THE CAUSES OF WORLD WAR II  CANADA'S CONTRIBUTION: RESOURCE PACK

COURSE: Canadian History since World War 1, Academic (CHC2D)

SPECIFIC EXPECTATION: C. CANADA, 1929-1945: C2. Communities, Conflict, and Cooperation: C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

ABSTRACT: The purpose of this resource pack is to provide the teacher with all of the lesson plans and tools to use in a classroom environment and educate the students on a specific expectation from the Ontario History Curriculum. This will be achieved in conjunction with Peter Seixas and Tom Morton’s “The Big Six” which examine the teaching of history through six key strategic approaches. Each lesson provided in this course pack will focus on one of the six major historical thinking concepts from this source.

The first lesson will have students engage with primary documents relating to the cause of WWII (i.e. The Treaty of Versailles). Students will demonstrate their ability to identify the impact of an author, and historical context on the creation of a source. Lesson two explores the historical thinking concept of Continuity and Change through the Nazi Party’s (and Hitler's) rise to power between 1929-1933. It will focus on ideologies of the Nazi Party and Hitler's use of the Great Depression and the state of Germany's dire political, social and economic situation to gain power. Lesson three will use the historical thinking concept of ethical dimensions to examine Canada’s rejection of the St. Louis and other refugees during World War II. Lesson four explores Canada's involvement in D-Day and their role in the Liberation of the Netherlands - two key events to Canadian involvement in World War II. It uses the historical thinking concept of Historical Significance by tying Canada’s involvement to World War II. Lesson five will ask students to consider the implications of historical perspectives on the study of history, in particular, on the study of Canadian life on the home front during WWII. Students will demonstrate their ability to avoid presentism, and acknowledge diversity within historical perspectives, as well as diversity between today's worldview, and that of the past.
In lesson six, students will explore the concept of cause and consequence by examining the multiple causes and consequences which led to Germany’s invasion of Austria.

By completing this resource pack, students will have a rich understanding of one of the Ontario History Curriculum’s specific expectations, and will have explored various primary source documents which examine a variety of major historical thinking concepts. This resource pack (although specific to the Ontario Curriculum) will be beneficial to any teacher wishing to teach about and have their students have a deep understanding of Canada during World War II.

KEYWORDS: The Treaty of Versailles, League of Nations, Hitler, Nazi party, rise, 1933, Causes of WWII, ideologies, ideological, coming to power, Austria WWII, Munich Pact, D-Day, liberation, Netherlands, Canadian, involvement, 1944, Canadian Home Front WWII, Japanese Internment, St. Louis, Refugees

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 1 (90 minutes)

TITLE: The Impact of the Treaty of Versailles and the League of Nations

OVERVIEW: When this lesson is complete, students will have gained knowledge on the importance of examining primary sources, such as the Treaty of Versailles, to determine the historical context for the political and economic situation in post-World War One Europe. This lesson is designed to encourage student-lead exploration of primary documents and will contribute to their overall understanding of the main causes of World War II.

MATERIALS:
1. Primary Source Documents (PSD 1.1 / 1.2)
2. Instructions for teacher (Appendices 1.1 / 1.2 / 1.3, Elmo [if available])
3. Black Line Masters (BLM 1.1 / 1.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Students will participate in the “I Left a Trace” activity to provoke personal interest in the creation of history and historical traces in their lives. Students will be asked to take out a blank piece of lined paper and a pencil/pen to make a comprehensive list of everything they have done in the last 24 hours. The teacher will explain that a trace is an object (or digital footprint) or otherwise that signals the existence of something that is past or present. Students will then be asked to cross off those things on their list that did not leave traces behind, and to determine which traces were knowingly or unknowingly created.1

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Step 2: Discussion (15 minutes)

Based on the previous activity, the teacher will generate a class discussion on which of these traces are likely to remain for years to come and how these traces will impact how future generations understand our society. The teacher will ask students how our history would be changed if we only allowed intentional traces behind, and how this idea impacts our own use of historical traces when we do research.

Students will then be asked to complete a KWL chart (BLM1.1) on what they already know, and want to know about the Treaty of Versailles, as a way for the teacher to assess for learning and activate background knowledge on the ending of WWI (the third column of the chart will be left blank until the end of the class). The teacher will ask students to share some of their responses to the ‘K’ and ‘W’ column of the chart to determine the level and amount of previous knowledge that the students are working with for this class.

Step 3: Modeling (10 minutes)

The teacher will model for the students the types of questions that a historian should be asking when they are examining a primary source. A list (Appendix 1.1) will be posted at the front of the classroom listing eight important questions that students should be asking to understand the origin of the primary source and to place it in its historical context. The teacher will have eight student volunteers read out each question and will ask for commentary on why each question would be an important one to ask when examining a primary source. The teacher will also draw the students’ attention to a posted definition (Appendix 1.2) of a primary source and a secondary source, and determine the uses of each.

Next, the teacher will put an editorial cartoon (“The Gap in the Bridge,” PSD 1.1) up on the board (Elmo, SMART Board, projector, whatever technology is available in the room, or if there is no available technology each student will get a copy of the cartoon) and the teacher will do a Think-Aloud of how they would examine the picture as a primary piece of evidence, asking themselves the eight important questions from the posted list (Appendix 1.1). This will help to determine what type of evidence this source is, how it can be used as evidence, and if it can be corroborated with additional sources.

Step 4: Guided Practice (15 minutes)

This activity will prepare students for a debate later in the class between the Allied nations and Germany. Students will be divided into groups of 4 and given excerpts from The Treaty of Versailles (PSD 1.2) to work with. Each group will be deemed either “Allied” or “Germany.” Each group will be working with the documents searching for key pieces of evidence that point to how either the Allies or Germany felt post-WWI, and how the stipulations in the treaty would make both parties feel about the other. Groups will fill out their handout (BLM 1.2) as they work through excerpts from the Treaty of Versailles.
Step 5: Sharing / Discussing / Teaching (40 minutes)

Once small groups have worked through the assigned sections, and become familiar with its features, the class will be divided in half (“Allies” vs. “Germany”) and each group will prepare for a debate with the other on the fairness, or unjust nature of the document. Each side must argue their case, allowing each student to speak at least once during the debate. Each side must also be sure to back up their arguments with evidence from the Treaty and explain how their nation(s) feel about the stipulations made.

Following this debate will be a teacher-directed class discussion on how the Treaty impacted the nations involved and contributed to the outbreak of WWII. Students will be asked a series of questions (Appendix 1.3) to help guide the discussion to focus on the importance of this document.

ASSESSMENT:
By the end of this lesson, it is expected that students be able to:
1. Determine if a piece of evidence is a primary or secondary source
2. Identify the significance and possible impact of a sources historical context
3. Identify the historical perspective of the author (including possible biases)
4. Apply these skills to an understanding of the impact of The Treaty of Versailles on the outbreak of WWII

Students will hand in their completed KWL chart as an exit card when the class has ended. This will act as an assessment for learning so the teacher can determine what knowledge the students gained from this class and to ensure that all students now have a thorough understanding of the impact of The Treaty of Versailles and the League of Nations as a cause of WWII. The teacher will also perform assessment for learning as the students participate in the class-debate and discussions. As the students practice oral communication and cooperation skills the teacher will assess as learning and provide feedback for students as they work towards mastery of these valuable skills.

For students who may require electronic copies of handouts or notes due to specific needs or an I.E.P., all documents used would be provided in advance of the class. For those students who need assistance writing, a peer scribe would be partnered with them so that all notes taken in class could be collaboratively shared. As well, the day’s agenda would be clearly posted at the front of the room for those students who prefer to know, in advance, what the class will entail.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

LESSON #: 2 (105 minutes)

TITLE: The Rise of Nazi Party

OVERVIEW: The purpose of this lesson is to explore the key economic and political aspects that paved the way to the Nazi party coming to power in Germany. This lesson will introduce the Nazi Party coming to power between 1929-1933 and how this was a key cause of World War II. By understanding the role of the Nazi Party and their ideological foundation, the students will be able to comprehend and develop their understanding of why World War II began throughout future lessons.

MATERIALS:
1. Primary Source Documents (PSD 2.1)
2. Instructions for teacher (Appendix 2.1), projector, computer with internet access or previously loaded/saved videos
3. Black Line Masters (BLM 2.1 / 2.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (5 minutes)

With minimal guidance at the very start of class, have the students open BLM 2.1 and read the short paragraph that puts the students in the place of a middle class factory worker that struggles through the Great Depression. At the bottom of this handout there are two unidentified columns; have each student circle the column they feel would be the most appropriate response to help them remedy their situation.
Students should have all circled column B. Explain briefly that each student has just agreed with the rest of Germany and elected Hitler into power. This will ‘hook’ students, as Hitler’s name is infamous for his crimes against humanity, and will pique their interest as they just ‘supported’ Hitler coming to power.

BLM 2.1 will be used throughout the remainder of the class to connect the concepts of the Stock Market Crash, Great Depression, Nazi Party and Hitler together.

