-homes, and even aliens, receiving high wages such as were paid in the last war without assuming any of the war risks. If there is to be equality of sacrifice it will not be obtained in this way. The voluntary recruit wants to know that while he is enduring hardships and risking life the man who would not offer is not able to make the war a bed of roses for himself.

We are convinced that the Government, fortified by a unanimous Parliament, intends to prosecute the war with all its vigor, and that nothing essential to a successful conclusion will be neglected, not even conscription. It is to be remembered that the struggle has only started and we have yet to get into it properly. The administrative machinery will need many amendments and changes, which will be forthcoming. Changes in the situation abroad may mean changes here. The active part taken by the Communists may indeed have a vital bearing on recruiting. As the padlock law
Canada Keeps the Faith

Decisively and emphatically, the people of Canada have spoken and given to the Government of Prime Minister King the free hand he asks for in the conduct of the war. Their verdict is clear-cut and representative in eight of the provinces where large "Yes" majorities were recorded, and it means but one thing—a mandate to Mr. King to muster all the resources of the Dominion and wage total war. Quebec alone voted "No" in heavy numbers and its attitude has the effect of depriving the country of that unanimous and overwhelming affirmative that was hoped for.

Incomplete returns indicate that the general vote was not quite as large as was anticipated by those who believed that the greatest number of electors in Canada's history would go to the polls yesterday. There were approximately seven million names on the voters' lists, including close to a half million men in the armed forces. Canadian civilians, however, to the numbers, of slightly more than four million, exercised their franchise and reflected the country's will and the temper of its patriotism. As the two most populous provinces, Ontario and Quebec were the areas which produced the largest polls; the former definitely affirmative, the latter almost as strongly negative. Observers who felt that the isolationist sentiment in Quebec came only from a minority, are now obliged to revise their opinion, as the returns show that, for every elector in Quebec who voted "Yes," considerably more than twice as many voted "No." Thus the problem of "Canadian unity," which was one of the important reasons for this plebiscite, remains unsolved. But if democratic processes are to function, Quebec should graciously accept the majority wish of the other eight provinces and not attempt to "Balkanize" itself by still holding aloof.

The voting in Hamilton and Wentworth was gratifying both as regards the large percentage of the electorate who expressed their citizenship and the manner in which they supported the affirmative. The three local ridings voted "Yes" by six to one.

Favourable weather prevailed in most of Canada and it is a tribute to the loyalty of those in rural areas that, pressed as they are with work at this season and short of help, they went to the polls in large numbers. The Canadian Institute of Public Opinion, which serves the Spectator, enhanced its reputation in the plebiscite by forecasting the general result with extraordinary accuracy.

Canada has manifested to the world where it stands in this struggle. While its attitude was never seriously doubted by those who knew its inner fervour, this further evidence of its faith to the common cause of freedom will reassure all of the United Nations that this Dominion stands staunchly with them and is eager to play its full part. In a word, the Canadian people pledge their all for victory in this crisis. It therefore devolves upon Premier King to give them the leadership in this war that they desire above everything else.
**CANADA HESITATES OVER WIDER DRAFT**

**Delays Action on Full Man and Woman Power Use—Public Held Eager for Shift**

**CONSCRIPTION GAINS NOTED**

Some Liberals Now Back Move—Opposition Chief Urges Unity Cabinet to End Rifts

By P. J. PHILIP

Special to The New York Times

OTTAWA, Jan. 10—For reasons so far not explained the government is still delaying its decision to take advantage of the tide of popular feeling in favor of a total war effort and announce its plans for all-out mobilization of man and woman power.

There may be good reasons and no criticism can be fairly leveled against Canada for not having done all that the circumstances of the war have as yet demanded. She has supplied men and munitions and food to the full measure of the need. In some departments, especially in the production of air crews, she has done far beyond any country of equal population.

