1929-1945
Exploring the Big Six in Canadian History
Canadian History since World War I CHC2D

Specific Expectations:
C1.1 Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

Abstract:
These lessons demonstrate how the Big Six historical concepts can be applied in the classroom as both a practical and effective way to teach students. Historical significance is used to analyze whether or not women benefitted from their participation in factory work during WWII. Evidence is applied to the human experience of living in Canada during the Great Depression. Continuity and change explores the cultural changes aboriginals experienced as a result of residential schools. Cause and consequence looks at how Canada began to distance itself from Britain while asserting itself in an international context. The historical perspective concept explores the experience of many Canadians who were frustrated with the government to the point of violent intervention. Finally, the ethical dimension is applied to Japanese internment camps to demonstrate how Canadian concepts of right and wrong are constantly changing. These lessons allow students to learn and engage with history while thinking critically beyond the mere facts traditionally presented in a text book.

Keywords:
Historical significance; stereotypes; women in WWII; munitions factories; evidence; human effects of the Great Depression; poverty; continuity and change; aboriginal history; residential schools; cause and consequence; Canadian autonomy; historical perspectives; On-to-Ottawa Trek; Regina Riots; ethical dimension; Japanese Canadians; internment camps.

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Lesson 1: Historical Significance

Course: Canadian History since World War I CHC2D

Specific Expectation(s):
C3. Identity, Citizenship, and Heritage
C3.2 Describe responses of Canada and Canadians to some major international events and/or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and/or heritage.

Primary Historical Thinking Concept Explored: Historical Significance

Title: From Homemaker to Bomb-Maker - Canadian Women in WWII

Overview: With a focus on historical significance, this lesson encourages students to think critically about why particular people are significant enough to learn about. The role of women during WWII may be classified as significant because of what their experience reveals about the social standing of Canadian women during the late 1930s and early 1940s. Students will critically assess the experience of these women while seeking to answer the question: Did women really benefit from their participation in factory work during WWII?

Materials:
1. Primary Source Documents (PSD 1.1 / PSD 1.2; PSD 1.3; PSD 1.4; PSD 1.5; PSD 1.6)
2. Instructions for teacher
3. PowerPoint: From Homemaker to Bomb-maker
4. Black Line Masters (BLM 1.1; BLM 1.2)
5. Chart Paper/markers/masking tape
6. Projector/Elmo

Instructions for Teacher:
This lesson is planned for two 72 minute periods. Chart paper, markers, and masking tape are only needed for the group work in second day. There are three steps in the first day and three steps in the second day; both have detailed instructions below.

Plan of Instruction:

Step 1: Warm up (DAY 1 – 25 minutes)
Sketching Significance
- Either on a chart or on the board, there will be a list of different events/people from Canadian history… this list will include the following:
  - Sir John A. Macdonald
  - British North America Act 1867
  - Hudson’s Bay Company
  - Residential Schools
  - Samuel de Champlain
- Canadian Pacific Railway - Women in WWII
- Internment Camps - Juno Beach
- The Great Depression - Wayne Gretzky
- Chinese Exclusion Act - Statute of Westminster
- Charter of Rights and Freedoms - War of 1812
- - On-to-Ottawa Trek

Propose the question to students: What three things from this list are the most significant in Canadian history? Have students write their choices on a blank paper.

Encourage students to ask for a brief description about any items they may be unfamiliar with.

Have students discuss their choices with a partner beside them. Why did they make the choices that they did?

Gather the class’s attention and question: Did anyone choose internment camps? Residential schools? The Chinese Exclusion Act? Women in WWII? These would be the least popular choices.

Explain via white board or chalk board what makes something historically significant (write the two criteria). Explain to students that, as a whole, they chose items that resulted in change. But what about historically significant items that reveal enduring issues in contemporary life? Why does everyone remember Sir John A. Macdonald but neglect the experience of women in WWII? Why should we bother to learn about women during WWII? Explain to students how the experience of women during WWII reveals or sheds light on the current conditions that women face. The ordinary women of this time period become historically significant because of what they reveal to us about lasting stereotypes and perspectives.

Inquiry Question: Did women really benefit from their participation in factory work during WWII?

Step 2: Discussion (DAY 1 – 30 minutes)

Get students thinking about the perceptions that they have and that society might have about women in today’s world
- Who would you describe as being more of a homemaker (the person who does household chores like cleaning and cooking), a male or female?
- When you think about someone in power, a boss or CEO, do you picture a man or a woman?
- Do you consider men and women equal?
- While Canadian policy defines men and women as equal, why do we still hold these perceptions and stereotypes?

PowerPoint slides with fill-in-the-blank handout for students; providing students with the necessary information about women’s involvement in munitions factories during WWII. Talk to students about the information beyond what is simply written on PowerPoint (minimum words on slides - short and concise while I expand through lecture).

After demonstrating that women took on a greater role in the public sphere and certainly gained independence beyond the home, provide students with a PowerPoint slide that states historian Ruth Pierson’s argument: The
persistence of gender-based stereotypes permitted only marginal accomplishments during the war, which were reversed once the shooting stopped.

- Encourage students to think about Ruth Pierson’s argument. Restate inquiry question: Did women really benefit from their participation in factory work during WWII? Did it make them more independent or more equal to men?

**Step 3: Modeling (DAY 1 – 15 minutes)**

- Explain to students that historical significance is **constructed**. Nothing is historically significant until it occupies a meaningful place in a narrative. As a class, we will write a story for women during WWII and make them historically significant by analyzing primary documents. We will uncover the relevance of their work experience; how do these Canadian women of the mid-twentieth century provide insight into the perceptions of women today? Let the students know, they are the historians.

- Refer back to the PowerPoint slide on the General Engineering Company of Ontario (GECO). Tell students that we will be focusing on primary sources from this company. Using the Elmo/projector, pull up primary source PSD 1.1 and analyze it with students.

- Have these questions written on the board and answer them with students:
  1. Who created the source you are looking at?
  2. Who was this document for?
  3. What message did they want to send about women? (stereotypes, perceptions)
  4. Based on what you’ve analyzed, what was the experience like for women during WWII?
  5. Do you think women benefitted from their participation - did perceptions change about women?

- Scaffolding: how does this broadcast describe why women would be good at the factory work? What does it say about women’s fingers? Why might it be important to highlight that the work doesn’t require previous experience and that the work isn’t hard to learn? What does this say about the perception of women’s skill level?

**Step 4: Guided Practice (DAY 2 – 35 minutes)**

- Quick recap of yesterday’s lesson and restate inquiry question: Did women really benefit from their participation in factory work during WWII?

- Remind students that they are the historians writing the history for these Canadian women of WWII.

- Number students from 1 to 5. Have each number gather in different areas of the class – these will be their research groups.

- Each group is given a primary document from GECO (PSD 1.2, 1.3, 1.4, 1.5, and 1.6) and will work together to answer the five questions that were modeled above.

- Their primary document will be pasted on to chart paper with their written answers.

- Circulate class and help students where needed.

- Let students know that they will be presenting their material – encourage their best effort.
Step 5: Sharing / Discussing / Teaching (DAY 2 – 20 minutes)
- Each group will present their primary document to the class and explain their answers.
- Ensure that each group references the main inquiry question: Did women really benefit from their participation in factory work during WWII?
- Allow students to question each other after each presentation.
- Conclude with the following discussion questions:
  ➔ Do you think these stereotypes are still present today?
  ➔ How do we see these perceptions in our everyday lives? In social media?
- Women entering the workforce did not necessarily mean equality had been achieved. There were many barriers that women would have to overcome with stereotypes leading the way. This barrier continues to interfere with women’s ability to have full equality in today’s society.

Assessment (DAY 2 – 15 minutes)
- Formative assessment as exit card: individually, in one paragraph, students will answer the following: “Historical significance varies over time and from group to group. High school history text books from the 1950s would have focused on prominent figures or events that resulted in change. Ordinary people are becoming more prominent in history text books – they are becoming more historically significant. Why do we study ordinary people like women during WWII?” (this will be written on a PowerPoint slide)
- This task will demonstrate whether or not students understand that over the last two days, studying ordinary people like women reveals enduring issues in contemporary life. Students should draw on the connection between stereotypes found in their primary sources that continue to exist today. The perpetuation of these stereotypes during women’s factory work in WWII left their mark on today’s society.
Lesson 2: Evidence

Course: Canadian History since World War I (CHC 2D)

Specific Expectations:
C1.1 Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
C3.2 Analyze responses of Canada and Canadians to some major international events and or developments that occurred during this period and assess the significance of these responses including their significance for Canadian identity and heritage.

Primary Historical Thinking Concept Explored: Evidence

Secondary Historical Thinking Concepts Explored: Historical Perspectives

Lesson Title: “The Worst Years”: Human Effects of the Great Depression in Canada

Overview:
This is the first lesson based on human effects during the Great Depression. The emphasis of this lesson is largely on how to use primary sources to gather information about this period, whereas more actual historical content will be covered in a later lesson. This lesson will utilize differentiated forms of instruction such as teacher-focused presentation, an individual activity, technology-based learning, and a class debrief/discussion.

Materials:
- PowerPoint on computer
- iPads/laptops (6 maximum)
- 30 copies of handouts (25 students + 5 extras)
- Picture handouts (2 sets)
- Buzzer or alarm (only if needed)

Primary Source Documents:
PSD 2.1-2.3 Decoding an Image Puzzle (Rounds 1-3)
PSD 2.4-2.13 Picture Sources
PSD 2.14 & 2.15 Video and Audio Primary Sources
PSD 2.16 & 2.17 Letter Primary Resources
PSD 2.18 Newspaper Primary Resource

Black Line Masters:
BLM 2.1 Evidence and the Human Effects of the Great Depression PowerPoint
BLM 2.2 Note for PowerPoint Presentation (Practicing with Evidence)
BLM 2.3 Moving Museum Activity Pages 1-3
BLM 2.4 Exit Card
Instructions for Teacher:

Ensure that all resources and materials are prepared for students before class time. Be sure to move slowly if students are having difficulty with the new concept of trying to extract information based on a primary source, rather than simply being told what is important. For the “Moving Museum” task, ensure that students are not simply just writing down one or two obvious things they may observe in the source – encourage them to use the whole two minutes per source to discover important information and infer about what they think is occurring in the photo. A useful tool to ensure that students do not switch sources too quickly is to use an alarm or some kind or buzzer which goes off every two minutes to keep the students working within the appropriate time frame. This lesson is designed for a 72 minute period.

Plan of Instruction:

Step 1 – Warm-Up: “Decoding an Image Puzzle” (15 minutes)
This is an activity that will encourage students to observe primary sources closely and make their own inferences. Complete multiple rounds of this activity.

- Stage 1: show students a picture with half of it blacked out and ask them to record what they see and what they predict the rest of the image to be.
- Stage 2: uncover more of the photo so it is 3/4 visible, but still not revealing an important of the photo. Once again, students will record what they see and write down a prediction if it has changed with the new information they have gained by seeing more of the picture.
- Stage 3: show the class the entire image students now write down everything they see in the photo and make inferences on what is actually happening. Students can make a final prediction about what the photo is capturing. The teacher should then fully explain what the photo is actually revealing in case not all students could correctly infer the photo’s true meaning.

This activity is effective because it causes students to think historically and become more intrigued with the evidence as they learn more and more about it. For examples of this activity see PSD 2.1.