**Step 2: Discussion (15 minutes)**

Students will review the causes and initial stages of the Great Depression. This will begin with a short oral guided discussion that begins with the significant shift between early 1929 (March), and October 1929 with the Stock Market Crash. Students should focus on and review the rapid shift in the lives of individuals and the impact that the Stock Market Crash and subsequent Great Depression had on society (note the ambiguity of this word - it should be made clear that this depression was not localized to North America/The West).

During this time, have students make educated guesses as to what might happen as a result of this immediate loss of money and job. This can be achieved through a personal experience question (‘If you lost your job and all your money overnight today...’).

**Step 3: Modeling (20 minutes)**

You will introduce and explain aspects from Appendix 2.1. This will cover key ideologies of the Nazi Party, and key ideologies of the Weimar Republic/Marxist Theories. This appendix section should be connected to the students BLM 2.1, and help them draw connections to Column A representing the Weimar Republic (and relevant Marxist ideologies) and Column B representing the Nazi Party.

**Step 4: Guided Practice (30 minutes)**

Students will now engage with a primary source which they will analyze and respond to after its completion. This is a 3-part YouTube video clip of Hitler’s February 10, 1933 speech as the newly appointed Chancellor of Germany at the Berlin Sports Palace. See PSD 2.1.

Before showing this video clip, explain that students need to note some of the concepts seen throughout the video on their BLM 2.1 sheets and connect them to one of the ideologies (as done previously together). Notes should be short, and used merely as cues for the next portion of the lesson.

**Step 5: Independent Activity (15 minutes)**

Give students BLM 2.2 which asks them to answer a personal question regarding the video clip they have just seen. This worksheet will have students explore the concepts...
of Hitler’s Nazi Party ideologies, Marxist/Democratic/other ideologies and how they were used to rally a nation under a common goal.

Step 6: Sharing / Discussing / Teaching (20 minutes)

This time should be spent wrapping up the major aspects learned and discuss how Step 1 (Warm Up) doesn't come to as much of a surprise as they might have initially thought. Discuss as a class some of the findings that students had. Go around and ask each student to share what they focused on in their response to Hitler’s speech. Ultimately conclude by asking them: “After hearing his speech and the points he makes, would you follow the Nazi Party to escape the situation you were in (presented in BLM 2.1 at the beginning of class)?” Consider all sides of this debate and remind students about contextualizing their opinions with respect to the time period.

ASSESSMENT:

Students should be able to connect the following pieces together by the conclusion of this lesson:

1. The Great Depression was used as a way to unite a nation (as they were all in the same difficult situation and wanted an escape).
2. Hitler blamed the cause and continuance of the Great Depression on poor political ideologies (namely Marxism/non-Nazi ideals).
3. Hitler’s ideals weren’t as farfetched as initially presented (Warm Up). Students should be able to understand why a German citizen would support Hitler.
4. Overall, students should be able to connect the shift from pre-Nazi Germany to a unified nation under Hitler.

This should be seen through their responses in BLM 2.2, and the subsequent class discussion on their findings. By sharing their thoughts with the class, hopefully students will have thought about and explored all aspects of the primary source and can relate their ‘experience’ (BLM 2.1) to their responses.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON #: 3 (95 minutes)

TITLE: Reporting on the Causes and Consequences Which Led to Germany’s Invasion of Austria

OVERVIEW: Using the historical thinking concept of cause and consequence students will explore the multiple causes and consequences which led to Germany’s invasion of Austria during World War II. Students will identify the different causes and consequences within the historical event and then use their understanding to write a 5-8 sentence breaking news report that selects a cause or consequence that is most influential to the event.

MATERIALS:
1. Primary Sources (PSD 3.1 / 3.2)
2. Instructions for teachers (Appendix 3.1), projector/SmartBoard, designate four corners in classroom (strongly agree, agree, strongly disagree, and disagree)
3. Black Line Masters (BLM 3.1 / 3.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Instruct students that today’s lesson will focus on the causes and the consequences that led to Germany’s invasion of Austria in World War II. To begin, have students split
into two teams and have each team complete the BLM 3.1 AMC’s *The Walking Dead Survival Quiz*. Lead the students through the questions using a projector or smart board. Have each team of students work together and vote on what they think is the best answer. In the end you will see what team would outlive the other in a zombie apocalypse.

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

Ask students to turn to the person next to them and come up with a list of three reasons why their team survived the length of time they did? Have students share their list with the class. What do we notice about all the lists? They are all answers that we chose during the quiz that ultimately led to our demise. Can anyone think of reasons why the quiz relates to cause and consequence? The answers we chose during the quiz each had a consequence.

Transition into history: there are many actions leading up to World War II which allowed for Germany to invade Austria. As a class we are going to identify some of the causes and the consequences which led to the invasion.

**Step 3: Modeling (30 minutes)**

Give each student the BLM 3.2 handout so that they can track the different causes and consequences which aligned for Germany to invade Austria and the Munich Pact which followed. Using Appendix 3.1 have students write down the definitions for a cause (an action which leads to an event) and a consequence (the resulting event of an action). Identify that a single action or condition can be both a consequence and a cause. Provide the example of being late to class. If a student is late to class they may face the consequence of a detention. However, the detention can also cause the student to not be permitted to play for the football team (another consequence).

Using Appendix 3.1 outline the different actions and events that led to Germany’s invasion of Austria. Have students fill out the reasons why each event is a cause or consequence based on the information in Appendix 3.1. Each slide corresponds with a box on BLM 3.2. As a class ask students to identify whether they think the main idea on each slide is a cause, consequence or both. Students are encouraged to suggest answers which differ from the labels on the handout.

**Step 4: Guided Practice (10 minutes)**

The last slide on the PowerPoint outlines the Munich Pact. Present students with two primary documents: PSD 3.1 a comic depicting the Munich Pact and PSD 3.2 a portion of a letter written by Prime Minister King to Neville Chamberlain. Based on the cause and the consequences they have just learned, ask students if they agree with Prime Minister King’s statement? Did Canada find a solution to war in the Munich Pact? Give
students a minute to choose one of the four corners (strongly agree, agree, strongly disagree, disagree). Once in their chosen corner have students explain their answer using one of the causes or consequences that led to Germany’s invasion of Austria.

**Step 5: Independent Activity (20 minutes)**

In partners have students apply their knowledge of cause and consequence to choose what they think is the most influential cause which led to Germany’s successful invasion of Austria. Each student will have to write a 5-8 sentence breaking news story with their partner which reports what they believe to be the greatest cause. The news story should outline Hitler’s invasion of Austria and identify which they believe to be the reason or cause which made the invasion possible. It is important that students explain their decision. When trying to decide the most influential cause have students consider how the outcome would change if a certain cause did not happen.

**Step 6: Sharing / Discussing / Teaching (15 minutes)**

Students will bring their chairs to one side of the classroom and create a circle. Each student will be asked to share their breaking news story on Germany’s Invasion of Austria with the circle. Once everyone has presented, ask students why they chose different causes in their breaking news story. Lead students in the discussion so that they understand there is no single cause or consequence which led to the invasion. The invasion was a result of a combination of causes and consequences.

**ASSESSMENT:**

By the end of the lesson it is expected that students will be able to:

1. Explain the difference between a cause and a consequence.
2. Student identifies multiple causes and consequence of an historical event and understands that their relationship is complex and can overlap.
3. Use their thinking and inquiry skills to identify and explain how one cause is more influential than another cause.
4. Through discussion students will understand that events of history were not inevitable and that by altering a single actions or condition an event might have turned out differently."

Students will be assessed for learning during the discussion following AMC’s *The Walking Dead Survival Quiz*. Look to see if students have any previous understanding of cause and consequence.

Students will be assessed as learning during the PowerPoint as students will have to explain if the actions which led to Germany’s occupation of Austria are a cause, consequence or both when filling in their handout. During the four corners activity ask
each student to explain their decision to make sure that their opinion is based on their understanding of cause and consequence. Students will also be assessed as learning when they share their breaking news report because they will have to explain why the cause they chose is the most influential to the historical event.

Accommodations will be made for students who struggle to read the PowerPoint or need more time to fill out their handout by providing those students with a printed copy of Appendix 3.1. As well students who are unable to complete a 5-8 sentence breaking news report can write their report in point form or 3-5 sentences.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

LESSON #: 4 (115 minutes)

TITLE: The Canadian Warfront (D-Day Liberation of Netherlands)

OVERVIEW: The purpose of this lesson is to explore Canada’s involvement in World War II and highlight their major contributions on the warfront. This lesson will make special note of Canada’s involvement with D-Day, and the subsequent Liberation of the Netherlands in 1944.

MATERIALS:
1. Primary Source Documents (PSD 4.1)
2. Instructions for teachers (Appendices 4.1 / 4.2 / 4.3), computer, projector, copy of Saving Private Ryan (only the first 28 minutes are required)
3. Black Line Masters (BLM 4.1 / 4.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (15 minutes)
To begin this lesson, start with introducing students to the concept that Canada’s military was able to accomplish what the US was not able to. Show Appendix 4.1, a very short clip of the D-Day landings and the type of difficulties the Allies suffered when trying to retake Normandy from the German forces.