There are now over a hundred thousand men in the Canadian Flying Corps, in addition to all the British, Australian and New Zealand pilots, observers and gunners who have been trained here. Canadian armaments production, already high, is being stepped up, according to Supply Minister C. D. Howe's statements, to meet the new demands the war in the Pacific is making. Canadian soldiers in Britain, impatient for action, are clamoring to get into the specially trained "Commando" detachments that are being organized to raid the enemy coasts.

It has been obvious for many months, however, that if the country is to be put, as it demands, on a total war basis there must be more complete organization of its man and woman power.

**Becoming a Political Issue**

The government has recognized this need and is known to be working out different solutions to assure that the Army and Navy, the air force, munitions production and the farmers will be supplied with the maximum number of men and women available. It has, however, hesitated to announce its plans, with the result that the whole question is fast becoming a political rather than a national issue.

Several of its own Liberal supporters during the past few weeks have become impatient and have begun agitating for conscription for overseas service. Their number is not large, but it is significant in view of the public trend.

The Conservative Opposition under its new leader, the former Premier Arthur Meighen, has begun putting on pressure for a place in the government and for a program of national service that it can support. In a broadcast program speech last night Mr. Meighen declared:

"We are not organized politically as we should be and as a consequence of an unsuitable political set-up we are not organized militarily as we should be. We are divided and shackled and have not made the progress we should have made. The spectacle of a single group clinging to exclusive control in the midst of a holocaust which envelops the world is discreditible to Canada and is not a subject of pride to send women."

Beside that statement should be placed another made last night by Adelard Godbout, Liberal Premier of Quebec Province, who, speaking for French Canadians, said:

"We think we should do everything in our power to win the war and if I thought that conscription would be the last means of winning the war I would be for conscription right away."

The two obstacles to an outright total effort are, first, the promises made at the last election that there would be no conscription for overseas service without a previous consultation of the people, and, second, the existence of a small active minority, not confined to the Province of Quebec, that exploits the conscription issue for its own political purposes.

Prime Minister W. L. Mackenzie King has repeatedly declared that he would never impose conscription without a popular consultation, and it has been suggested that a referendum should be held. That proposal has roused opposition from Premier Mitchell Hepburn of Ontario, who, among others, argues that the government ought to face its responsibility frankly.

**Public Opinion Confused**

Among all these different currents and suggestions public opinion, which seems prepared to accept whatever decision is made with the same determination as it has shown in its voluntary prosecution of the war, is confused and puzzled. It is asking for leadership and for decision, to which it would, it is said, respond with the same unanimity as the people of the United States have responded.

The government, however, seems to prefer to wait for the opening of the new session of Parliament on Jan. 22 and perhaps, some suggest, until it sees the result of the four by-elections which will be held during the first weeks of February. Two newly appointed Cabinet Ministers, Humphrey Mitchell, Minister of Labor, and Louis St. Laurent, Minister of Justice, are standing for election, as is also Mr. Meighen, the Conservative leader who is opposed by a Co-operative Commonwealth Federation candidate.

The elections, it is thought, will show how opinion is moving, but others argue that it would be wiser for the government to take the initiative and announce its plans which, if they go far enough, would unquestionably have public support.
2,000,000 Jews in Poland Herded Into Ghettoes

(BY JOSEPH W. GRIGG JR.)

Berlin, Feb. 20 (UP).—A wave of anti-Semitism following close behind the victorious German armies has swept over the countries of Europe.

It struck with the greatest violence against Poland, which before start of the war—with an estimated 3,000,000 Jews—had the largest Jewish population of any country in Europe. Only a slight ripple was caused in Norway and Denmark, which together barely had 8,000 Jews.

Poland today is a closed country barred in principle to neutral correspondeents. Information on the country therefore only can be second-hand and incomplete. Official German statements made it clear, however, that Jews—totalling perhaps 2,000,000—in the Polish rump known as the “Government General” have been driven back into a ghetto of the middle ages.

The largest ghetto is in Warsaw where, according to German estimates, there are approximately 500,000 Jews. Other big ghettos or “Jewish city districts,” as the Germans prefer to call them, are at Lublin and Cracow.