Step 2 – Modelling: PowerPoint Presentation (15 minutes)

- Using PowerPoint, the teacher will give a presentation on how to examine evidence; the most important point to be made in this portion of the class is that when examining a primary source, students must place that source in its historical contexts in order to truly understand what was going on at the time it was created.
- Using primary sources in the PowerPoint, the teacher will also present content about Human Effects of the Great Depression in Canada (see BLM 2.1). Some topics to be discussed in this portion of the presentation will be the lived experiences of city living, being unemployed, riding-the-rails, and life on farms.
- To get practice analyzing primary sources, the photos in the more content portion of the PowerPoint will pop up before any text or teacher comments, giving students the opportunity to make inferences about what they see in the picture (for note see BLM 2.2).
Step 3 – Guided Practice: “Moving Museum” (30 minutes)
- The class will be split into two sections, but the students will still be working individually with a provided worksheet (see BLM 2.3) – the sections simply ensure that the passing of primary sources is organized and proceeds in a logical fashion. There will be 15 resources being passed around each section (two sets of the same resources). The sources are mostly pictures, however there are also newspaper articles, letters, and video/sound clips being passed around on iPads (or laptops) with headphones. For these primary sources see PSD 2.4-2.18.
- The task is for students to observe the primary resource in front of them. On the handout also provided to them, is a writing space which coincides to each specific resource – students are to write down what they observe and infer from the sources in the appropriate space on their handout.
- Each student gets only about two minutes with each source, so it is important that students stay on track and work hard to recognize the important things they may be seeing in the pictures or other primary sources.

Step 4 – Sharing/Discussing: Activity Debrief and Lesson Wrap-Up (12 minutes)
- As a class, take up and debrief the last activity. There will be some sources which were more difficult than others to analyze – the teacher should be aware of which ones these are and go over those before any others.
- Allow for questions from students about the content in the primary sources and also about the methods of extracting information from evidence. The final step to this lesson is to distribute and collect exit cards (see BLM 2.4).

Assessment:
For the first two steps, the teacher should be able to assess collective group learning as well as individual measures of learning by walking around the classroom and observing the kinds of answers students record. Furthermore, the teacher has the option of asking students about their ideas if they are eager to share, or if the teacher calls on them. This is a good way to assess if all students are grasping the material at the same level and who may need extra time or assistance with the tasks to come. For the third step, it is important for the teacher to be circulating the room and observing the learning done by each student during this activity. By assessing the first couple rounds of this activity, the teacher will be able to decide whether the activity is moving at an appropriate pace and if each student seems to understand the assigned work. Lastly, the class debrief acts as an example of “assessment as learning” which allows students to reflect upon what they know and how to further their understanding. Also, the exit card fits into the framework of “assessment for learning” because the teacher can review these slips and recognize common trends of learning or confusion, which gives them a clear idea of what information to review next lesson.
Lesson 3: Continuity and Change

Course: Canadian History since World War I (CHC 2D)

Specific Expectations:
C1.1 Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
C3.2 Analyze responses of Canada and Canadians to some major international events and or developments that occurred during this period and assess the significance of these responses including their significance for Canadian identity and heritage.

Primary Historical Thinking Concept Explored: Continuity and Change

Secondary Historical Thinking Concepts Explored: Historical Significance, Evidence, Cause and Consequence

Lesson Title: “‘Let All That Is Indian In You Die!’ Aboriginal Children in Canadian Residential Schools in the 1930s

Overview:
This lesson will introduce students to the historical thinking concept of “Continuity and Change”. While learning about this concept, students will be able to apply it to the significance of the placement Aboriginal children in residential schools across Canada. This lesson will utilize differentiated forms of instruction, such as individual reflection, teacher-focused presentation, group work, and reflection/sharing stations.

Materials:
- Projector connected to computer
- SMARTboard technology
- 30 copies of the note (25 students + 5 extras)
- Chart paper pad
- Markers and pencil crayons

Primary Source Documents:
PSD 1&2: Comparing Primary Source Documents
PSD 3&4: Comparing Primary Source Documents
PSD: 5&6: Comparing Primary Source Documents

Black Line Masters:
BLM 3.1 Continuity and Change Connectedness Visual Aid
BLM 3.2 Thinking Historically – Car Trip Exercise
BLM 3.3 Continuity and Change & Residential Schools Power Point Presentation
BLM 3.4 Continuity and Change – Residential Schools PowerPoint Note
BLM 3.5 Continuity and Change Timeline
Instructions for Teacher:
Ensure that all resources and materials are prepared for students before class time. If the discussion aspect of the lesson takes longer than expected, go along with it and let the students converse amongst themselves as long as they remain on task – meaningful conversations and debates are great ways for verbal learners to engage with the material. The timelines will be collected at the end of class and used as a form of in-class formative assessment. This lesson is designed for a 72 minute period.

Plan of Instruction:

Stage 1 – Warm-Up: Continuity and Change “Car Trip” Activity (10 minutes)
- Using the SMARTboard, split the board into a T-chart, one side being labelled “Continuity” and the other side “Change”. Present the scenario that a student is driving on a long trip with their family or friends and ask them to consider what types of things during a car ride are continuous (i.e. landscapes or long highways) and which are constantly changing (i.e. color of cars on road, speed). Give students the opportunity to come up to the SMARTboard and record their ideas with the pens.
- Once the chart has been filled, present the idea that history is much like a car trip and that specific aspects or themes in history can also be easily understood with the car ride metaphor. Present the framework of “Continuity and Change” and explain to the class that the two are related and often occur simultaneously. For a good visual resource to demonstrate their connectedness, see BLM 3.1.

Stage 2 – Discussion: Photo Reflection (10 minutes)
Provide students a handout hardcopy of the same simple T-chart used in the last activity. See BLM 3.2.
Using a projector, present a photo or multiple photos of Aboriginal children in both traditional schools and residential schools. See PSD 1&2, PSD 3&4, and PSD 5&6.
- Discuss Continuity: What Do You See? – Ask the class to consider if they remember anything similar to the photos presented from earlier Canadian history or if there are any similarities between the role of a student in a traditional Aboriginal learning environment and a residential school. Use guiding questions such as “Are the roles of children still the same?”, or “Who appears to be doing most of the teaching in both examples?”
- Discuss Change: What Do You See? – Likely most responses will come in the change section with relation to this topic. Ask the class to compare the photos and pick out any differences they observe in the two forms of teaching Aboriginal youth. Use guided questions such as “How are the students dressed?”, or “How does the classroom differ from the learning environment these kinds of children traditionally learned in?”
During the discussion, students should be following along and filling in the chart with their own ideas and also the ideas voiced by their classmates. By the end of the discussion, students should have a good note and a clear idea of how the placement of Aboriginal children in residential schools in Canada relates to the historical thinking concept of Continuity and Change.
Stage 3 – Modelling: PowerPoint Presentation (15 minutes)
- Using PowerPoint, the instructor will present some of the major themes and thinking patterns on the topic. For the PowerPoint presentation, see BLM 3.3. “Continuity and Change” will be the main framework of this presentation, however, other themes such as Aboriginal assimilation, resistance from Aboriginal children, and the residential school system will all be incorporated.
- Provide students with a note with some of the information missing. This allows the teacher to ensure that students have a record of some important points/facts/date but leaves space for students to record their own interpretations and record notes in a way which makes sense to them. This is also an effective way to keep students from writing down every single point – instead they know which blanks to fill in or which terms to define based on what is on the sheet in front of them. For this note see BLM 3.4.

Stage 4 – Guided Practice: Continuity and Change Timeline (25 minutes)
- In groups of five (5), students will receive one piece of chart paper and drawing/writing supplies such as markers and pencil crayons. The student’s task is to complete a “Continuity & Change” Timeline which has pre-set dates fixed on the horizontal line. Using resources such as their class notes and textbooks, students will record important dates or themes throughout the period of 1929-1945 which demonstrate continuity and change in relation to Aboriginal students in Canada. Events or themes related to Continuity should be recorded above the line, while those related to Change should be recorded below the line. For an example of the timeline, see BLM 3.5.
- This will be an effective practice because it demonstrates the idea that both continuity and change can occur simultaneously, rather than the common way of believing that history is simply just a record of constantly changing events.

Stage 5 – Sharing/ Discussing: Timeline Presentations in Learning Circles (12 minutes)
- Each member from every group will be sent to another space in the room, such as a cluster of desks or a table. There will be five groups in the class, meaning that one member of each timeline group should be represented in each of these new groups.
- Using a projector, the teacher will project each timeline onto the screen or whiteboard for the whole class to see. Each student in their new groups will briefly describe their group’s timeline to the others and explain why they believed certain aspects of Canadian history to be important enough to be recorded on the timeline. Students should also make connections to the Continuity and Change framework.

Assessment:
Throughout stages 1-4, the teacher should be completing formative assessment techniques such as circulating around the classroom, asking questions or asking students to repeat important points, and making a record of which students participate in class
discussions or activities. This is a form of “assessment for learning”, as the teacher is constantly gauging student learning and can use this to adjust his/her style or pace of teaching. In Stage 5, the “Timeline Presentation in Learning Circles” step, the teacher should circulate around the groups and take rough notes on how well each student is able to convey their groups’ ideas to their peers. Furthermore, the actual timelines themselves should be collected by the teacher at the end of the lesson and will be assessed on completeness, neatness, and historical accuracy.
Lesson 4: Cause and Consequence

Course: Canadian History since World War I CHC2D

Specific Expectation(s):
C1.1 Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.
C3.2 Analyze responses of Canada and Canadians to some major international events and or developments that occurred during this period and assess the significance of these responses including their significance for Canadian identity and heritage.

Primary Historical Thinking Concept Explored: Cause and Consequence

Secondary Historical Thinking Concept Explored: Historical Significance

Title: The Birth of a Nation: The Dominion of Canada and the League of Nations

Overview:
In this lesson, students will learn about the growth of Canada’s international presence. The lesson will start with information that will have a lot of missing information since it will show Canada’s level of autonomy before World War I and at the start of World War II. The lesson about cause and consequence will be related to the content between the two events in order to understand how Canada became more autonomous by WWII as a result of the events in between the two sources and understanding why Canada could declare war a full week behind Great Britain. This lesson will take approximately two periods to complete.

Materials:
1. Primary Source Documents (PSD 4.1 to 4.8)
2. Instructions for teacher
3. Blank paper
4. Projector/Elmo
5. Exit cards

Plan of Instruction:

Step 1: Warm up (10 minutes)
- Call to Action PSD 4.1 on the projector/Elmo
- Have students discuss the meaning of this photo.
- What does this mean for Canadian autonomy at the time?
- Discuss what conflicts this might be depicting.
- Explain that although Canada was independent it still was connected to the British Empire and how the Constitution was not repatriated until Trudeau.

Step 2: Discussion (10-15 minutes)
- World War II declarations by Canada and the UK (PSD 4.2 and 4.3)
- What is the difference/significance?
- What does this mean for Canadian autonomy?
- What happened between the publishing of the first document (PSD 4.1) and the declaration of war in WWII?
- Explain that today’s lesson will focus on the timeline in between these two source to see how Canada gained diplomatic freedom.

**Step 3: Modeling (10 minutes)**
In order for students to interpret causality give them the document where the teacher demonstrates the consequences of certain events. Use importance of League of Nations document (PSD 4.4).
- The fallout of World War I
- How countries reacted
- What the League could do for the world?
- Is that an appropriate reaction?