Step 2: Discussion (10 minutes)
Use this time to recount what has been discussed previously in class, taking special note of what the Atlantic Wall was. Further note of major technology advances of the war should be reviewed, particularly notes on meteorology and the planning stages of D-Day. See Appendix 4.2.
Step 3: Modeling (30 minutes)

Read textbook pages (Appendix 4.3). At the end of each section, there are accompanied questions that look at the role of Canadians in the invasion of D-Day, and Canadians with respect to the Liberation of the Netherlands. Students should answer these questions individually, letting them explore the major concepts of D-Day and the Liberation of Netherlands on their own. The questions serve as a strong guide for the type of thinking that will occur throughout the remainder of the lesson.

Step 4: Guided Practice (20 minutes)

As a class, examine PSD 4.1, which is a primary source document that looks at the perspective of the Liberation of Holland by Canada. Together, answer the accompanied questions )BLM 4.1. This will engage students with the document and get them to respond to the various aspects of the letter which will help them to further understand the role that Canadian soldiers played and the importance of Canada in the war.

Step 5: Independent Activity (30 minutes)

As a class, watch an additional clip regarding the landings of Normandy (Appendix 4.1.2). Upon completion, have students answer in response to the types of things they see, relating this experience to their past knowledge discussed in Step 1. See BLM 4.4 for suggestions on the type of questions you can encourage students to explore. This document will highlight aspects about what D-Day was, what it led to, inferences on the students behalf towards the experience a Canadian soldier may have, and tie together the previous lesson in conclusion. This will be used as an exit card.

Step 6: Sharing / Discussing / Teaching (10 minutes)

Have students break into small groups and discuss what they have written in their paragraphs. Have them explain what aspects of the clip they focused on and how that aspect relates to a specific part of the course which has been covered before.

ASSESSMENT:

Students should be able to connect/explain the following pieces together by the conclusion of this lesson:

1. The role that Canadians played in D-Day (a major well-known battle of WWII and often considered the tipping point of the war in favor of the Allies)
2. The role that Canadians played in the Liberation of the Netherlands after D-Day.
3. Make inferences with regards to the life of a Canadian soldier and the struggles they endured.

This will be achieved through the use of an exit card which will have been completed and discussed in Step 5 (BLM 4.1). Students responses should be reviewed
and responded to the following day (making particular note of Question 5 which encourages students to seek further information about aspects of D-Day that interests them.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

SECONDARY HISTORICAL THINKING CONCEPT EXPLORED: Evidence

LESSON #: 5 (100 minutes)

TITLE: Canada and the Home Front

OVERVIEW: When this lesson is complete, students will have gained knowledge on the impact of historical perspectives when studying history by determining some of the key features of Canada on the home front during World War Two. This lesson is designed to encourage student-discovery of the importance of context and perspective of the subjects of historical study.

MATERIALS:
4. Primary Source Documents (PSD 5.1 / 5.2 / 5.3)
5. Instructions for teacher (Appendix 5.1), internet access, chart paper and marker
6. Black Line Masters (BLM 5.1 / 5.2 / 5.3 / 5.4 / 5.5 / 5.6)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
Students will watch the first YouTube link in Appendix 5.1 and be asked to consider how the perspective of a ‘Nazi soldier’ is presented. The teacher will be sure to mention that these are just actors pretending to be Nazi SS to make a point and that this scene is not historically accurate. See Appendix 5.1 for guiding questions after watching the first link. After discussion of the first link, watch the second YouTube link (Appendix 5.1) and see Appendix 5.1 for accompanying guiding questions.
**Step 2: Discussion (15 minutes)**

The students will take out a piece of blank paper and a pen/pencil and make a list of 5 things they know about Canadian life on the home front, and 5 predictions about Canadian life on the home front during WWII. Students will also include 2 comparisons with life on the Canadian home front to life on the German home front, based on inferences they make after watching the Warm up videos.

When students have finished, the teacher will ask people to share their answers to create a student-generated list of prior knowledge on the Canadian home front during WWII, using chart paper at the front of the class, as well as a list of predictions to fill in the gaps of knowledge (that will hopefully be answered by the end of the class).

**Step 3: Modelling (10 minutes)**

The teacher will detail the basic elements of what a historical perspective entails. Students will be provided a handout on the major things to consider when examining historical evidence for historical perspectives and their impact on history (BLM 5.1) to follow along in class.

The teacher will then ask students to create a class list on the perspectives (e.g. women, First Nations, French, etc.) they believe should be included when studying Canadian history (written on chart paper at the front of the room).

**Step 4: Guided Practice (30 minutes)**

Students will be given a copy of the textbook *Canada: A Nation Unfolding* or a photocopy of pages 246-262 to work with (BLM 5.2). Students will be asked to read these pages and make observations (BLM 5.3), based on evidence, about what life was like on the Canadian home front and what perspectives are represented in the textbook. When students have finished making 10 observations, they will find a partner and share their answers and add to their own notes if they find that their partner has some information they did not notice. The teacher will circulate in the classroom to provide consistent and immediate feedback on student work.

**Step 5: Independent Activity (25 minutes)**

Students will be given excerpts from *The Globe Mail* between 1939-1945 (PSD 5.1, 5.2, 5.3) and asked to read the article, and examine surrounding advertisements, pictures, reports, etc. They will then create a list of observations (BLM 5.4) they have made about the circumstances, values, concerns, and interests of Canadians during that time to understand the context of life on the home front. They will also be asked to tally how many perspectives they believe to be represented in the newspaper, and which Canadian perspectives they believe to be missing from the newspaper, and why (BLM 5.4).
**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Students will then share with the class what they have learned about life on the home front for Canadians. The class will turn back to the student-generated predictions list and determine which predictions turned out to be accurate, and which ones might not have been true.

**ASSESSMENT:**

By the end of this lesson, it is expected that students be able to:

1. Identify the differences between today’s worldview and that of the period being studied and engage with primary sources without imposing present values on historical figures
2. Determine the historical context of a perspective and infer possible impacts based on evidence
3. Recognize the diversity of historical perspectives and seek as many perspectives as possible to create a deeper understanding of history
4. Apply these skills to their comprehension of Canadian life on the home front during WWII

The teacher will assign a homework task (formative assessment), in which students will write a one-page letter considering the historical perspectives of Japanese Canadians and Anglo-Saxon Canadians during WWII. This letter will be addressed to both parties from the perspective of someone from 2014. In this letter they will identify the major differences between the opposing perspectives (Japanese and Anglo-Saxon) and infer why they believe these differences existed and comment on the historical context during WWII. The letter must also address the struggles that the student has in writing this letter from their present (BLM 5.5). Rather than using a formal rubric to assess student learning, this task includes a list of the five key elements of the task that students are asked to show knowledge in, and provides space for descriptive feedback from the teacher (BLM 5.6). This form of assessment will help the student to recognize their strengths and next steps for improvement on future assignments, and to avoid concern over grades, instead focusing on student growth and learning.

For those students who may require additional time for assignments the due date can be modified. For students who struggle to communicate their ideas in writing form, this assessment can be altered to become an oral assignment, in which students get the opportunity to conference with their teacher to explore their thoughts on the topic.
COURSE: Canadian History since World War 1, Academic (CHC2D)

SPECIFIC EXPECTATION: C. CANADA, 1929-1945: C2. Communities, Conflict, and Cooperation: C2.3 explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises), and analyse Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: The Ethical Dimension

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON #: 6 (95 minutes)

TITLE: Canada’s Immigration Policy during World War II: Rejecting the St. Louis

OVERVIEW: Using the historical thinking concept of ethical dimensions to examine Canada’s rejection of the St. Louis and other refugees during the Holocaust. Students will first examine an image of two women on the St. Louis and decide if they will be accepted into Canada. Next students will recognize the different ethical stances in two historical narratives about the St. Louis. As well, students will use their understanding of historical context when reading a dairy entry by Prime Minister King discussing his decision to not accept refugees and write King a letter of response.

MATERIALS:
1. Primary Source Documents (PSD 6.1 / 6.2)
2. Instructions for Teachers (Appendices 6.1 / 6.2 / 6.3 / 6.4 / 6.5), projector, chalkboard/dry erase board/ SMART Board
3. Black Line Masters (BLM 6.1 / 6.2 / 6.3)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

Show students PSD 6.1 of the two Jewish Women looking out of the porthole on the SS. St. Louis in May, 1939. Do not tell the students any information about the image.
Ask them to tell you what they think the image is of and what it means. See Appendix 6.1 for prompt questions.

Identify that these are two Jewish women travelling to North America (Canada) in 1939 from Europe. Now ask students if there is anything else they can tell you about the image? Consider the questions in Appendix 6.2.

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

Based on what we have learned so far and the students understanding of Canada today, what characteristics do Canada and Canadians possess which would make the women want to live in Canada? Let students know these can be stereotypes or generalizations. Have students turn to the person beside them and create a list of three characteristics that for which they believe Canada is known. See Appendix 6.3 for key examples to be covered. Ask students to share their lists with the class. Afterwards ask students if they think that these two women, along with the other Jewish people were accepted into Canada? After listening to students opinions move onto the next portion of the lesson.