**Herded Into Warsaw.**

The Germans set about creating Warsaw’s ghetto immediately after Poland capitulated. Jews were evicted from their homes throughout the city and herded into the ghetto.

The eviction at Cracow was carried out in what was described as “voluntary migration” under which up to September, 1940, more than 32,000 Jews left to settle in the Warsaw and Lublin ghettos.

The Warsaw ghetto was completed Nov. 16, 1940. It is entirely isolated from the remainder of the city by a barbed wire fence. All the gates are guarded by German, Polish and Jewish police. No one can enter or leave without a special permit signed by German authorities.

Throughout the “Government General” and other parts of former Poland annexed outright to the Reich, all Jews must wear yellow arm bands with the Star of David.

Each ghetto is governed internally by a Jewish Council of Elders, which, naturally, is under strict German supervision. Policing of the ghetto is carried out by Jewish constabulary recruited from the former Jewish officers and non-commissioned officers from the Polish and Austro-Hungarian Armies. Raids by German Gestapo police, however, occur frequently.

Since January, 1940, all male Jews between the ages of 14 and 60 have been compelled to work for German authorities in the Jewish labor service.

Throughout former Poland the public German policy is to treat the Jews as inferiors, a “low quality” race. Under German rule they have no place in the general community. They are isolated and quarantined.

In occupied France the anti-Jewish campaign flared immediately after the German invasion.

Following short anti-Semitic editorials in the German-controlled Paris press, the German military government in France on Oct. 2 issued a decree compelling all Jews to register their business and themselves. Jewish stores had to carry yellow and black signs: “Jewish enterprise.” Three weeks later followed another decree authorizing Aryans to take over the Jewish businesses. A third decree ordered immediate closure of all Jewish businesses on arrival of a German appointed Aryan administrator to conduct inventory.

According to Paris police estimates there are 3,000 Jewish stores and 150,000 Jews in Greater Paris.

**Hard Hit in Belgium.**

The anti-Semitic campaign began in Belgium soon after the invasion. Under various German decrees Jewish lawyers no longer are permitted to practice. Jews are not permitted to hold jobs as teachers, professors, managers, directors or editors of newspapers. Jewish refugees are not permitted to return to Belgium.

All Jews must register with a full inventory. All towns with less than 5,000 inhabitants must keep a register of Jewish inhabitants. All hotels, restaurants, cafes and bars owned by Jews must display this notice: “Jewish enterprise.” It must be in the German, French and Flemish languages.

In the occupied Netherlands the situation is much the same. A small anti-Semitic outburst occurred a few months ago with the smashing of windows in some Jewish stores, but German authorities ordered a cessation of the activities.

The only occupied countries where there is very little anti-Semitism are Norway and Denmark. Nazi Parties in both these countries have indulged in some anti-Jewish propaganda, but the movements gained no headway—probably because there are so few Jews in Scandinavia. Denmark has only 8,000 Jews, Norway only about 1,500.
GOEBBELS SPURS ABUSE FOR JEWS

Says They 'More Than Earned' Hard Lot and Urges People to Avoid 'Sympathy'

OFFERS 10-POINT CHARTER

Every Jew Is an Enemy of the Germans and All Must Be Silenced, He Writes

BERLIN, Nov. 13 (AP)—Propaganda Minister Joseph Goebbels charged today that the Jews had brought on the war in hope of destroying Germany and declared that "they are suffering no injustice by the treatment we bestow on them—they more than earned it."

Writing in the forthcoming Sunday issue of the Propaganda Ministry's weekly publication, Das Reich, Dr. Goebbels promulgated a new ten-point charter for the Nazi campaign against the Jews. He exhorted all Germans to harbor no sympathy for the Jews in connection with the government's measures against them.

Their fate, he said, "is indeed hard, but more than deserved," adding, "In this historical showdown every Jew is our enemy, regardless of whether he is vegetating in a Polish ghetto or delays his parasitic existence in Berlin or Hamburg, or blows the war trumpets in New York and Washington."