**Step 4: Guided Practice (45-60 minutes)**
Give students the primary resources (PSD 4.5 to 4.8) in groups of three or four where they analyze as a group how Canada became a more independent nation and how that related to Canada’s declaration in WWII.
- Have students record significant events/dates/information/ etc. (tell them this information will be important as they will have to construct a timeline of the events in the next stage).
- Groups will take turns examining the different primary resources.
- Students will be in groups in order to get different interpretations of evidence.
- Teacher will walk around the room to aid students in finding more in the resources; scaffolding.
- Groups will have somewhere between 15-20 minutes with each resource (depends on class reading level).
- Groups will alternate with other groups for resources on another topic within that timeframe.

**Step 5: Independent Activity (25 minutes)**
Students will use their notes to construct a timeline of the events.
- Students will create a timeline of events using all the primary sources studied in class (PSD 4.1 to 4.8).
- Students will use the events from the primary resources to show how Canada came to be more independent by WWII.
- This activity demonstrates how students interpret events and how it relates to Canada’s autonomy.

**Step 6: Sharing / Discussing / Teaching (20 minutes)**
Class discussion where students may share some of the events they placed on the timeline and how it is relevant to Canadian autonomy and how Canada became a recognized international nation.
- Give student exit cards in order to see their assessment of Canada’s independence. (BLM 4.1)
Assessment:
- Timeline of events to assess a student’s understanding of cause and consequence; the growth of Canadian autonomy leading into WWII. Students who achieve success have to ability to interpret events that Canada exercised its authority as a recognized country.
- Exit Cards demonstrates a student’s ability to think and assess critically.
- Participation as an assessment category of its own.

Appendices:
1. Primary Source Documents:
   a. Call to Action (PSD 4.1)
   b. Canadian Declaration of War (PSD 4.2)
   c. Britain Declaration of War (PSD 4.3)
   d. Canada’s place in League of Nations – discusses fallout from WWI (PSD 4.4)
   e. Mr. King Inconsistent, League Journal Says (PSD 4.5)
   f. The Halibut Treaty (PSD 4.6)
   g. Canada and the League of Nations- International interest (PSD 4.7)
   h. Canada and the League of Nations – interest in joining the league (PSD 4.8)
Lesson 5: Historical Perspectives

Course: Canadian History since World War I CHC2D

Specific Expectation(s):
C1.1 Describe some key social changes in Canada during this period and explain their main causes as well as their impact on different groups in Canada.

Primary Historical Thinking Concept Explored: Historical Perspectives

Secondary Historical Thinking Concept Explored: Evidence

Title: Understanding the Ottawa-trek

Overview: This lesson is designed to take place over the course of two class periods. Under the guidance of historical perspectives, this lesson aims to allow students to understand how different historical actors have diverse perspectives on the events in which they are involved.

Materials:
1. PSD 5.1
2. Chalkboard/whiteboard/etc
3. Chart Paper
4. Elmo/projector
5. Markers (varies on class size 3:1 ratio, 3 students to a marker)
6. BLM 5.1

Plan of Instruction:

Step 1: Warm up (10 minutes)
- Discussion Activity:
  ➔ List: *What could the Government do better* (if too complex could extend to any authority environment i.e. what could school do better? What could your parent(s)/guardian(s) do better?)
- At the end of the activity, ask the question: Would you ever travel across the country from Vancouver to Ottawa to display your anger?

Step 2: Discussion (20 minutes)
- Display PSD 5.1 on the projector/Elmo and read through the document as a class. Teacher begins the document and then asks for volunteers.
- After reading, direct student attention to the questions on the board:
  o What is the source describing?
o What is the public reaction to the Great Depression? Is the Prime Minister doing a good job at dealing with the issues that Canadians were facing? Explain.

o Is this an accurate source? Why would someone question its validity? (Validity has been discussed in a prior class).

Step 3: Guided Practice (10 minutes)
- Group discussion/brainstorm. Give students the chart paper to allow students to write down their ideas about the questions above which will be written on the board.
- Students get into groups of 4 or 5 and discuss reasons why citizens might be upset with their issues and with how the Prime Minister is dealing with them. Supervise work and discuss their reasoning.

Step 4: Independent Activity (32 minutes)
- Handout the BLM 5.1 titled “A letter to your Member of Parliament”
- After listening to the different sources and their ideas from brainstorming, students will create their own grievance letter to their MP or to the PM. Students will pretend they are a disgruntled resident of British Columbia who wishes to convince their representative to take action.
- If it helps the students, several copies of PSD 5.1 could be passed around the class to inspire their letter further.
- This task will demonstrate the students’ ability to understand the circumstances of the Great Depression and why Canadians would feel compelled to travel across Canada in an attempt to present their grievances.

Step 5: Sharing / Discussing / Teaching (72 minutes)
- Allow some students to discuss aloud their letter. Can be adapted several ways if the teacher wants to examine their letters as an oral assessment
  ➔ All students could present their letter either that day or after feedback is given.
  ➔ Students could present it in their groups
- Collect letters at the end of class for a chance to examine their responses and provide feedback
- Can ask final questions to develop exit discussions. For example, did the rioters have reasonable frustration?

Assessment:
- A student’s involvement in the discussion can demonstrate a student’s initiative and participation level in the class.
- Also an indicator of the goals the ministry has for students. One of the goals of the ministry in regards to history is to create active and informed citizens out of the students. This exercise is an indicator for this goal.
- The teacher can evaluate a student’s comprehension by their discussions and written ideas.
- Analyze the letters of students for relevant concerns that a citizen might have during that time. Did they use information taken from the sources to make their letter realistic
  ➔ However, a student’s grammar should not be assessed harshly for this exercise since students are not given time to proofread, spell check, etc.
  ➔ What have students learned from this lesson?
    - Did they connect with the material? Was their letter relevant to the concerns of the frustrated Canadians?
Lesson 6: Ethical Dimension

Course: Grade 10 Canadian History – Academic

Specific Expectation(s):
C3. Identity, Citizenship, and Heritage
   C3.2 Describe responses of Canada and Canadians to some major international events and / or developments that occurred between 1929 and 1945, including their military response to World War II and explain the significance of these responses for Canadian identity and / or heritage.

Primary Historical Thinking Concepts Explored: Ethical Dimension

Title: Canadian Racists or a Product of Their Time? - Internment Camps WWII

Overview: With a focus on the ethical dimension, students will study the experience of Japanese Canadians during WWII. Students will learn the importance of historical context and understand how ideas about right and wrong are constantly changing. The greatest evidence of this being Canada’s current value for multiculturalism in comparison to Canadian treatment of Japanese Canadians during WWII. The things that Canadians choose to value and celebrate are shaped by an ethical dimension – students will learn that this ethical dimension is always in the process of being shaped and reshaped.

Materials:
1. Primary Source Documents (PSD 1.1 / PSD 1.2)
2. YouTube link “Apology to Japanese Canadians – September 22, 1988”
3. Instructions for teacher
4. Black Line Masters (BLM 1.1 / BLM 1.2 / BLM 1.3)
5. PowerPoint – Canadian Racists or a Product of Their Time?

Plan of Instruction:

Step 1: Warm up (10 minutes)
When is a textbook like a movie?
- Depending on which film is more popular among students, show the trailer for Django (2012) or Inglorious Bastards (2009). The more popular one should be screened so that students are able to discuss. Pose the questions:
   ➔ Did the movie have heroes and villains? Were they clearly good or bad, or did the hero have some flaws and the villain have a “good side”?
   ➔ Did you care more about some characters than other right from the start? Why was that? Was there an imbalance of power among the characters?
   ➔ Was the movie trying to share a message/lesson/moral? What was it?
- Explain that when film directors portray characters and actions as good or bad, powerful or weak, the film is communicating ideas about ethics – ideas about what is right and wrong. Many movie plots revolve around ethical dilemmas that are resolved in a way that satisfies the audience, reinforcing our beliefs and
values.
- Explain that today’s lesson will focus on the narrative of Japanese Internment Camps during WWII. Students are encouraged to think about this history as a film. Who are the bad guys and who are the good guys? While Canadian text books today recognize internment camps as an atrocity, a look at text from the internment camp time period reveals a very different Canadian outlook. We will see the importance of **historical context** when analyzing ethics. The good guys in one time period may now be seen as the bad guys. Context is crucial.

**Step 2: Discussion (15 minutes)**
- Fill-in-the-blank sheets (BLM 1.1) are provided to students as the teacher presents PowerPoint slides on Japanese Internment Camps during WWII.
- Explain to students that the information they have just received through this PowerPoint is guided by their course text book and Ontario curriculum – both of which hold **implicit or explicit** ethical judgments in the writing of narratives. Encourage students to critically assess the approach that this information takes; what values are behind this information? Where do they see an ethical dimension? Does this information criticize Japanese Internment Camps? What wording suggests this? Who does this information label as the bad guy? Is this implicitly or explicitly stated? Explain to students the difference between implicit and explicit judgments.

**Step 3: Modeling (10 minutes)**
- After the PowerPoint, use the Elmo/projector to display the short narrative written by David Suzuki (PSD 1.1). Explain to students that David Suzuki lived in these internment camps as a child.
- As a class, through scaffolding, highlight which aspects of this document demonstrate implicit or explicit ethical judgments. Promote discussion:
  ➔ From the perspective of Suzuki, who is portrayed as the bad guy?
  ➔ Who do we empathize with? Who is the good guy?
  ➔ What feelings does this document give us about the treatment of Japanese Canadians during WWII? About racism?
- Opportunities to scaffold: begin by having students pick out who the characters are in the story, what words stand out as being offensive (have students really focus on the teacher’s words “you people”), have students explain Suzuki’s comparison to Muslims today.

**Step 4: Guided Practice (25 minutes)**
- Screen the YouTube link “Apology to Japanese Canadians – September 22, 1988”
- Have students partner up to analyze this CBC News broadcast as well as the 1942 caricature from The Toronto Daily Star (PSD 1.2).
- Both of these sources come from popular and influential news outlets; they portray the values of Canadians at a given time period.
- How do these news mediums portray ethics? Students will use a handout to analyze these two sources (BLM 1.3)
- Inform students that these sheets will be collected as a formative assessment.
Step 5: Sharing / Discussing / Teaching (10 minutes)
- As a class, discuss what students have written. Encourage class debate:
  ➔ What do you think about the treatment of Japanese Canadians during WWII?
  ➔ Do you think the Canadian government was right in being precautious about these potential “spies”?
  ➔ Do you think the Canadian government’s apology in 1988 was sufficient? What about the $22,000 given to each survivor of the internment camps?
  ➔ How can we see an ethical dimension in these two sources with regards to how Japanese Canadians are portrayed? Highlight the caricature of the Japanese man in comparison to the news reporter’s last line, “Japanese Canadians were good Canadians all along.”
- Regroup the class and ask the BIG question: Why is this important? How can history help us to live in the present?
- Explain to students that as they studied the treatment of Japanese Canadians during WWII they have been informed about their responsibilities to recognize the injustices of the past. While students have learned that ethics are constantly changing, it is important for students to understand that these values and ethics have changed for a reason.
- Students should be able to respond by making informed judgments about contemporary issues. Propose the following question to students:
  ➔ If two people have a Canadian citizenship but one person is of Japanese ethnicity and the other person is Anglo-Saxon (white), is one person more Canadian than the other?
  ➔ Students, especially after this lesson, would probably respond no. Remind students that during WWII, Japanese Canadians were considered less Canadian.
- Finish with the title of today’s lesson – it was controversial for a reason. What do you think, were Canadians racist or a product of their time?