**Step 3: Modeling (30 minutes)**

Handout BLM 6.1 and inform students that the excerpt is taken from the book None is Too Many which analyses Canada’s intervention in World War II. Use the popcorn reading style (one student reads a couple sentences then says “popcorn” and the name of another student who must continue reading for as long as the feel comfortable). Once the students are finished reading, ask them if they think it was right or fair of Canadians to refuse the St. Louis. Have students explain their answer. Why do you think Canadians refused the St. Louis?

Next give students five minutes to read BLM 6.2 independently. On the board make a Venn diagram. On the one side write the “St. Louis” and on the other “Canadian Government”. As a class discuss the ways in which BLM 6.1 and BLM 6.2 are different narratives. Use the Venn-diagram to map the similarities and differences between the two narratives. Consider the questions suggested in Appendix 6.4 to guide student thinking. Once the Venn diagram has been filled in ask students questions from Appendix 6.5. By the end of the discussion students should understand the importance of considering the ethical stances adopted by historical narratives.

**Step 4: Guided Practice (15 minutes)**

Students will independently read a diary entry written by Prime Minister King. It is important to note that the excerpt is from King’s diary, a private document which he may not have wanted to share. Therefore, King may have stated opinions that he would have otherwise kept to himself. Once they have finished reading the diary entry they will
create a list of reasons why the historical context supports King’s opinion and a list of reasons why King’s opinions could be considered ethically wrong. As a class discuss the reasons why King did not want to accept refugees and the reasons why they think it was ethically wrong of King not to accept refugees.

**Step 5: Independent Activity (20 minutes)**

Using their knowledge of the historical context, have students write a letter to King explaining their opinion on accepting refugees. Students will have to consider the time frame that the diary entry was written in, in order to not impose contemporary standards on a decision made in the past. The letter should be addressed to King and explain their opinion in 5-8 complete sentences. Inform them that they will be handing in the letter as their exit card at the end of class.

**Step 6: Sharing / Discussing / Teaching (10 minutes)**

Have students exchange letters with a partner and check to make sure the letter they read does not impose contemporary standards and does not use current understanding of the Holocaust. Allow students to make corrections before handing in their letter (exit card) at the end of class.

**ASSESSMENT:**

By the end of the lesson it is expected that students will be able to:

1. Identify ethical stances in historical narratives.

2. Use their knowledge of the past to make reasonable ethical judgements about the decisions and actions made by individuals in the past.

3. Students will make an ethical judgement about the past without imposing current standards of right and wrong.

Assess students for learning during the discussion of PSD 6.1 to see if students have any previous knowledge about the St. Louis.

Assess students as learning through their participation in helping to create the venn-diagram comparing BLM 6.1 and BLM 6.2. Students should be able identify that the two narratives take different ethical stances. When students are reading and filling out their chart on King’s dairy entry walk around the classroom and check to make students understand the activity and the historical context in which King wrote his diary.

Assess students of learning when reading their letters (exit cards) in response to King’s diary entry. Check to see that students do not impose current ethical standards in their letters but instead use knowledge of the time period to express their ethical opinions.
Accommodations will be provided to students who are unable to write out their letter by supplying said students with a computers. More time will be provided to students who are unable to complete the writing task in class. As well, students who feel anxious or uncomfortable reading aloud can “pass” during the popcorn style reading activity.
Lesson Endnotes


"/>3 Seixas, Peter and Tom Morton, “Chapter 4: Cause and Consequence,” in The Big Six Historical Thinking Concepts (Toronto: Routledge, 2008), 115.


APPENDICES:
1. Primary Source Documents:
   a. PSD 1.1 – “The Gap in the Bridge” (1919)
   b. PSD 1.2 – Excerpts from The Treaty of Versailles (1919)
   c. PSD 2.1 – Hitler’s Speech, 1933
   d. PSD 3.1 – Munich Pact Comic
   e. PSD 3.2 – Prime Minister King’s Letter to Neville Chamberlain
   f. PSD 4.1 – A Letter from Holland
   g. PSD 5.1 – Selections from The Globe & Mail (April 1943)
   h. PSD 5.2 – Selections from The Globe & Mail (August 1943)
   i. PSD 5.3 – Selections from The Globe & Mail (April 1945)
   j. PSD 6.1 – Image of Two Women on the St. Louis
   k. PSD 6.2 – Prime Minister King’s Diary Entry on Not Accepting Refugees
2. Instructions for Teacher:
   a. Appendix 1.1 – Asking Good Questions When Examining Primary Sources
   b. Appendix 1.2 – Primary vs. Secondary Sources
   c. Appendix 1.3 – Post- Debate Discussion Questions
   d. Appendix 2.1 – Nazi Ideologies
   e. Appendix 3.1 – Germany’s Invasion of Austria PowerPoint Presentation
   f. Appendix 4.1 – Saving Private Ryan - Omaha Beach Landings at Normandy (timestamps: Appendices 4.1.1 / 4.1.2)
   g. Appendix 4.2 – Technology Advances during WWII (warfront impact)
   h. Appendix 4.3 – Textbook photocopy
   i. Appendix 5.1 – Warm up YouTube links and Guiding Questions
   j. Appendix 6.1 – Prompt Questions for Two Women (Unidentified)
   k. Appendix 6.2 – Prompt Questions for Two Women (Identified)
   l. Appendix 6.3 – Examples of Canadian Characteristics
   m. Appendix 6.4 – Questions to Prompt Ideas for Venn-diagram
   n. Appendix 6.5 – Questions to Understand Ethical Stances in Historical Narratives
3. Black Line Masters:
   a. BLM 1.1 – KWL chart on Treaty of Versailles
   b. BLM 1.2 – How To Identify a Primary Source & What to Ask
   c. BLM 2.1 – Choose Your Party
   d. BLM 2.2 – Hitler’s Speech Response
   e. BLM 3.1 – AMC’s The Walking Dead Survival Quiz
   f. BLM 3.2 – Cause and Consequence Event Tracking Handout
   g. BLM 4.1 – Letter from Holland Questions
   h. BLM 4.2 – Question Review & Exit Card
   i. BLM 5.1 – Things to Consider When Exploring Historical Perspectives
   j. BLM 5.2 – Chapter 16 from Canada: A Nation Unfolding
   k. BLM 5.3 – Textbook Observations
   l. BLM 5.4 – Newspaper Observations
m. BLM 5.5 – A Letter to the Past: Homework Task
n. BLM 5.6 – Formative Assessment Feedback for Homework Task
o. BLM 6.1 – “The Line Must Be Drawn Somewhere” in *None is Too Many*
p. BLM 6.2 – Government of Canada: A Brief History of Canada During the Holocaust
q. BLM 6.3 – Response to Prime Minister King’s Diary Entry
“The Gap in the Bridge,” 1919 (PSD 1.1)

THE GAP IN THE BRIDGE.
ARTICLE 5 - The League of Nations
Except where otherwise expressly provided in this Covenant or by the terms of the present Treaty, decisions at any meeting of the Assembly or of the Council shall require the agreement of all the Members of the League represented at the meeting.

ARTICLE 8 – The League of Nations
The Members of the League recognise that the maintenance of peace requires the reduction of national armaments to the lowest point consistent with national safety and the enforcement by common action of international obligations. […]

ARTICLE 45
As compensation for the destruction of the coal-mines in the north of France and as part payment towards the total reparation due from Germany for the damage resulting from the war, Germany cedes to France in full and absolute possession, with exclusive rights of exploitation, unencumbered and free from all debts and charges of any kind, the coal-mines situated in the Saar Basin as defined in Article 48.

ARTICLE 87
Germany, in conformity with the action already taken by the Allied and Associated Powers, recognises the complete independence of Poland, and renounces in her favour all rights and title over the territory bounded by the Baltic Sea, the eastern frontier of Germany as laid down in Article 27 of Part II (Boundaries of Germany) of the present Treaty up to a point situated about 2 kilometres to the east of Lorzendorf, then a line to the acute angle which the northern boundary of Upper Silesia makes about 3 kilometres north-west of Simmenau, then the boundary of Upper Silesia to its meeting point with the old frontier between Germany and Russia, then this frontier to the point where it crosses the course of the Niemen, and then the northern frontier of East Prussia as laid down in Article 28 of Part II aforesaid.
ARTICLE 159
The German military forces shall be demobilised and reduced as prescribed hereinafter.

ARTICLE 160
(1) By a date which must not be later than March 31, 1920, the German Army must not comprise more than seven divisions of infantry and three divisions of cavalry. After that date the total number of effectives in the Army of the States constituting Germany must not exceed one hundred thousand men, including officers and establishments of depots. The Army shall be devoted exclusively to the maintenance of order within the territory and to the control of the frontiers. The total effective strength of officers, including the personnel of staffs, whatever their composition, must not exceed four thousand.