The current developments, Dr. Goebbels said, the fulfilling of Adolf Hitler's prophecy on Jan. 30, 1939, that the Jewish people in Europe would be exterminated if "international finance succeeds in hurling the nations into a world war."

The ten points listed by Goebbels were textually:

1. The Jews are our ruination. They contrived and brought on this war. With it they want to destroy the German Reich and our people. This plan must be thwarted.

2. There is no difference among Jews. Every Jew is the sworn enemy of the German people.

3. Every German soldier who falls in this war enters a debt in the account of the Jews. They have him on their consciences and therefore must pay for it.

4. If one fears the Jewish Star of David he thereby is marked as the people's enemy. Any one who, despite that, still cultivates private relations with him belongs to him and must be appraised and treated the same as the Jew.

5. Jews are enjoying the protection of enemy foreign countries. Further proof of their destructive role among our people is unnecessary.

6. Jews are the enemy's emissaries among us. Whoever stands at their side deserts to the enemy in war.

7. The Jews have no right to pose among us as equals. Wherever they speak up in the street, in the lines before the stores and in transportation vehicles, they are to be silenced, not only because they are fundamentally wrong but because they are Jews and have no voice in the community.

8. If Jews come to you in a sentimental manner, then realize that they are attempting to take advantage of your forgetfulness; show them immediately that you see through them and punish them with ostracism.

9. After defeat, the decent enemy deserves our generosity. But the Jew is no decent enemy, he merely acts like one.

10. Jews are to blame for the war. They are suffering no injustice in the treatment we bestow on them. They more than earned it.

Dr. Goebbels concluded with the warning that it is the government's business to "finally finish" with the Jews, and that nobody has the right to "act on his own responsibility."
A mother and her young boy are gathering mushrooms in the German forest. The boy finds some poisonous ones. The mother explains that there are good mushrooms and poisonous ones, and, as they go home, says:

“Look, Franz, human beings in this world are like the mushrooms in the forest. There are good mushrooms and there are good people. There are poisonous, bad mushrooms and there are bad people. And we have to be on our guard against bad people just as we have to be on guard against poisonous mushrooms. Do you understand that?”

“Yes, mother,” Franz replies. “I understand that in dealing with bad people trouble may arise, just as when one eats a poisonous mushroom. One may even die!”

“And do you know, too, who these bad men are, these poisonous mushrooms of mankind?” the mother continued.

Franz slaps his chest in pride:

“Of course I know, mother! They are the Jews! Our teacher has often told us about them.”

The mother praises her boy for his intelligence, and goes on to explain the different kinds of “poisonous” Jews: the Jewish pedlar, the Jewish cattle-dealer, the Kosher butcher, the Jewish doctor, the baptised Jew, and so on.

“However they disguise themselves, or however friendly they try to be, affirming a thousand times their good intentions to us, one must not believe them. Jews they are and Jews they remain. For our Volk they are poison.”

“Like the poisonous mushroom!” says Franz.

“Yes, my child! Just as a single poisonous mushrooms can kill a whole family, so a solitary Jew can destroy a whole village, a whole city, even an entire Volk.”

Franz has understood.

“Tell me, mother, do all Gentiles know that the Jew is as dangerous as a poisonous mushroom?”

Mother shakes her head.

“Unfortunately not, my child. There are millions of Gentiles who do not yet know the Jews. So we have to enlighten people and warn them against the Jews. Our young people, too, must be warned. Our boys and girls must learn to know the Jew. They must learn that the Jew is the most dangerous poison-mushroom in existence. Just as poisonous mushrooms spring up everywhere, so the Jew is found in every country in the world. Just as poisonous mushrooms often lead to the most dreadful calamity, so the Jew is the cause of misery and distress, illness and death.”

German youth must learn to recognise the Jewish poison-mushroom. They must learn what a danger the Jew is for the German Volk and for the whole world. They must learn that the Jewish problem involves the destiny of us all.

The following tales tell the truth about the Jewish poison-mushroom. They show the many shapes the Jew assumes. They show the depravity and baseness of the Jewish race. They show the Jew for what he really is:

The Devil in human form.