Assessment:
- The handout BLM 1.3 acts as an exit card. The last question (number 5) will be looked over by the teacher as a formative assessment. Students should demonstrate that they understand how ethics/values are subjective and the importance of historical context.
Appendices: Primary Source Documents

PSD 1.1

| Male Host | Let's Visit!  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We take on Let’s Visit microphone to one of the largest fuse filling plants in the Dominion of Canada.</td>
</tr>
</tbody>
</table>

| Female Host | In Scarboro Plant of the General Engineering, at Toronto, Ontario.  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your name is?</td>
</tr>
</tbody>
</table>

| Anne        | Mrs. Anne Edmonds.                                               |

| Female Host | You are interested in doing a full-time war job Mrs. Edmonds? |

| Anne        | Yes I am. With my husband overseas, I have felt for a long time that I should be helping too. Now the children are older and I have a plan for them to be well-looked after and I am ready to start. |

| Female Host | Well I'm glad to hear that!  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Canada has increased her ammunition filling program tremendously.</td>
</tr>
<tr>
<td></td>
<td>We replace the millions of shells that are being used in the invasion.</td>
</tr>
<tr>
<td></td>
<td>Plenty of ammunition means that saving of casualties, and the speeding of victory. Here at Scarboro, we are filling the fuses and other small parts of the shell.</td>
</tr>
<tr>
<td></td>
<td>For this work hundreds of women are needed. Their desk fingers are especially skilful at those fine, light operations. You don't need previous experience.</td>
</tr>
</tbody>
</table>

| Anne        | Oh you don't need to sell me on the job here; after all, my mother and three sisters have worked here. They have told me how clean it is. They say the work isn't hard to do or learn, and I hear the meals are grand. |
|             | Anyhow, my family seems to feel they are doing something about this war, so I'd like to join them here. |

---

Let's Visit (1945)  
General Engineering Company (Canada) Fonds  
Radio Transcription Disk  
Reference Code: F 2082-1-3-1  
Archives of Ontario
PSD 1.2

Filling Assembly, Primer 15
General Engineering Company (Canada) Fonds
Reference Code F 2082-1-2-2.3
Archives of Ontario
GECO Fusilier; A Powder Magazine
Vol. 1 No. 2: April 11, 1942
General Engineering Company (Canada) Fonds
Reference Code: F 2082-1-1-22, Box 3
Archives of Ontario
Baseball
General Engineering Company (Canada) Fonds
Reference Code: F 2082-1-2-3.2
Archives of Ontario
GECO beauty contestants
General Engineering Company (Canada) Fonds
Reference Code: F 2082-1-2-1
Archives of Ontario, 10028230
PSD 2.1 Decoding an Image Puzzle (Round 1)
Round 1:

PSD 2.2 Decoding an Image Puzzle (Round 2)
PSD 2.3 Decoding an Image Puzzle (Round 3)
PSD 2.4-2.13 Picture Sources

Soup Kitchen

Stock Market Crash of 1929

Riding the Rails

Dust Bowls on the Prairies

Relief Camps for Men

Grasshoppers in the Prairies
Awaiting relief on the Streets  Dinner with Neighbors

Prime Minister R. B. Bennett  Homeless Man Asleep in a Park, MTL

*PSD 2.14 & 2.15 Video and Audio Primary Sources*

**Life in the Prairie Dustbowls**
https://www.youtube.com/watch?v=aaDHbHmf3xh4

**Fads, Fun, and Leisure in the 1930s**
Follow Link, click Episode: “Fads, Fun, and Leisure”, in new window click “Audio” on left hand side of screen, choose “Audio Track #4”.
http://mbarchives.ca/resources/edukit/fullscreen.htm
Letter #1 to Bennett

Prime Minister R.P. Bennett

Dear Sir,

It is with a very humble heart I take the opportunity of writing this letter to you. I ask you if you will please send for the money in the letter and enclosed in this letter. My husband will be 61 in March and has much work to do at times in the ars and shoulders. We have had a very little crops for the last three years and his health in the spring time of last year was very bad as well. I hope you will send the money enclosed in this letter.

Faithfully,
Solomon Bejers

Letter #2 to Bennett

Prime Minister R.P. Bennett,

Dear Sir,

I am writing this letter to you on behalf of my mother and myself.

My father, Abram Chayim Bejers, is living in Winsor, Ontario, at 34 Larryby Avenue, and is in the fruit business. He has been in Canada since October, 1931. My mother and myself are very unhappy being separated from him.

From my father’s letter, I understand that he cannot get permission for our entry to Canada to join him on account of his being a Jew. I am not married. At the time my parents did not know the meaning of this point, that he would not be able to bring us out to him.

As it is very hard for us to be separated, I am therefore writing this letter to you, pleading that you would be so kind as to allow us to come to Canada to join my father.

I am sending you a photograph of my mother and myself. I promise you that if we are allowed to enter we will make you good Canadian citizens. I beg you of you that you will permit my mother and myself to come to Canada to join my father.

My name is Solomon Bejers and I am 14 years old. I live with my mother in Warsaw, Poland, at Ulia 13, where I am attending school.

Again I plead with you to permit my mother and I to enter Canada to be with my father.
NEARLY 100 INJURED DURING RIOT BATTLE

City Detective Miller Dead
--Two Others Reported Dying
As Shots Fired In Streets

Two charged with strike action freed

At 2 o'clock in Regina's clash between police and strikers the three leading men were shot dead and twenty others were wounded in a charge on Teck Avenue.

At 2 o'clock in Regina's clash between police and strikers the three leading men were shot dead and twenty others were wounded in a charge on Teck Avenue. Police were charging on Teck Avenue at 10 o'clock and had reached the intersection of Teck and User Avenue when the shots were fired. Two men were shot dead and twenty others were wounded.

The shots were fired from the rear of the line of police by two men who had been standing in the center of the crowd.

The crowd had been collected by the police when they were charging on Teck Avenue at 10 o'clock. The shots were fired from the rear of the line of police by two men who had been standing in the center of the crowd.

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**PSD 3.1 & 3.2: Comparing Primary Sources**

Students will compare the pair of images to try to uncover indications of continuity and/or change.
PSD 3.3 & 3.4: Comparing Primary Sources
Students will compare the pair of images to try to uncover indications of continuity and/or change.
PSD 3.5 & 3.6: Comparing Primary Sources
Students will compare the pair of images to try to uncover indications of continuity and/or change.
This cartoon represents how the British colonies would behave in the advent of a war. They would “answer the call” issued by Great Britain. Compare and contrast Canada to the other colonies.
CANADA ENTERS
EMPIRE'S WAR
AGAINST NAZIS

Fourth Dominion to Join in
Conflict Abroad.

[Chicago Tribune Press Service]

OTTAWA, Ont., Sept. 19.—Canada today formally declared war on Germany.

The decision to go to war was approved by parliament last night. The proclamation, effective as from today, was published this morning in a special edition of the Canada Gazette. The proclamation was issued in the name of Justice Minister Ernest Lapointe, over the signature of Prime Minster W. L. Mackenzie King and under the seal of Governor General Lord Tweedsmuir in the name of King George VI of Great Britain.

Dispatches from London tonight said that King George had issued a proclamation "on the advice of his majesty's privy council in Canada" that Canada was at war with Germany. It was learned that after the
Canadian government had approved its proclamation of war it cabled to King George and asked and received his "permission" to announce war. This was said to set a Canadian constitutional precedent.

The First Declaration.

It was the first time that Canada has declared war. In 1914 the government merely published the British declaration in the Canada Gazette. Since then the statute of Westminster has given Canada the status of independence within the empire.

Four of the five dominions now have joined the British cause. Those having declared war, besides Canada, are South Africa, New Zealand, and Australia. Only Ireland has refused to take the step. Prime Minister Eamon de Valera of Ireland has declared strictest neutrality.

The text of the proclamation follows:

Georg the Sixth by the grace of God of Great Britain, Ireland, and the British dominions beyond the seas king, defender of the faith, emperor of India.

To all to whom these presents shall come or whom the same may in anywise concern.

Greeting.

A PROCLAMATION.

Ernest Lapointe,
Attorney general, Canada.

Whereas by and with the advice of our privy council for Canada we have signified our approval of the issue of a proclamation in the Canada Gazette declaring that a state of war with the German reich exists and has existed in our Dominion of Canada as and from the 10th day of September, 1939;

Now therefore we do hereby de-
London Calm As Britain Enters War

Only False Air Raid Alarm Stirs People Out of Quiet and Orderly Attitude

London, Sept. 3. — (AP.) — Ten minutes to 11 o'clock. Two old women walk serenely down a Kensington side street on their way to church. The church bells ring deeply and mournfully. But the street is sunlit and quiet.

Five minutes to 11 o'clock.—A decrepit London taxi wheels placidly around Trafalgar Square. A few men doze on the benches in the sun. The big clock says its five minutes to wartime. A little girl in a green coat and her nanny stroll along in intimate conversation. Wonder why they haven't moved her out of London.
But there are sandbags around the buildings and the sunlight glances off the blue tin hats of those bluecoated hoboles. There is enough sand piled up here and there to make a little seashore and the soldiers in khaki battle dress are hurrying everywhere with their neat little knapsacks with service gas masks inside.

Two minutes to 11.—Plain people line up across from Downing Street but they are very quiet.

Eleven-fifteen in London.—Faces in Downing Street strain toward the wide black door of Number 10 and there is scarcely a whisper as Big Ben booms slowly and sadly.

War.

The radio plays soft symphony music and at this hour Great Britain and the Third Reich are at war.

Eleven-fifteen o’clock.—The sad voice of Chamberlain falling almost to a hush: “This country is at war with Germany.”

Buckingham Palace.—A handful of tired-faced people outside. Inside, a youthful earnest couple bending over the radio, the King and Queen,
Canada’s Place in the League of Nations

The statement made recently by the Hon. N. W. Rowell, concerning the position of Canada in the League of Nations, was a valuable and timely contribution to the elucidation of a question very inadequately understood. Mr. Rowell, who is, of course, president of the Canadian Privy Council, was addressing the members of the McGill University Canadian Club, and he grappled with his subject with a certainty of touch which was very welcome.

Now any misunderstanding on this question which may have arisen is undoubtedly due to a failure to appreciate the extraordinary degree of independence which the British dominions, so-called, have for many decades enjoyed. As a well-known British statesman once remarked, half in joke and wholly in earnest, the British dominions are more independent of Great Britain than is any other country. For if any other country offends her, Great Britain has a dozen recognized means of calling that country to account. But Downing Street has no means of securing redress from Ottawa, or Melbourne, or Capetown. Up to 1914, however, this independence, although scrupulously recognized and jealously guarded within the British Commonwealth, was not officially recognized by the other nations. The policy of the dominions, moreover, notably of Canada, was to keep themselves to themselves. “In the past,” Mr. Rowell declared, “Canadian public opinion has demanded that our governments should concern themselves almost exclusively with our domestic problems; that we should not mix up in the maelstrom of European or world politics; that we should go our own way, and live unto ourselves.” But Mr. Rowell went on to show how the world war has changed all that; how it has been proved that no one nation can live unto itself; that what vitally affects one, ultimately affects all, and that, whether they welcome it or regret it, all nations must face the new conditions, and accept their share of responsibility for international cooperation and world peace. Canada had, he pointed out, accepted this change. She had entered the war as a free and independent Nation, and this posi-
tion had been recognized by all the powers which had ratified the Peace Treaty.