ARTICLE 231
The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

ARTICLE 232
[...] The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto. [...]
Hitler’s Speech, 1933 (PSD 2.1)

Hitler’s February 10, 1933 speech at the Berlin Palisade as the Chancellor of Germany (with introduction & conclusion by Goebbels)

Part 1: http://www.youtube.com/watch?v=xSFs8YjufOk
Part 2: http://www.youtube.com/watch?v=wdlHqr_OUww&bpctr=1417319468
Part 3: http://www.youtube.com/watch?v=arGmWc29CBo
Munich Pact Comic (PSD 3.1)
Prime Minister King’s Letter to Neville Chamberlain (PSD 3.2)\textsuperscript{iv}

“The heart of Canada is rejoicing tonight at the success which crowned your unremitting effort for peace. May I convey to you the warm congratulations of the Canadian people and, with them, an expression of their gratitude, which is felt from one end of the Dominion to the other. My colleagues in the Government join with me in unbounded admiration at the service you have rendered mankind… On the very brink of chaos, with passion flaming and armies marching, the voice of reason has found a way out of the conflict which no people in their heart desired but no one seemed able to avert.”
Dear Mrs. Crofts,

Our town was liberated by the Canadians on the 15th of this month. Your son Joe was with them, and he stayed with us for a couple of days and so we made friendship. I promised him to drop you a few lines just to tell you that your son was doing well, everything O.K.

We have had an awfully bad time, these five years. The Germans came here on the 10th of May 1940. Their army was then nicely equipped, and they had quite a number of planes on the Leeuwarden airdrome. When they went they had very little left, no planes, their cars riding on wood-gas, for they have been out of petrol since a long time already. That is the end of Hitler's army.

But a lot of harm they have done here. In 1941 they started picking up all the Jews. All our Jewish friends disappeared and were sent to Poland, and Germany, most probably to be butchered there. I wonder what will come back of them, I am afraid not many.

In 1942 they started sending all our young fellows to Germany to work as slaves for them. Those who could escape were hidden by friends or family. Often the Germans entered the houses and searched for young men, but then they were put under the floor, so that in most cases the Germans could not find any. When a German wire was cut, they let all men of the town do some watching so that no more wires should be cut. When a German was killed, they picked out a number of civilians, ten, twenty-five, and in one case even 400, and shot them. You will understand how glad we were when at the end it was all up with them, and when the Canadians arrived here we gave them a cheery welcome where ever they came.

... There seems to be not so much fighting left now in Germany, and we therefore hope that the "B" squadron will have no more engagements so that all the boys will arrive safe and sound in Canada with their families.

... We are glad to have had your son with us. It was only in the night that he was with us, in day time he had work to do, and he also took his meals with the boys. Well I think this has been quite a long letter, but I daresay my wife and daughters will be glad to hear from you so now and then, and I myself as well.

I send you our best greetings, and to everyone of Joe’s family, and we sincerely hope that you will very soon be able to welcome your sons back in the family again.

I remain, Dear Mrs. Crofts, sincerely yours,

(Signed)

H. van Heulen, Dronrijperstraat 9, Leeuwarden (Holland)
World War I Veterans Wallop Absenteeism

Two veterans of Great War I are showing younger Toronto war workers the meaning of the word "guts" and the importance of carrying on. They are Captain John Skinner, formerly of the R.A.F. and now an officer at the Royal Air Force Training School in Hertfordshire, and Mrs. Nancy Bogle, a munition worker in the last war and now a nurse at the General Hospital in Toronto. Captain Skinner was taken ill on leave in England and Mrs. Bogle was told she had to go to St. Joseph's Hospital to have her arm set.

Mrs. Bogle of 365 Blenheim Avenue had a serious abdominal operation on 17th May, in Chicago, Illinois, and now counts on her right arm to hold her up. She went to St. Joseph's Hospital to have her arm set, but was back on the job the next day, and has been doing a steady ten-hour day ever since.

"Mrs. Bogle," Captain Skinner said, "shall I tell him, or would you like to do so?" asked the nurse. "You tell him—maybe he'll believe you. Personally, I don't think I am going to die," replied Scottish-born Mrs. Bogle.

Cheated Death.

A month later she was sent home, where her condition improved. The doctor was amazed by her recuperation. "She's a remarkable woman," he said. "The nurses have never seen a patient recover so quickly from such an operation." Mrs. Bogle, however, insists that her strength came from her determination to get back to work as soon as possible.

Captain Skinner, who was born in England but fell in love with Canada years ago and now counts himself a Canadian, appreciates the importance of carrying on. He was a soldier in the last war and won a D.S.O. for his bravery. "I tell you, the R.A.F. has its work cut out for it," he said. "But we'll do our best to see that our men get what they need." Mrs. Bogle, who is a nurse at St. Joseph's Hospital, agrees with him. "We must keep our spirits up," she said. "And that means doing our jobs well."
Selections from *The Globe & Mail* August 1943 (PSD 5.2)
TEACHERS WANTED

MILFORD Ray; continuation school, 411 East Madison St., 325 dollars, to $550.00.

MOUNT Pleasant, for grades 9-12, teacher. Apply to Miss M. E. Black, 1021 West Madison St., 315 dollars.

QUINCY, for grades 5-8, teacher. Salary $500.

ROBBINS—For grades 1-8, teacher. Apply to Miss H. L. Price, 101 West Madison St., 350 dollars.

SHARKEY—For grades 1-8, teacher. Apply to Mr. J. W. Sharkey, 102 East Madison St., 350 dollars.

THURSTON—For grades 9-12, teacher. Apply to Miss M. E. Black, 101 East Madison St., 315 dollars.

WELLS—For grades 9-12, teacher. Apply to Mr. J. W. Wells, 101 West Madison St., 315 dollars.

WILSON—For grades 9-12, teacher. Apply to Mr. J. W. Wilson, 101 East Madison St., 315 dollars.

WRIGHT—For grades 9-12, teacher. Apply to Mr. J. W. Wright, 101 East Madison St., 315 dollars.

You May Still Advertise For Help Or Employment

If you follow this Procedure:

1. Register your need for help with the National Selective Service Office, your Regional Office, or with your local employment office.

2. Submit your advertisement to the National Selective Service Office. After your approval, you may advertise in the Globe and Mail.

These Regulations Do Not Apply to

Teachers, Ministers, Civil Servants, Students and Technical Practitioners. Female Domestic Help and more than one servant or related Organized Houses and Parlourmen. Farm hands, Drivers, Maids employed after school of a barn hand for less than 50 cents a day not the principal means of support. Or Irregular Employment. All other advertisements may be published in the usual way.

MEN WANTED

For Full and Part-time Work

on

Plywood Boat Construction

(Ignition Barges)

Wood Frame Assemblers

Wood-Working Machine Operators

Nailing Hands

Brush Men for Painting

Spray Gun Hands

Marine Motor Installers

Mechanical Equipment Assemblers

If you have had experience in boatbuilding design and wood working skills, we will find you a job in a fast-paced environment and the product an interesting one.

CENTRALLY LOCATED BETWEEN TORONTO AND CLEBURNE

Preferably someone who has already engaged in boat building and boat maintenance.

APPLY

Employment and Selective Service Office

174 Snadina Avenue

REFER TO FILE D-774.
PRIVATE BUCK

"Believe me, after this war is over, the only line I want to see will be on the end of a fish pole!"

HEARING LENSES REVOLUTIONIZE AID FOR HARD OF HEARING

War Born Revolutionary Development Greatest Advance Since Acousticon Developed First Electrical Hearing Aid

The unbelievable help and comfort you will get from these new "hearing lenses" you must prove to yourself by actually trying them. Don't wait another day—demonstration of this great advance is absolutely free.

Come in or Send for Free Book

ACOUSTICON
239 Bay Street, Toronto
Please send me absolutely free your new book.

Name
Address

BLONDIE

Z-Z

SEAT IT, DAISY! I WANT TO LIE DOWN THERE MYSELF AND TAKE A NAP!

FINE THING! BITING YOUR OWN FATHER

CAN FIND
Image of Two Women on the *St. Louis* (PSD 6.1)\textsuperscript{x}
On accepting refugees  

Tuesday March 29, 1938

Attended council from 12 till 1:30. A very difficult question has presented itself in Roosevelt’s appeal to different countries to unite with the United States in admitting refugees from Austria, Germany, etc. that means, in a word, admitting numbers of Jews. My own feeling is that nothing is to be gained by creating an internal problem in an effort to meet an international one. That we must be careful not to seek to play the role of the dog in the manger so far as Canada is concerned, with our great open spaces and small population. We must nevertheless seek to keep this part of the continent free from unrest and from too great an intermixture of foreign strains of blood, as much the same thing as lies at the basis of the Oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews. Also we would add to the difficulties between the Provinces and the Dominion. Council was very much of this view through Crerar, Rogers and Euler and, to some extent, Ilsley were more favourable to the open door on the humanitarian grounds. One has to look at realities and meet these situations in the light of conditions and not theories if the greatest happiness is to be obtained for the greatest number in the long run.”