On this aspect of the question Mr. Rowell was peculiarly and most illuminatingly emphatic. Turning, for instance, to the contention, made in certain quarters, that the British Commonwealth was on all fours with the United States, and that the position of Canada was similar to the position of "one of the states of the Union," Mr. Rowell contended that no comparison could be further from the fact, or could less truly represent the true constitutional position. "In the United States," he declared, "one government, the federal, waged war, called out troops, levied the taxation, negotiated the terms of peace. Its jurisdiction extended into every state of the Union, and no state had the right to question its authority. In the British Commonwealth, on the other hand, five governments waged war, called out troops, levied taxation, and negotiated the terms of peace."

This, of course, is a true statement of the case. But, as a matter of fact, there is, perhaps, some excuse for misunderstanding it. For, as Mr. Rowell very truly went on to insist, the British Commonwealth, as it has finally emerged, is a new thing in human history. And there are many who will agree with Mr. Rowell in the statement that if it succeeds, as it surely must, it will express the greatest triumph of the Anglo-Saxon genius in the realm of government.
Mr. King Inconsistent, League Journal Says

Canada's Loyalty to Covenant a One-Way Affair, Paper Charges After Premier's Speech


It remarks that W. J. Jordan said New Zealand is ready to impose economic, and even military, sanctions if necessary against an aggressor.

"It is a clear position if ever there was one," says the Journal des Nations, which proceeds: "One cannot say the same thing of Mackenzie King. The delegate of Canada says that, in the opinion of his Government, it is neither possible nor necessary to amend the Covenant. Yet he believes that, without modifying the text, one can abandon the policy of sanctions against an aggressor as unrealizable, that one can abandon the provisions of Article X."
"How can these abandonments, which only make the Covenant a scrap of paper, be reconciled with the declaration of Canada’s fidelity to the fundamental principles of the Covenant? That is what Mackenzie King forgot to explain.

"He had, however, the kindness to assure the Assembly that Canada does not refuse to take part in action against any aggressor, but only reserves freedom of decision. That means, doubtless, that when Canadian interests are at stake Canada will not forget she is a member of the League and appeal for assistance from other members. A one-way policy of fidelity to the Covenant."

The Journal des Nations further refers to Stanley Bruce, the Australian delegate, as sharing the view of the Canadian Prime Minister that the League can be strengthened by arbitrarily choosing the articles which a State member intends or does not intend to apply.

The Halibut Treaty (PSD 4.6)

THE HALIBUT TREATY.

When Mr. Meighen said that the signing of the Halibut Treaty by a Canadian Minister and not also by the British Ambassador was not of colossal importance, he showed a sense of proportion which was lacking in his other assertion that the British Ambassador had been metaphorically kicked out of the door. He protested against the implication that he objected to the fullness of Canadian autonomy and national rights, yet he objected to a procedure which was in accordance with that principle. He and Sir Henry Drayton declared themselves in favor of diplomatic unity and imperial co-operation, but there is no evidence of lack of harmony with regard to this treaty. No objection has appeared to the treaty itself; criticism is directed only to the absence of the Ambassador's signature.

The Canadian Minister acted in this case, as in all other cases, as the adviser and representative of the Crown, and the treaty signed by him is no more separatist in its tendency than the numerous administrative acts of the Government, and the statutes of Canada and its Provinces, in all of which autonomy under the Crown is fully recognized. The Minister of Finance makes his tariffs without reference to any authority outside of Canada, and all kinds of important acts of administration and legislation are framed and carried into effect in the same way, without any protest that Imperial unity is imperilled. Nobody asks whether the financial proposals of the Government of Canada have received the approval of the British Chancellor of the Exchequer.

Matters of far greater importance than the Halibut Treaty have been settled by representatives of Canada alone without protest and without question. The criticism directed at Mr. Lapointe's action is straining at the gnat after the camel has been swallowed. The signing of this treaty in the manner to which objection is taken is not so much the assertion of a new status as the recognition of a status already established. There is nothing new except in form, and nothing which impairs either British unity or Canadian allegiance to the Crown, of which Mr. Lapointe is as much an agent as the Ambassador.
Canada and the League of Nations- International interest (PSD 4.7)

CANADA AND THE LEAGUE OF NATIONS.

The Dominion Cannot Yield Her Place to Satisfy Any Demand of Our Senate.

By GEORGE M. WRONG,

Professor of History in the University of Toronto.

University of Toronto, Feb. 23, 1920. To the Editor of The New York Times:

Public opinion in Canada is keenly aroused in respect to the objections at Washington to Canada's vote as a separate nation in the League of Nations. It is not easy for the world at large to understand the kind of state which the British Commonwealth has become, or the position of Canada both within that Commonwealth and in respect to other States. I remember that some years ago, in New York, when Mr. (now Lord) Bryce, Mr. H. A. L. Fisher, the present British Minister of Education, and myself spoke at a meeting of the American Historical Association on different phases of the constitution of the British Empire, and I described the relation, well recognized within the empire, of Canada to Great Britain, I was quickly surrounded by eager reporters who, as they said, had just heard "in the presence of the British Ambassador" a defiant utterance which to them seemed to portend the breaking up of the existing British Union. I have the best reasons for knowing that Mr. Bryce, like the mass of his and my own countrymen, well understood the relation which I described. One realized, however, by the surprise shown, that the world at large has but slight grasp of the relation of Canada with Great Britain.
The political growth of Canada for 100 years, culminating in the experience of the great war, has thrown on a full national life. In respect to internal affairs this was attained more than a half a century ago. Canada drew up, debated and completed her present Federal Constitution. She is ruled from England about as much as is the State of New York. One defect, indeed, long remained in respect to national life. Canada had no Ambassadors at foreign capitals and there her business was conducted by the diplomats of Great Britain acting, of course, in concert with Canada. Some of her relations, however, with foreign States Canada has herself conducted; for more than thirty years she has negotiated her own commercial treaties. A new step is now imminent. The Canadian Government has announced its intention to make in the near future the beginnings of a diplomatic system of its own. When this is achieved the representatives of Canada will negotiate directly at foreign capitals with foreign Governments and Canada's national life, complete in domestic affairs, will be complete too as respects other nations.

Canada went into the war of her own motion and not through any urging from Great Britain. She herself decided the scale of her effort and paid its cost at the expense of a vast debt. Her troops remained a separate unit, although all the British forces were placed under a single Generalissimo. Her representatives sat in the conference at Paris. During the conference Canada raised the question of her status as a distinct nation and insisted that this status should be recognized. It was at the request of the Prime Minister of Canada that a declaration was signed on May 6, 1919, by the President of the United States, the Prime Minister of France, and the Prime Min-
ister of Great Britain, to the effect that no limitation would be placed upon the right of Canada as a nation to be a full member of the League of Nations, quite independently of Great Britain. At Washington it is now urged that this gives an unfair advantage to the British States. To this Canada’s answer is that her part in the war brought the completion of her national life, that this was recognized at Paris not less by Great Britain than by the other nations of the world, that she signed the treaty of peace on this understanding, and that to draw back on this point would be for her to become again a colony of Great Britain. To a further objection made at Washington that in any dispute between the United States and a British State only the two principals would be disqualified from voting in the League of Nations and that the other five votes of British nations could be used against the United States, Canada’s answer is that she does not so understand the treaty and admits, of course, that in a matter directly affecting any British State no other British State should vote. This point Canada is willing to make as specific as possible. On the question of her un-

The second cause of opposition in the United States to the claim of Canada is undoubtedly the Irish vote. Irishmen in the United States should, however, remember that Irishmen in Canada are behind the present demand of Canada, which is the assertion of her rights as a nation and is entirely in harmony with the principle of self-government for Ireland. Over and over again the Parliament of Canada has put itself on record as favoring this self-government. Do Irishmen in the United States wish to affront Irishmen in Canada, their fast friends? Is not liberal opinion in the world likely to be aided by the influence of Canada, an American State, sitting with full rights in the League of Nations? Is it not practically certain that in questions of world politics the United States and Canada will be found on the same side? They alone of American States took an active part in the war. They have now a common tradition of sorrow and sacrifice. Why is it, Canadians ask, that the United States seems bent upon humiliating Canada largely at the demand of Irishmen who, all unconsciously, are by this demand striking a blow at the very principle for which they are contending in respect to their own land? —GEORGE M. WRONG.
Canada and the League of Nations – interest in joining the league (PSD 4.8)

Canada and the League of Nations

Speaking recently in Toronto, the Hon. Arthur Meighen declared that Canada's place in the family of nations was just where the people of Canada desired it to be, and, certainly, the effort that the Dominion is making to equip itself for sharing effectively in the great task lying before the League of Nations would indicate that the Prime Minister has justly interpreted the situation. Canada has evidently been determined from the first that the erroneous concept of the Dominion as holding a place in the British Commonwealth similar to that of "one of the states of the Union" in the United States should be proved erroneous. No comparison could be further from the fact, or could less accurately describe the constitutional position. In the United States, as Mr. Rowell very justly put it, some time ago, "one government, the federal, waged war, called out the troops, levied the taxation, and negotiated the terms of peace. Its jurisdiction extended over every state of the Union, and no one had the right to question its authority. In the British Commonwealth, on the other hand, five governments waged war, called out troops, levied taxation, and negotiated the terms of peace."

This same independence of action has all along characterized Canada's relations with the League of Nations, where she serves the League, she serves it directly, and, already, the League is indebted to Canada for most valuable assistance. Four Canadians have been intrusted by the League with important work. Thus, Sir Herbert Ames, a well-known Canadian business man, and for long a prominent figure in the Dominion House of Commons, is head of the Financial Secretariat. Mr. R. D. Waugh, a former Mayor of Winnipeg, is head of the commission to administer the coal areas of the Saar Valley. Dr. R. H. Coats, Dominion statistician, has been requested to collaborate with several other well-known statisticians in organizing the statistical bureau. And, finally, the Hon. G. D. Robertson, Canadian Minister of Labor, has been made a member of the Council of the International Labor Conference.

The interest of the Dominion, however, in the work of the League, is by no means confined to its public men. There is now noticeable everywhere, a desire on the part of Canadians to secure first-hand knowledge of European affairs, and there is a welcome disposition on the part of the authorities to give encouragement to this desire, and to assist in every way possible. Thus, quite recently, the Quebec Government announced its intention of selecting two young journalists whom it would send abroad for a period in order that they might acquire a direct acquaintance with European matters, whilst the Rhodes Scholarships have come into fresh prominence because of the facilities they afford in this direction.
A similar eagerness to get in touch with conditions in Europe is displayed by the Canadian women students, and already several women graduates have gone to France and Great Britain with scholarships granted by the Federation of Women's University Clubs. "Our share," declared the Canadian Premier, the other day, "in the relations of the British Commonwealth to the rest of the world and our responsibilities in this connection will be, as time goes on, more and more clearly recognized and defined." Canada is certainly pursuing the best course to secure this end.
Ten Lost Years

Some people just want to forget it ever happened, that God-fearing, third-generation
Canadians starved to death in city alleyways and on their lousy farms out on the prairie.
But it happened. The drought, of course, nobody could survive that, and that was just extra
misery piled on top. At the time, the Canadian governments, the economists, the experts,
did they know what was happening? No. They still don't.

President Roosevelt when he came in in 1933 took over an unholy mess in the U.S.
and his New Deal started things going. He knew he had to spend money even if he didn't
have it. Why, print more. But get people working, so they could spend money, so other
people could spend money so there would be money percolating through the economy.
Roosevelt wasn't all that successful, but there was one thing so important that people have
forgotten it. He had the appearance of success. I'll repeat that. He had the appearance of
success. Other way of saying it, he gave people confidence. That fear was going away.

Remember he said, 'We have nothing to fear but fear itself.' In a way, that was witch doctor
stuff, but it worked. People wanted to be told, to be assured that things would go okay.

And in about three or four years he started to get the country turned around and of course,
Canada benefited too. Sure we did. There's no denying it.

But Bennett (the Canadian prime minister) did precious little for us and a lot of the
things he did was bad, the relief camps for one thing, and William Lyon MacKenzie King?
Hah! There was a winner. A tiny cautious man hyped on spiritualism who thought any
problem could be solved by setting up royal commissions which would report back years
later and by that time they hoped, the problem would have gone away. Or
calling top level provincial conferences and all you got was the wealthy or the big prov-
inces, Quebec, Ontario, British Columbia, their premiers ready and quite happy to sacrifice
the weaker and poorer provinces so they could get a bigger share of federal funds. Oh,
they were a bunch of dandies. Any man who was a Liberal or a Tory in those days couldn't
say he served his nation.
Of course, it all came out not too bad. The war, of course. People even talk about it nowadays, and they still don't realize that Canada came out of the The Good Old Days now. Yes, and they still don't realize that Canada came out of the Thirties and Forties in good shape but not really through too much of our own doing. The Second World War, that gave us our leg-up, and then that crazy post-war prosperity when everyone had money to spend which they hadn't been able to spend during the war, and everyone wanted our goods.

But don't tell me we actually survived the Depression as such. No, it destroyed us in those ten years. Nineteen-twenty-nine to nineteen thirty-nine. The country stopped. Hardly a thing moved. Plans and all that, but not many were put into effect. Those that were put into effect, how many worked? Yes, ten lost years.”

A Conspiracy to Hide Those Years

One thing that has always astonished me is the way the Depression has been handled by school textbooks, histories, that kind of book. Even at the university level, the Depression is not handled in any depth. There are textbooks of Canadian history where the Depression gets three or four paragraphs, and I actually saw one book where it got one sentence, and went something like this: ‘Between 1929 and 1939 the Canadian nation suffered a Great Depression, and the western wheat farmer was the most seriously hit.’ Period. That was all. Then they went on to the war, as if the war, in a twist of meaning, healed all wounds.

It is almost a conspiracy to hide these ten years, although I hate to use the word ‘conspiracy’ because it often has a criminal connotation. Of course I don't think that. But [...] There seems to have been an attitude right up till now of ‘Let’s shove it under the carpet, let’s not talk about it, let’s not even admit that we walked around with holes in our soles and souls and let’s never admit the fact we had to work for a dollar a day or we had to take relief and do things which our pride and our upbringing and our heritage would never allow us to do before.’ I don’t know why this attitude should prevail.

I can’t come up with any true explanation, but it is a fact that in the U.S. and other countries this same attitude prevails. It is almost as if to say, if we don’t talk about the Great Depression, then there will never be another one. Of course, it’s true, too, that people were assumed, collectively, that there was such a thing as a Depression, that the whole system just broke down and nothing could be done to make it work. But why have ten years of our contemporary history, ten years of the greatest trauma this continent has faced, and that includes all the wars, been virtually blotted out?

Remember, in some ways it was a tremendously exciting time. People found strengths they did not know they had. They learned they could endure, and endure and endure some more. It was almost a trial by battle. Yes, it was a battle in that sense and the Canadian nation came out of it stronger than before. Think about it. There was solid stuff there in the beginning, integrity, willingness to work and work very hard, faith, a defined goal and a good base of English, Scotch, Irish, French, German, Scandinavian, Polish, Russian, Ukrainian, Italian, all these providing a diverse but strong base to build upon.

But in the schools and universities today, what is known? A few paragraphs. At most, one or two pages. But more often, nothing! I meet people under thirty and I ask them what the Depression means to them. Oh, to put it in more simple terms, what was the Depression? They will say, ‘Oh, that was when times were hard,’ or ‘Dad said that was when he didn’t have any money,’ or ‘That was when my parents couldn’t go to the cottage at the lake each summer.’ And of course, anybody in high school or university, likely as not, they will just giggle.
A Crime to Be Poor

I never so much as stole a dime, a loaf of bread, a gallon of gas, but in those days I was treated like a criminal. By the twist in some men's minds, men in high places, it became a criminal act just to be poor, and this percolated down through the whole structure until it reached the town cop or the railway bull and if you were without a job, on the roads, wandering, you automatically became a criminal. It was the temper of the times.

I was not a hobo. A hobo, by definition, is a regular bum, a professional bum; and there probably were hoboes in the time of the Crusades and there are hoboes now. There always have been that kind of people, whether they are on the highways or in the slums, in the Skid Roads or sitting beside a fire sipping Scotch whiskey in Rosedale (a fashionable part of Toronto) and living off their wife's inherited wealth. Hoboisism is a state of mind.

I was, you could say, a wanderer. One of the unfortunates—A victim of the economic system? Perhaps. Certainly, most certainly a casualty in the battle between ignorant men who were running this country. There are two places in Ontario, in the fair city of Toronto and down at the even fairer city of London, where ancient records will show that I am a criminal. A criminal in that I violated the Criminal Code of Canada and thereby gained a criminal record for begging. Jail.

And I once got 30 days for riding a freight car long ago into a God-forsaken little Saskatchewan city which, thank God, the economic ebbs and flows of the past two decades, have served to reduce to a position of impotence. I refer, sir, to the metropolis of Moose Jaw. I am too old to check and not interested enough to care if the police court records have long since gone into the incinerator. But I do have a criminal record, and to me, as one who survived what we call The Great Canadian Depression, that is a badge of honor.

You will notice this train we are on? Perhaps it is indicative of how far our civilization has come, or gone, that I consider the passenger service between Toronto and Montreal of 40 years ago to be far superior to what it is today. If it were not for this drink in my hand, in this luxurious car, I would say there could not even be any comparison. Why, I ask you, can they not run the trains on time?

But enough, back to the criminal poor. I was born on a small farm across the Red River from a town called Morris, Manitoba, and when I was 14, in 1932, my father drowned in that river. The stupid son of a bitch tumbled into the river and that was the end of him. He didn't own the farm anyway. The bank did, and they were quick to assert the sovereignty of the Almighty Dollar. Four days after the funeral, we were out. Oh, no, not evicted, no evictions by the roadside. No, the foreclosure papers had been flashed through the courts. Judges seemed just as cooperative to those whom they deemed The Powers that Be; so they did. The judiciary and the bankers' association walked hand in hand, stopping occasionally to smile into each other's faces like lovers walking through a green park. We were not evicted. In fact, we were asked to stay. Mrs. Desjardins, the man from the bank said, you and your family can stay here as long as you want.

And why not? Why not, my friend? It made perfect sense. Who would rent 160 acres of grazing land, a house and its outbuildings in those years? No one, my friend. But if the house was vacant and I had six children to raise and continued to farm in the desultory manner of the past, a few cows and pigs and eggs sold in the nearby town, why, the house and buildings
My husband was on the Faculty at Saskatoon, the university, and contrary to what most people though, academics in those days were graded pretty low, very low in the salary schedule. You talk about a janitor, pardon me, a structural custodian, these days all that much different in the Thirties. Tenure was a fine thing, you couldn't get fired, but I had three children to bring up and I followed all the advice in the papers, like buying day-old bread because it was better and steaming it, and saving the water that greens had been boiled old bread because it was better and steaming it, and saving the water that greens had been boiled—and it still tasted awful—and using cheese and dried beans as a meat substitute. There was one that was a dandy, Don't drink tea because it has no food value, Well, and heart-warming value.

But to bridge. October through to the end of April, and once a week, every Thursday, lunch and talk and went home to another week of the Depression. One year it was two tables eight ladies, but the rest, it was four ladies, just four good friends. We all lived near our rooms and our furniture and our best china, and we could still cook. So important, We were starved for talk. 'Socializing' as a farm woman might call it.

My turn came around every four weeks and the week before was the anticipation, the planning what to have. Let's see, Monday I'd do a bit of cooking and the floors and Tuesday I'd scrub and polish the hall and bathroom and living room and kitchen, and Wednesday I'd prepare. God, how I'd prepare a luncheon. Scrumptious, I can tell you, just scrumptious. Somebody used that word, scrumptious, in one of the radio shows. We didn't compete to see who could put up the best lunch but we all did our best, and there was no jealousy. We were such good friends.

Poor bridge players, I might add. Contract bridge was really quite new in those days so we'd often play auction, which was simple.

It was the anticipation, that's what counted. Having them come to your house, your home, and going to their homes even though they just lived around the neighborhood. When Mrs. Hensley died, it was like we had lost our best friend and it took a lot of deciding who would take her place. Oh, lots of ladies wanted to join. In that way it was a kind of exclusive club. Not snobby, but in a way, yes, you could say it was, if you understand.

There were such hard times. As I remember there were times when you heard of somebody leaving, a fine letter of recommendation and all that but the thing remained, he and his family would be around Saskatoon when the fall classes began. Saskatoon was such a nice town, such a pretty place with all its trees and the river, and it also was a place where everybody knew everybody else's business and there was an awful lot of talking at those bridge parties. Of course I should have said that it was very inexpensive, these little parties. You must remember that prices were quite low, you know, good brown bread for four cents a loaf and sugar at practically nothing a pound and a little money would go a long way and besides, the papers were full of economy recipes, oh they had fancy names for them, but they were still Depression recipes. I still remember those weekly tea parties so well. They were such good times.”

The Regina Riot: One View

“I wouldn't say it was a riot, not at first. We were behaving peaceably enough there in Regina, and then the police on one side and the Mounties on the other started to pull the
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There was whistles blowing and hoots charging and...
Vancouver had a mayor then, Gerry McGeer, and Gerry was a smart boy. He was a Liberal politician and if he could stick up the ass of the Conservatives and R.B., those a lot of us single fellows to hell and gone out of town. Let us be Ottawa's headache, if we town Vancouver and they came through with about $5,000, which, was an awful lot of do-nothin' in those days, an awful lot. In a way, it was bribe money for us to get out of town, and there we were, led by Arthur Evans, jumping a C.P. freight and heading to Ottawa.

I read that about 1,000 left Vancouver, and a lot of Vancouver people it must have been good-kid-and-bad-garbage. Along the way about another 1,000 or so joined us and we worked our way across to Calgary. We bunked down in Kamloops one day and got a soup kitchen set up by the town and tobacco passed out, and it went okay. It seems we spent another day in Golden, a divisional point, and the people were nice and Calgary was okay too, as I recall.

In fact things were just going along like free beer out of a spigot until the C.P.R. said they weren't going to let us ride their freight trains anymore. That was a laugh. A million guys were riding freights in Canada, and suddenly no more riding. Evans and his boys told us it was a dirty plot to stop us, but we all knew that. What we didn't know was whether the C.P.R. or the Bennett government was behind it. It didn't really matter. The railways and the government were so close in cahoots together you couldn't tell them apart, anyway. I read something later that the interest paid by the government every year on the Canadian National debt was more during the Depression than was ever paid to men, women and children in Canada during those years to keep from starving, to be able to go out with decent clothes and to keep a decent roof over their heads, and, god damn it all, to keep from going mad. So we weren't going to be allowed to ride the freight, and Regina was the last stop.