– Prime Minister King

Prime Minister King’s Diary Entry on Not Accepting Refugees (PSD 6.2)
Asking Good Questions When Examining Primary Sources (Appendix 1.1)\textsuperscript{xix}

1. When was this source written?
2. Who wrote this source?
3. What was the author’s position in society?
4. What was the author’s opinion on the topic of this source?
5. Is there a bias present in this source? If so, what is it?
6. What political, religious, etc. conditions existed when this source was created?
7. How might these conditions be influencing this source?
Primary vs. Secondary Sources (Appendix 1.2)

**Primary Source**: a source (document, picture, video, newspaper article, etc.) that was created during the time period that you are studying.

**Uses**:
- To determine what people in this time period were writing, painting, etc. about
- To determine the types of things that were valued in the culture of this time period
- To explore a first hand account from the time period being studied

**Secondary Source**: a source (document, picture, video, newspaper article, etc.) that was created after the time period that you are studying.

**Uses**:
- To determine how people have interpreted and analysed primary documents
- To gain perspective on someone’s second hand account of how a primary document fits into the greater context of the time period
Post-Debate Discussion Questions (Appendix 1.3)

- How did the Treaty create desperate conditions in Germany?
- How would Germans feel about the Allied nations after WWI ended?
- Why would someone like Hitler look like an appealing leader at a time like this?
- Why do you think the League of Nations failed?
Nazi Ideologies (Appendix 2.1)

Major aspects to be covered and connected back to the ideologies and promises made by the Nazi Party are as follows:

- Hitler’s strategies to tackle unemployment
- Hitler’s strategies to tackle the economy in Germany.


- Hitler’s racism / anti-semitism.
- Anti-Marxism, Anti-Communism, Anti-Bolshevism, Anti-Democracy
- National Socialism

Source for guidance: [http://www.nazism.net/about/nazi_ideology/](http://www.nazism.net/about/nazi_ideology/)

See also: Adolf Hitler’s *Mein Kampf.*
Germany’s Invasion of Austria

CAUSE AND CONSEQUENCE (APPENDIX 3.1)
WHAT IS A CAUSE?
An action which leads to an event.

EXAMPLE: You are late for class.
WHAT IS A CONSEQUENCE?

The resulting event of an action (can cause other events.)

EXAMPLE: You are given a detention for being late.
THE TREATY OF VERSAILLES

The terms of the treaty that the Allies (Britain, France, Italy, and the United States) imposed on Germany at the end of the First World War were extremely harsh.¹

HITLER BECOMES LEADER OF GERMANY

- The treaty gave the German people grievances to which German dictator Adolf Hitler could appeal.²
- The emergence of new countries following the war led to new boundaries and German speaking people now lived in parts of Poland, Czechoslovakia, and Austria.³
- People in Germany claimed that these regions should be part of their countries.⁴

3. Ibid.
4. Ibid.
Britain and France Standby and Allow Hitler to Progress

• The Soviet Union had been strongly opposed to Nazism in Germany and fascism in Italy.\(^5\)

• Britain and France decided to appease Hitler in the hopes that Hitler would combat communism in the Western Europe.\(^6\)

6. Ibid.
HITLER ENTERS RHINELAND

- Appeasement continued even though Germany continued to re-arm in defiance of the terms of the Treaty of Versailles and moves into the Rhineland.\(^7\)

HITLER MAKES TWO ALLIANCES IN 1936

1) Anti-Comintern Pact signed with Germany in 1936. In this pact, Germany and Japan agreed to co-operate against any threat from the world Communist movement led by the Soviet Union.  

2) In 1937 Italy joined the pact creating the Rome-Berlin-Tokyo Axis.

9. Ibid.
HITLER ENTERS AUSTRIA in 1938

When neither the Allies nor the League responded, Hitler ordered troops into Austria in 1938. The Austrian leadership asked assistance from Britain and France but they did not intervene.\(^{10}\)

Austria Joins Germany

In 1938, Austria was annexed to Germany when the Austrian people voted in favour of the union.\textsuperscript{11}

FEAR OF WAR and the MUNICH PACT

- Following the annexation of Austria to Germany, Britain's Neville Chamberlain met with Hitler in 1938.¹²
- Chamberlain feared that Hitler would continue to invade the countries surrounding Germany and looked to make an agreement.¹³
- Under the Munich Pact Germany would occupy Sudetenland (the German-speaking part of Czechoslovakia) if Hitler agreed to leave the rest of that country free.¹⁴

¹³ Ibid.
¹⁴ Ibid.
Do you think that Prime Minister King should feel so relieved?

“The heart of Canada is rejoicing tonight at the success which crowned your unremitting effort for peace. May I convey to you the warm congratulations of the Canadian people and, with them, an expression of their gratitude, which is felt from one end of the Dominion to the other. My colleagues in the Government join with me in unbounded admiration at the service you have rendered mankind... On the very brink of chaos, with passion flaming and armies marching, the voice of reason has found a way out of the conflict which no people in their heart desired but no one seemed able to avert.”

Evening Public Leger, Philadelphia
-October 2, 1938

Bibliography

Saving Private Ryan (Appendix 4.1)\textsuperscript{xiii}

Appendix 4.1.1: (Timestamp) 4:15 - 15:00

Appendix 4.1.2: (Timestamp) 15:00 - 27:30
Technology Advances During WWII: warfront impact (Appendix 4.2)\textsuperscript{xiv}

- Meteorology (Sun/Moon Tables & Weather Maps)
- Medicine & Health (Penecillan)
- New Materials (Plastic)
- Optics (Argus Camera)
- Nutrition (D-Ration)
- Communication (Walkie-Talkie & Radio)
- Mathematics (Calculators/Computers)
- Radar
- Chemical Warfare
Everything had been carefully planned. The tide was right. The moon was right. Would the weather be right for D-Day, the big invasion planned for June 5, 1944? Would it have to be put off for a month and kept a secret? The south of England was one big army camp. Everybody knew the invasion of France was about to begin, but only a few knew when and where the landing would be made.

On June 4, troops were ordered into the ships. Some ships set out. Suddenly, reports indicated the weather was deteriorating. The landing was postponed and the ships recalled. By the following morning, violent winds were battering the coast of northern France. The troops stayed crammed aboard the ships, awaiting further orders. Then, the weather forecasters said there would be a hull in the storm. General Eisenhower made the decision. D-Day would be June 6, a day later than planned.

The Normandy Beaches
Across the English Channel, the Germans were waiting at Calais. German pilots returning from bombing raids had told them that the main buildup of troops and equipment was at Dover. What they had really seen were empty tents, dummy ships, plywood gliders and inflated rubber tanks. One of the great hoaxes of all time had succeeded.

The Allies actually struck 200 kilometres to the southwest on the beaches of Normandy. Bombers struck at the German defences all night long. Just before dawn, paratroopers dropped
behind enemy lines. The main force hit the beaches. The liberation of Europe had begun.

The Dieppe raid had taught the Allies that the Germans could defend any ports they tried to capture. So, they wouldn’t use the ports. Two complete harbours were built in Britain, towed across and assembled in Normandy. Fuel for trucks and tanks flowed through “Pluto,” an underwater pipeline, from ships to shore.

The Push to Berlin
It took 11 long months before Western troops met their Soviet Allies near the Elbe River in central Germany. Hitler was determined to fight to the bitter end. He would rather destroy Germany and the German people than surrender.

Canadians were given the task of clearing German forces from the French, Belgian and Dutch ports during the push towards Berlin. This was slow, dangerous work. Enemy forces fought from behind strong fortifications. Every port taken meant more Allied ships could unload tanks, weapons—and troops.

The ports fell, one by one. On September 8, 1944, Canadian forces entered Dieppe. This time they came by land and as conquerors. The stain of defeat was erased as they marched into the port.

Liberation of Holland
In 1945, the Canadian Army liberated the Netherlands. The Germans had opened the dykes that held back the water from the low-lying fields. Canadian troops found boats and kept moving. As the Germans retreated, grateful Dutch families poured out of their homes to welcome their liberators. Even today, Canadians are warmly received in the Netherlands.
Although the War had ended in Europe, it was still being fought in the Pacific. These Canadians were held as a Japanese prisoner of war camp.

The End of the Dictators
On April 27, 1945, Mussolini was captured and shot by his own people. They hanged his body upside down on a meat hook and displayed it in Milan. Three days later in his underground bunker, Hitler listened to Soviet guns bombarding Berlin. He placed a revolver in his mouth and pulled the trigger. His body was burned so that it could not be displayed by his enemies. On May 8, 1945, Germany surrendered unconditionally. This was V-E Day—Victory in Europe Day.

FOCUS
1. Why was the weather such an important factor in the planning of D-Day?
2. What preparations did the Allies make to ensure success for the invasion?
3. What role did the Canadians play after D-Day?
Warm Up YouTube Links & Guiding Questions (Appendix 5.1)

First YouTube Link: [https://www.youtube.com/watch?v=FsNLbK8_rBY](https://www.youtube.com/watch?v=FsNLbK8_rBY)

- Why was this video funny or surprising to you?
- Was this the attitude that you thought a ‘Nazi soldier’ might have?
- Based on your knowledge of the events of WWII, what can you infer from this video about the historical context that these soldiers were living in?