Okay, so Evans and some of his boys went down to Ottawa to see old Rotten Bastard Bennett and that didn't work out too well. In fact, it didn't work out at all. Evans was hot-headed and couldn't work with people who didn't do just what he said, and you've heard of R.B. Bennett. I remember Evans calling the prime minister a liar, and if I know Evans, he probably swore when he did it. So you see how it would go. It was after this that Bennett must have decided that that was it.

As I recall we were going to have a mass meeting in the Market Square in Regina. We'd been sleeping on the ground and getting handouts and hanging around town for more than ten days, two weeks and some of the boys had gotten into a little trouble, some stealing, theft by night, that sort of thing, and the locals weren't all that kindly disposed toward us.

Bennett ordered that Evans and his boys were to be arrested at the meeting. That was on Dominion Day. It was a stupid thing, but just about everything you care to name which the government did in those days was stupid. Well, as soon as the meeting got going they humped us. I don't think our boys had any guns but the police sure as hell did, and they were using them. Shooting at legs. We didn't even have rocks, nothing but our bare hands, but if we could pull a cop off his horse then we had boots and he got it. One cop was dead and some people were wounded, shot. A lot of guys were arrested, and I can't remember what happened, to them. Probably three months, taking part in a riot.

I can't remember even what happened to Arthur Evans. He'd get jail, of course. He'd never be able to talk his way out of that one. But it wasn't all that much of a riot. The police played it big but it wasn't all that much. A lot of guys just thought it was a lark, a chance to yell at cops and snap a lighted cigarette in their faces and then run like hell.
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The C.P.R. assembled a train and got us sorted out and we got on it and went back to the coast, although there were guys dropping off along the way. It was a free ride for some, both ways. A lot of fun a chance to break the monotony for others. I let off a little steam and so did a lot of others and we were fed pretty well.

That's about all I remember of it, except Old Gerry McGee did a pretty good job of sticking it to the Tories. They got a lot of bad publicity. If my dates are a little off and I'm out on some things, well, it was a long time ago and I haven't thought of it for years.

The Regina Riot: Second View

"I always thought the Regina Riot was what you would today call a snow job. A police riot, and against us, the trekkers, and believe me when I say an awful lot of those smashed windows and stolen goods were the work of good Regina citizens. I know, I saw them. Men in good clothes who weren't with our bunch who came out from Vancouver and so I can say; those guys that did the looting were a lot of Regina people. Well mostly. Look, look at it this way. We were disciplined. Art Evans told us it had to be this way, that being polite and organized and neat even in our old duds was the way to gain public support, and we'd get it all along the line. Suppose a trekker was found with a pen and pencil set or a wrist watch or something in his pocket. Well, they would have thrown the key away. Five, eight, ten years. Looting was the worst crime against property and you know what property was in those days. Like the Trinity, God, the Son and the Holy Ghost.

There were a lot of store windows bashed in. I read that the square looked like a battleground. Holy Hell, those reporters then never saw a battleground, and I have. For three years, '15 to '18. There was a lot of damage but two days later; after Dominion Day, you couldn't tell the difference.

I'm sorry the policeman was killed and some of our boys got arrested and it made a lot of noise across the country but as I said, it was a snow job. Old R.B. Bennett wanted a showdown and he got it, piling all those cops into vans and bashing them into the square. Guns were firing. Guess who had the guns? He wanted to discredit the trek and he did. Oh yes, he succeeded. We were in the eyes of a lot of people, just a bunch of Reds. Carrying the card. It wasn't like that at all. We were just a bunch of ordinary guys, but Bennett stuck the label on us and it stuck. He did a lot of harm that day, that guy.

On the Road to Regina

The boys were getting a bit restless. Nothing was happening, and they would wander around town and back to the grounds for meals and back forth. Of course, the Communist agitators were working on them and there was one good slugging match with police and RCMP in a vacant lot across from the city hall and a shouting match another time, but nothing really happened.

Of course we knew the Communists, and while they hung around the soup lines, I don't think I ever saw one of them in the line. They ate up at the cafe and were pretty well fed. Then the gang came in from Vancouver, mostly boys out of the relief camps and this was the start of the March On Ottawa. You know, it only got as far as Regina, where they had the riot.

To this day, I don't think that riot had to happen, and Miller (the policeman who was killed) didn't have to die. They just didn't handle it right. I mean, the boys down at Victoria Park, they weren't ready to start any revolution but Art Evans determined to push it
though. You know, I never thought Evans was really a bad actor, and who is to say 35 years later that he was all that wrong. Anyway, about 250 of the boys at Victoria Park got sick and tired of sitting around so we joined the march, pretty much all together, and away we went for Ottawa. We were on a freight and if the CPR arranged it this way, I don't know, but only the last six cars were empty and everybody piled in these and away we went.

It was late at night when we got into Medicine Hat and there was a lot of standing and pushing around and nobody thought much of anything of it. There always was that kind of activity in the yards but in an hour or so, the cops came along and said we all had to get off. What had happened was this. They had just unhooked the last six cars and pushed them onto a siding. The boys were all herded into a warehouse and told they would be charged with violating the Railway Act, trespassing on CPR property.

The boys took it as a joke, saying they'd go on the next march, things like that. I had to say with them, of course, and nothing happened. No charges were laid and they were put on other trains going back west or told to hit the road and as far as I know, none of that bunch got to Regina.

If someone had used his head they could have done the same thing at every divisional point between Vancouver and Regina, quietly, no fuss or muss, and nothing would have happened. You would have had a lot of screaming agitators but nothing else. As it was, there was a lot of trouble, and Evans and his merry little band, about 10 in all, I think, did cause a lot more trouble than they should have. They made it a lot tougher on the unemployed men, believe you me.
Canadian women were eager to defend their country. Unfortunately, Canadian leaders saw little room for women in the war effort. As more and more men left for the battle front, however, the roles women could play became more obvious.

Industrial strength was the key to success in the war, and Canada has vast resources. Canada’s women put their brains and muscles to turning raw materials into tanks, planes, and ships. Over one million women worked in Canadian industry by 1943.

Managers had to change some of their ideas about workers and how to run a factory. Day care centers were set up in many plants. Men were often outnumbered; they sometimes had to endure female wolf whistles, just as women previously had endured male taunts.

The Golden Mile was farmland prior to World War II. In the 1940s, 250 acres were acquired by the federal government to build munitions plants for Canada’s involvement in World War II. In 1941 General Engineering Company of Ontario (GECO) a massive munitions plant was constructed covering the area northwest of Eglinton and Warden. The facility was located in the area, which was then far from the city, to protect against accidental detonations. At its peak 5,300 people worked at the plant and 256,567,485 munitions were produced over the course of the war. The majority of these workers were women.

After the war, many women returned to more traditional roles. For the young couples who had postponed marriage and babies during the war, peace meant it was time to start a family. Many women became housewives and mothers. It was not until the 1960s and 1970s that women began to build on the gains they had made during wartime.
From Homemaker to Bomb-maker

Canadian Women in WWII

Canadian women were _________________ to defend their country. Unfortunately, Canadian _________________ saw little room for women in the war _________________. As more and more men left for the battle front, however, the _________________ women could play became more obvious.

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From Homemaker to Bomb-maker

The experience of Canadian women during WWII

• Canadian women were *eager* to defend their country.
• Unfortunately, Canadian *leaders* saw little room for women in the war *effort*.
• As more and more men left for the battle front, however, the *roles* women could play became greater.
• **Industrial** strength was the key to **success** in the war, and Canada has vast resources.
• Canada’s women put their brains and **muscles** to turning raw materials into tanks, planes, and ships.
• Over **one million** women worked in Canadian industry by **1943**.

![Image of women working in a factory](image1)

• Managers had to change some of their **ideas** about workers and how to run a **factory**.
• Day care centers were set up in many plants.
• Men were often **outnumbered**; they sometimes had to endure female **wolf whistles**, just as women previously had endured male taunts.

![Image of a day care center](image2)
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• In the 1940s, 250 acres were acquired by the federal government to build munitions plants for Canada’s involvement in World War II.

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• After the war, many women returned to more traditional roles.
• For the young couples who had postponed marriage and babies during the war, peace meant it was time to start a family.
• Many women became housewives and mothers. It was not until the 1960s and 1970s that women began to build on the gains they had made during wartime.
“They’re Still Women After All”

• 1986 book by Ruth Pierson
• Pierson argues that the persistence of gender-based stereotypes permitted only marginal accomplishments during the war, which were reversed once the shooting stopped.

Historical significance varies over time and from group to group. High school history textbooks from the 1950s would have focused on prominent figures or events that resulted in change. Ordinary people are becoming more prominent in history textbooks – they are becoming more historically significant. Why do we study ordinary people like women during WWII?
What is evidence?

- Evidence is what a source becomes when it has been analyzed and used to record history.
- Evidence is important for a deeper understanding of the past.
How do we use evidence?

- **We interpret** the sources in front of us.
  - Rather than simply writing what we see, we must think about its importance and what it meant to the period in which it existed.
  - Evidence is what a source becomes when it has been analyzed and used to record history.

Asking questions about the source

- Historians must use what they know and compare it to a source.
  - For example, when we see a picture of a man sleeping on a bench in the 1930s, we may ask “Why would he be sleeping here?”
    - We know that there were not many jobs at this time and that many men were out of work. Furthermore, we know that many people lost everything during the Great Depression. With this previous knowledge, we could draw from this picture that the man was likely poor and homeless because of a lack of work.
History VS The Past

- Past
  - Everything that has ever happened.

- History
  - The meaningful stories we tell about the events which happened in the past.

Students should understand that history is always an interpretation of an event which is largely based on the inference of evidence.

LET’S PRACTICE!
Unemployed men would leave their families in search of work. They would illegally board trains, sometimes riding on top of it and travel from town to town looking for work. Shows the desperation of unemployed men.
Relief Camps

- One of the ways the Canadian government tried to deal with high levels of unemployment.
- Men would be sent to work camps in isolated parts of the country, often doing things such as cutting down trees or building roads.
- These men lived in horrible conditions and made very little money.
Life in the City

- Families lived in horrible and disgusting conditions during the Great Depression.
- Often multiple families would share the same house because they could not afford their own.
- It was not uncommon for entire families to sleep in the same room or even the same bed.
- These families had to make due with the little that they had – this meant stretching a small amount of food over a few meals and children would play with anything they could get their hands on.
Soup Kitchens

- Another form of government assistance for poor Canadians during the 1930s.
- People would go to soup kitchens if they could not afford to buy food for themselves or their families.
- This was a humiliating and embarrassing thing to do for many people.
- Very low quality of food was served.
**Prairie Dustbowls**

- Not only were people not buying farmer’s goods very much during the Great Depression, but there was a long drought which hit the Canadian west.
- The soil would barely harvest any crops.
- Dirt or “dust” would blow off the ground and fill the air, making it dangerous to live on prairie farms during the 1930s.
Unemployed Striking

- Unemployed men were frustrated with R.B. Bennett and the Canadian government and often blamed them for not being able to improve the job market during the Great Depression.
- Men would often strike or hold demonstrations to get their point across.
**Evidence and Human Effects of the Great Depression**

For this section of the lesson, write in the left column down what you think is occurring in the photo when it is shown. In the right hand column write down a few important points about what the picture is actually showing. Remember to ask questions and make inferences!