Second YouTube Link: [https://www.youtube.com/watch?v=e9fEM-MfSiU](https://www.youtube.com/watch?v=e9fEM-MfSiU)

- Based on the power of Hitler’s speech, do you think that there were many German people who were able to resist him as a leader?
- Remember, that this was a time before people had many of the civil rights that we now have, what can you interpret from these videos about what life on the German home front might have been like?
- Do you think that people were united against their enemy?
- Do you think there was persecution at home in Germany?
Prompt Questions for Two Women (Unidentified) (Appendix 6.1)

1. What do you think these two women are in?
2. What kind of emotions are the women expressing?
3. Where might they be going? Or where are they coming from?
4. Why do you think they are travelling?
Prompt Questions for Two Women (Identified) (Appendix 6.2)

1. Why are the two women fleeing Europe?
2. Why are they happy to be aboard the ship?
Examples of Canadian Characteristics (Appendix 6.3)

- Peacekeepers
- Multiculturalism
- Large amount of land (room for immigrants/refugees)
- Fought with Allies
- Friendly
- Patriotic
- Accepting
Questions to Prompt Ideas for Venn-diagram (Appendix 6.4)

1. Who is the hero in the narrative and who the victim?
2. What descriptive words are the writer’s using to define the event?
3. Is the narrative written in favor any person or place?
4. How is the story structured?
5. Do they identify the ethical implications of their actions? Or explain the story in full?
6. Are the narratives similar?
Questions to Understand Ethical Stances in Historical Narratives (Appendix 6.5)

1. What can we tell about the ethical judgments made in historical narratives?
2. Does one narrative take more ownership or place more blame than another?
   Which one and why?
3. Why is it important to consider multiple narratives?
### KWL Chart on the Treaty of Versailles (BLM 1.1)

<table>
<thead>
<tr>
<th>What do you <strong>KNOW</strong> about the Treaty of Versailles?</th>
<th>What do you <strong>WANT</strong> to know about the Treaty of Versailles?</th>
<th>What did you <strong>LEARN</strong> about the Treaty of Versailles?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How To Identify a Primary Source & What to Ask (BLM 1.2)

Is this a Primary Source? □

Was this source (document, picture, video, newspaper article, etc.) created during the time period that you are studying?

Is this a Secondary Source? □

Was this source (document, picture, video, newspaper article, etc.) created after the time period that you are studying?

<table>
<thead>
<tr>
<th>Questions to Ask Yourself</th>
<th>Answer Based on Observations &amp; Prior Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When was this source written?</td>
<td></td>
</tr>
<tr>
<td>2. Who wrote this source?</td>
<td></td>
</tr>
<tr>
<td>3. What was the author’s position in society?</td>
<td></td>
</tr>
<tr>
<td>4. What was the author’s opinion on the topic of this source?</td>
<td></td>
</tr>
<tr>
<td>5. Is there a bias present in this source? If so, what is it?</td>
<td></td>
</tr>
<tr>
<td>6. What political, religious, etc. conditions existed when this source was created?</td>
<td></td>
</tr>
<tr>
<td>7. How might these conditions be influencing this source?</td>
<td></td>
</tr>
<tr>
<td>8. Can I cross-check this source with another source on this topic?</td>
<td></td>
</tr>
</tbody>
</table>
Choose Your Party (BLM 2.1)xvii

You are a car factory line employee at Automobilwerk Eisenach who has been working on the original DA-1 3/15PS model car in 1927. You have been working on the factory line for many years prior, and when BMW-Dixi bought the company you retained your position. You were a highly regarded employee and well respected among your fellow workers and your employer. You had a spouse and two small children, Klaus (7 years old) and Ilse (5 years old). Your spouse didn’t work, and you were responsible for feeding your family every day, which was easily achieved by your well paid and secure job on the BMW-Dixi car. In 1929 you had taken out numerous loans and reinvested the money into the stock market. In October, 1929 the stock market crashed and you lost everything, selling your stock at significant losses. Within six months your factory was shut down because people had stopped buying cars due to the Great Depression. It is now 1931, and you are struggling to put any food on the table for your family. In the last 3 days your entire family has shared a single tin of soup.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic restructure is attempted numerous times without success, and unemployment continues to fall. Promises to find a solution, but numerous years pass with no luck.</td>
<td>This party opens up numerous soup kitchens that provide for the poor and unemployed. Beds are provided to families without a home anymore</td>
</tr>
<tr>
<td>Suggests that the way to solve the economic crisis of the Great Depression is to take away all businesses from their owners and make them government-owned and controlled.</td>
<td>Created and offered a National Socialist Party - a party focused on workers rights and bringing together these workers to build strength.</td>
</tr>
<tr>
<td>Blamed the effects of the Great Depression on business owners and middle/upper class individuals. Was unable to rally the country under this idea.</td>
<td>Created a common enemy, and rallied the country against them.</td>
</tr>
<tr>
<td>Was blind to the rise of the party of Column B. Did little to prevent their rise to power.</td>
<td>Realized that the party in column A was a threat and developed strategies and groups to prevent growth of their rival party (Column A). Created propaganda targeting the party in Column A.</td>
</tr>
</tbody>
</table>
Hitler’s Speech Response (BLM 2.2)

After watching Hitler’s February 10, 1933 speech as the newly elected Chancellor of Germany, use what you have learned from today’s class to place yourself in the shoes of a German citizen and infer the type of response you would have to such a powerful event.

In 2 paragraphs, answer the following questions:

1. Given the choice between the Nazi Party and the failing Weimar Republic, which would you choose to follow in this time period and why?
   - Consider specific aspects of the Nazi’s ideologies and Marxist/Communist ideologies in your answer.
2. What do you believe was the most powerful part of Hitler’s speech?
3. What can you infer about the mindset of German citizens at the time of this speech (consider the number of individuals listening to Hitler speak and their response in this answer).
AMC’s The Walking Dead Survival Quiz (BLM 3.1)

http://www.amctv.com/shows/the-walking-dead/survival-test
What is a CAUSE?

What is a CONSEQUENCE?

CONSEQUENCE/CAUSE: The Treaty of Versailles

CAUSE: Hitler Become the Leader of Germany

CAUSE: Britain and France Standby

CAUSE: Appeasement Allows Hitler to Build Up Army

CAUSE: Hitler Makes Two Alliances

CAUSE: Hitler Enters Austria

CAUSE: Austrians Vote in Favour of Union

CONSEQUENCE/CAUSE: Munich Pact is Signed
Letter from Holland Questions (BLM 4.1)

1. How did the Germans treat people in Holland during the occupation? Provide two examples.

2. What condition were the German forces in as they left the country? Does the author think Germany will fight much longer?
Questions Review & Exit Card (BLM 4.2)

Name: __________________________________________

After listening to the presentation and watching the first clip from Saving Private Ryan, answer the following questions:

1. In your own words, what was D-Day?

2. When did D-Day occur?

3. If you were a Canadian soldier, what beach would you be storming? What might that beach look like? (What would you see, objects and people, sounds, smells etc)

4. What does D-Day say about the relationship between Canada, Great Britain, France, and the United States?

5. Come up with a minimum of two questions you might ask about D-Day that hasn't been seen or discussed yet. What would you want to know more about?
1. There is a difference between our worldview today, and that of people from the past. What we believe, value, and what motivates our actions are different from the past.

**Tip:** when considering historical perspectives make sure you keep in mind the possibility of these differences impacting how people act, think, and speak.

2. You must avoid ‘presentism,’ by not assuming that people from the past think like we do. However, sometimes it is helpful to remember that we are all humans, and often encounter similar universal situations, that are felt differently at different points in history.

**Tip:** when considering historical perspectives remember that while an event in history might appear to be similar to something happening in the current events of your life, the people in the past did not experience the event the same way that we do.

3. The historical context, and circumstances of a country, or person’s life, is important to reflect on when you are studying their perspective on an event or time period.

**Tip:** ask yourself, what was happening at the time this person was alive, and how might this be affecting their worldview?

4. When you are studying historical perspectives, do not try to identify with these people and imagine yourself in their shoes, but instead make inferences (conclusions based on evidence) about how they might have felt at the time.

**Tip:** use the evidence you are working with to make reasonable assumptions about their life and how they would have felt about particular events or instances in their life.

5. Just as our world is full of diverse perspectives on life today, so too are there many perspectives and viewpoints from history.

**Tip:** when studying history, seek out sources from a variety of perspectives so that you can gain a more complete idea of life during that time.
Chapter 16 – *Canada: A Nation Unfolding* (BLM 5.2)

**16 War on the Home Front**

**Inquiring into the Past**

- Why did groups such as Mennonites and Hutterites oppose Canada’s participation in World War II?
- Why were Japanese Canadians perceived as a threat by many Canadians?
- How did the government’s handling of the war effort and the economy during the war years differ from its efforts in World War I?
- How did Canada’s handling of the issue of conscription in World War II differ from its handling of the same issue in World War I?