<table>
<thead>
<tr>
<th>“Riding the Rails”:</th>
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<tr>
<td>Relief Camps:</td>
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<td>Life in the City:</td>
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<td>Soup Kitchens:</td>
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<td>Prairie Dustbowls:</td>
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<td>Unemployed Striking:</td>
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Moving Museum: What Do You See?

There are a number of primary sources moving around the classroom. As each picture comes to you, take a minute or two and write down some things you think are important about the picture. Why are the things in the picture happening? Who do you see in the pictures? What do their faces tell you? Record your thoughts in the boxes below.

**Soup Kitchen:**

**Stock Market Crash of 1929 Graph:**

**Riding the Rails:**

**Dust Bowls on the Prairies:**

**Relief Camps for Unemployed Men**
Moving Museum: What Do You See?

There are a number of pictures moving around the classroom. As each picture comes to you, take a minute or two and write down some things you think are important about the picture. Why are the things in the picture happening? Who do you see in the pictures? What do their faces tell you? Record your thoughts in the boxes below - this will be a great note organizer for the test!

Grasshoppers on the Farms:

Awaiting Relief on the Streets:

Dinner with Neighbours:

Prime Minister Bennett:

Homeless Man Asleep in a Park:
Moving Museum: What Do You See?

There are a number of pictures moving around the classroom. As each picture comes to you, take a minute or two and write down some things you think are important about the picture. Why are the things in the picture happening? Who do you see in the pictures? What do their faces tell you? Record your thoughts in the boxes below - this will be a great note organizer for the test!

Letter #1 to Bennett:

Letter #2 to Bennett:

Life in the Prairie Dustbowls:

Fads, Fun, and Leisure in the 1930s:

The Regina Leader-Post Reporting on the “On-to-Ottawa Trek” Riot:
Exit Card

What do you think is the most important thing to remember when analyzing a primary source?

What is one thing that is still unclear to you or one thing you want to learn more about?
BLM 3.1 Continuity and Change Connectedness Visual Aid

BLM 3.2 Thinking Historically – Car Trip Exercise

<table>
<thead>
<tr>
<th>Continuity</th>
<th>Change</th>
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HISTORICAL THINKING CONCEPT: CONTINUITY AND CHANGE

- The history of Aboriginal children is not just a simple list of events leading to many Aboriginal children becoming disconnected with their identity.
  - We must understand that this part of Canada’s history was very much a mixture of continuity and change.
- Though it may not be obvious at first, try to identify ways in which continuity and change can relate to this lesson.
CHANGE AND RESIDENTIAL SCHOOLS

- Residential schools were created to cause major change. They were intended to strip Aboriginal children of their beliefs and culture so they could fit into a white society.
- This would be achieved by taking them from their homes, forcing them to change religion, banning use of their language, and teaching them to be more "white".

CONTINUITY AND RESIDENTIAL SCHOOLS

The Canadian government practiced continuity during the 1930s as they continued their assimilation of Aboriginals. Can you think of any other examples?
- Indian Act 1876
- Reserves
- Aboriginal removal from land
- Turning Aboriginals into farmers

Aboriginals also practiced continuity by resisting cultural assimilation and making an effort to preserve their language, traditions, and culture.
WORKING WITH CONTINUITY AND CHANGE:
ABORIGINAL RESIDENTIAL SCHOOLS

• Traditional narrative suggests this was a time of great change for Aboriginals in Canada. This is true but it was also a time of great continuity as well.
  • Challenging the traditional “story”!

WHAT WAS THE PURPOSE OF RESIDENTIAL SCHOOLS?

• These schools were established to assimilate Aboriginal children into a more European culture.
• By 1920 it became law for Aboriginal children to attend a residential school.
• They were a form of killing off Aboriginal culture in Canada.
WHY DID ABORIGINAL CHILDREN ATTEND?

- It was the law for children to attend. Indian Agents on reserves would punish children who did not agree to go to these schools.
- Aboriginal children were often kidnapped or taken away from their families and brought to these schools to live.
- Some Aboriginal families resisted having their children sent away to these schools and tried many different things to keep them from going.

LIFE AT RESIDENTIAL SCHOOL

- Students would live at these schools and they were purposefully located far from the children’s’ real home.
- Food was scarce and of low quality which made many students sick.
- Often the schools would be owned by a church and the teachers would be nuns or priests.
**WHAT DID STUDENTS LEARN?**

- The first period of the day was usually religious studies or a church service.
- They learned other important subjects such as reading, writing, and mathematics.
- Punishment was cruel. You could be disciplined based on how well you were performing in your classes.

**ABUSE IN RESIDENTIAL SCHOOLS**

- Residential schools are often remembered by former students for being places where they were abused.
- Physical, mental, and sexual abuse all occurred in these schools.
LEGACY OF RESIDENTIAL SCHOOLS

- When the children would be taken, the whole community would be left in a state of despair.
- These children essentially lost all connection with their parents while they were gone.
- Children were taken from their home, culture, land, community...Their aboriginal identity was stripped from them.
- Many Aboriginal children never came home from these schools because they would die from malnutrition, abuse, a failed escape, or disease.
Historical Thinking Concept: Continuity and Change

- The history of Aboriginal children in Canada can be told as a narrative of continuity and change. The example of their placement in residential schools during the 1930s is a useful example of how this historical thinking concept can be applied to many events or themes.

Continuity and Residential Schools:

- Canadian government showed continuity during this period by ___________________________.
- Aboriginal peoples showed continuity during this period by ___________________________.

Change and Residential Schools:

- Residential schools were created to __________ strip Aboriginal children of their ___________ and ___________ so that they could fit well into a __________  __________.
- What were some ways residential schools achieved their goals?
  1. _____________________________________________.
  2. _____________________________________________.
  3. _____________________________________________.

Working with Continuity and Change:

Canadian history generally tells the story that residential schools exclusively changed Aboriginal culture and practices by assimilating Aboriginal children. Although a great deal of change did occur, we know now that there was also a great deal of continuity at this point. Using this historical thinking concept, brainstorm some ideas as to how Aboriginal cultures still exist today despite these schools in the space below.

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Write down one important point of each of the following headings.

What was the purpose of residential schools?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Why did Aboriginal children attend residential schools?

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________________________________________________________________________

What was life like at residential schools?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What did Aboriginal students at residential schools learn?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What kinds of abuse did these students face from their teachers?

________________________________________________________________________

________________________________________________________________________
BLM 3.5 Continuity and Change Timeline
Exit Card

1. Canada’s autonomy was not inevitable. How would you argue this?

2. Events results from the interplay of two types of factors (1) **historical actors** and (2) the social, political, economic, and cultural **conditions** of the time. Explain.
A Letter to your Prime Minister

After listening to the different perspectives in the article, brainstorming and create your own grievance letter to an MP or to the Prime Minister. Your task is to pretend you are a disgruntled resident of British Columbia who wishes to convince their representative to take action and make changes for the betterment of Canadians.

Dear ___________________,

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Japanese Internment Camps – WWII

The Pacific War
War had been raging in Asia since 1937. With China weak and divided, ___________ decided to ______________ its empire. When ______________ fell to the Germans in 1940, Japan moved into the ______________ colony of ______________. They attacked ______________, Indonesia and Malaya and swept through the islands of the ______________.

Pearl Harbor
Pearl Harbor was an important American ________________ in ________________. On the morning of ________________, waves of Japanese ________________ and ________________ planes came out of the western skies. The United States had been ________________ into the war.

Canadian or Japanese?
Canadians had never been really welcoming to Asian immigrants. Few Asians were even allowed to ________________ the country after _________________. By _________________, more than ½ of the 23,000 “Japanese” living in Canada had been _______ here; they were _________________. Few had sympathy for ________________ ambitions to ______________ over the ______________. Many had fought for Canada during the First _________________. Many ________________ paid no attention to these ________________. They decided that ________________ were _________________. They might be ________________ who would help Japan attack _________________. In _______________, the government ordered that they be moved away from the ________________ regions of ________________ to isolated camps in the B.C. interior, such as the town of New Denver. Often, families were _________________. Men were sent to one camp, women and children to another. Some men were sent as ________________ to farms on the ________________ in _________________.

The government held ________________ to sell these people’s ________________, homes and _________________. Many made their living by ________________ but their boats were confiscated and _________________. Japanese Canadians never received a ________________ price for the things they had ________________. There was not a single documented case of any ________________ who acted as a spy for Japan. In spite of this, the Canadian ________________ refused any ________________ for their losses.
Japanese Internment Camps – WWII

The Pacific War

War had been raging in Asia since 1937. With China weak and divided, Japan decided to expand its empire. When France fell to the Germans in 1940, Japan moved into the French colony of Indochina. They attacked Hong Kong, Indonesia and Malaya and swept through the islands of the Pacific.

Pearl Harbor

Pearl Harbor was an important American naval base in Hawaii. On the morning of December 7, 1941, waves of Japanese bombers and fighter planes came out of the western skies. The United States had been brought into the war.

Canadian or Japanese?

Canadians had never been really welcoming to Asian immigrants. Few Asians were even allowed to enter the country after 1913. By 1942, more than ½ of the 23,000 “Japanese” living in Canada had been born here; they were Canadian citizens. Few had sympathy for Japan’s ambitions to take over the Pacific. Many had fought for Canada during the First World War.

Many Canadians paid no attention to these facts. They decided that Japanese Canadians were dangerous. They might be spies who would help Japan attack North America. In 1942, the government ordered that they be moved away from the coastal regions of British Columbia to isolated camps in the B.C. interior, such as the town of New Denver. Often, families were separated. Men were sent to one camp, women and children to another. Some men were sent as laborers to farms on the prairies in Ontario.

The government held auctions to sell these people’s personal possessions, homes and businesses. Many made their living by fishing but their boats were confiscated and sold. Japanese Canadians never received a fair price for the things they had lost. There was not a single documented case of any Japanese Canadian who acted as a spy for Japan. In spite of this, the Canadian government refused any compensation for their losses.
Spotting Ethical Positions

Both of these sources come from popular and influential news outlets; they portray the values of Canadians at a given time period. After viewing these two sources on Japanese Internment Camps, answer the following questions:

1. How are these sources similar? How are they different?

2. What specific words or phrases create the differences?

3. Who is taking action in these sources? Who is being acted upon?

4. In each source, what are the ethical messages conveyed about the following?
   a) Japanese Canadians
   b) Internment Camps
   c) RCMP/the Canadian government

5. Explain whether or not you believe these sources have ethical positions; why or why not?
Racist Canadians or
A Product of Their Time?

Japanese Internment Camps - WWII

The Pacific War

- War had been raging in Asia since 1937. With China weak and divided, Japan decided to expand its empire.
- When France fell to the Germans in 1940, Japan moved into the French colony of Indochina.
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By 1942, more than ½ of the 23,000 “Japanese” living in Canada had been born here; they were Canadian citizens.

Few had sympathy for Japan’s ambitions to take over the Pacific. Many had fought for Canada during the First World War.

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• Japanese Canadians never received a fair price for the things they had lost.
• There was not a single documented case of any Japanese Canadian who acted as a spy for Japan.
• In spite of this, the Canadian government refused any compensation for their losses.
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**Historical Perspective**

**Ethical Dimension**

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