**Key Terms**

- Conscientious objectors
- Convoys
- Plebiscite
- Total War
- Zombies

**Timeline**

- November 1941
- Summer 1942
- October 1942
- November 1944

Canadian workers played a vital role in Canada’s war effort. Frederick B. Taylor’s painting *Applying the Tracks* shows Canadian Pacific Railway workers in Montreal straining to fit the tracks on a Valentine tank.
On May 17, 1939, King George VI and Queen Elizabeth landed at Québec City for a whirlwind tour of the Canadian provinces. It was the first time that a British monarch had set foot in Canada. Everywhere the royal couple appeared, crowds gathered to cheer. But the royal visit had a special — and disturbing — significance. The King had come to rally the support of his loyal British subjects. Hitler was on the move, and Britain might soon need every bit of help it could get from Canada.

In 1939 more than half of all Canadians were of British (English, Welsh, Scottish, or Irish) origin, while another third were French Canadians. A growing number of English Canadians were starting to call themselves simply “Canadians,” but ties to Britain remained strong. Still, Prime Minister Mackenzie King, like many Canadians, was unhappy about Canada going to war. Canadians had enough problems at home. “The idea that every twenty years this country should automatically and as a matter of course take part in a war overseas,” the Prime Minister had grumbled, “seems to many a nightmare and sheer madness.” Mackenzie King never questioned that Canada

mined to keep Canada’s commitment as moderate as possible. On September 10, 1939, Mackenzie King asked Parliament to vote on Canada’s entry into World War II. The decision to go to war received nearly unanimous support. Another generation of Canadians would soon be off to Europe to fight in the bloody conflict of World War II.

**Opposition to the War**

For most Canadians, Adolf Hitler and the Nazis embodied all that was evil. Nonetheless, not all Canadians supported Canada’s participation in another European war. Many Canadian communists actively campaigned against Canada’s involvement until the Soviet Union was drawn into the war in 1941. In Québec, anti-war sentiment remained high. Some urged Canada to declare a “friendly neutrality,” which would keep Canada out of the war but still supply food and other essential materials to Britain, France, and Poland.

**Pacifists and Conscientious Objectors**

As was the case in World War I, some Canadians refused to support Canada’s participation in war for ethical reasons: they believed that using force to settle disputes was wrong. Those who oppose war
Canadian voices

Mennonites

My grandmother was an Old Order Mennonite. When she was growing up, she wore plain dresses and a muslin prayer cap on her head, and she rode in a horse and buggy. Many Mennonites today still wear and practise these same things. I am a Mennonite. I wear jeans and T-shirts, have short hair, and drive a red car. Many Mennonites live this way too. So, what makes us all Mennonites?

One thing that has set the Mennonite people and religion apart since their beginning in the sixteenth century has been their stance on non-resistance. We believe in and seek peace. But what does non-resistance mean in a country, such as Canada, that has gone to war?

Canadian Mennonites were preparing for the worst as it became inevitable that the world was going to war once again. In March of 1939, six months before the war began, representatives from seven different groups of Mennonites, as well as two other peace-seeking churches, met for a conference in Chicago. This began a long discussion on the role Mennonites felt they should play in war.

Although the Mennonite leaders at the time were united in deciding against participation in combatant military service, they differed in their opinions about what to do in its place. Some Mennonites wanted to wait and see what the Canadian government would do, since Mennonites had been granted exemption from military service in World War I. Most Mennonites, however, knew that they would need to have some offer of service in case exemption would no longer be allowed. Many began to think about how they and their young people could serve Canada in non-violent and productive ways.

There were many discussions and debates about alternative service, within the Mennonite community and between Mennonites and the government. The result was that Mennonite men of conscription age were exempted from military service because they objected to it for "reasons of conscience." However, Mennonites played a vital role by working in agriculture and industry to provide important goods such as food items overseas.

I am Mennonite. This means a lot of different things to me, but perhaps most clearly, it means that I seek to follow the way of peace. It is easy to try and blend into the crowd, and to do as others do, but in hearing of my ancestors who refused to back down from their beliefs, I am encouraged that I, too, can work productively for peace.

Contributed by Alissa Bender. Ms. Bender was raised in a Mennonite family in Waterloo, Ontario. She is currently a student at Wilfrid Laurier University.

of any kind are referred to as pacifists. During World War II, Canadians whose beliefs would be compromised by participating in war could be registered as conscientious objectors.

Pacifism was central to the religious beliefs of several groups in Canada in 1939. Among the pacifist religious groups were Mennonites, Hutterites, and Doukhobors. Nationalist sentiment ran high during wartime, so refusing to support the war effort was often seen as "un-Canadian" and led to hostility toward these groups. This hostility was compounded by other factors, such as the German heritage of the Mennonites and Hutterites. During and after the war the level of hostility toward these groups would vary, depending on how each pacifist group reacted to the war. The Mennonite community was the most widely accepted group, Mennonites responded to charges of pro-Germanism by voluntarily reducing the number of religious services they held and suspending their German-language schools. Those who registered as conscientious objectors worked on farms and in
factories to support the war effort. As well, nearly half of the young Mennonite men eligible for service abandoned their pacifist convictions and joined the armed forces.

In contrast, Hutterites, who lived on large communes in Alberta, remained isolated from most Canadians. Their German heritage and isolation from public life led to suspicions about Hutterites, especially since many Canadians saw the war as a defence of individualism and democracy. Doukhobors, although not German-speaking, had developed an unfavourable reputation as a result of the actions of a radical sect in British Columbia known as the Sons of Freedom. Throughout the 1930s the Sons of Freedom were often featured in the press for their participation in nude parades and for bombing and burning their own property to demonstrate their faith. Now, with war at hand, this religious group, about which Canadians knew little, was viewed with suspicion and hostility. Columnist Richard Needham of the Calgary Herald captured the reaction of Canadians to these groups when he wrote: "the Mennonites are really playing a much fuller part in the war than the isolationist Hutterites or the stubborn Doukhobors."

The British Commonwealth Air Training Plan

Prime Minister Mackenzie King was hopeful that Canada’s major contribution to the war would be the British Commonwealth Air Training Plan (BCATP), which was announced on December 17, 1939. Under the plan, air crews were to be brought to Canada from all over the Commonwealth for training as pilots, navigators, air gunners, bomb-"ardiers, and wireless operators. Canada provided airfields, aircraft, and basic services, far out of range of the German Luftwaffe, while Britain supplied instructors. The program turned out more than 130,000 graduates, including 50,000 pilots. Almost 73,000 of the graduates were Canadians.

War Comes to Canada’s Shores: The East Coast

Soon after the outbreak of war, Mackenzie King’s hopes for a limited Canadian role began to fade. The horrifying series of victories by Germany and its allies across Europe and Africa frightened Canadians. Soon the shadow of the European war had fallen across Canada’s eastern seaboard.

Halifax was the centre for Canadian naval operations in the North Atlantic and a base for British and Allied shipping. Day after day convoys of ships, including merchant vessels loaded with vital troops and supplies such as guns, tanks, shells, and foodstuffs, docked in Halifax Harbour and then headed out to make a run across the North Atlantic to Europe.

The Battle of the Atlantic and the Battle of the St. Lawrence

Germany realized that supplies sent from Canada were crucial to Britain’s survival, so it did everything in its power to interrupt supply lines. In what became known as the Battle of the Atlantic, convoy
ships were mined or torpedoes by German vessels, often within hearing distance of Halifax. Most deadly was the German U-boat (short for Unterseebooten, "undersea boat" or submarine). U-boat teams called "wolf packs" broke through the convoy escort ships to pick off merchant ships one after the other. By the end of the war U-boats had sunk 175 Allied ships, 500 merchant ships (with millions of tonnes of cargo), and 50,000 seamen to the bottom of the Atlantic Ocean. In response to these attacks Canada began to quickly produce "corvettes," small ships that provided some protection for merchant ships carrying vital supplies across the Atlantic.

In and around Halifax, navy "plotters" tracked ship movements, including those of the silent and dangerous U-boats, in the North Atlantic. Many of the plotters were from the Women's Royal Canadian Naval Service (WRCNS). One WRCNS plotter later said, "Most Canadians had no idea just how close those German U-boats got — way up the St. Lawrence."

By the summer of 1942 fact and fiction were beginning to blur. While Canadian government propaganda led the public to believe Canada was winning the Battle of the Atlantic, German U-Boats were becoming increasingly daring. Initially they had restricted their activity to the coastal waters around Newfoundland and Nova Scotia, but now attacks were made on ships in the St. Lawrence River. On August 27, 1942, the American ship Chatham was sunk in the St. Lawrence, the first time an attack had taken place in Canadian waters. During the summer and fall of 1942, German U-boats sank twenty-one ships in the St. Lawrence and claimed 259 lives while sustaining no casualties of their own. The most calamitous attack occurred on October 13, when the passenger ferry SS Caribou, en route from Port aux Basques, Newfoundland, to Sydney, Nova Scotia, was sunk by a single torpedo. One hundred and thirty-seven civilians died from the attack. The Battle of the St. Lawrence awakened Canadians to the reality of total war.

**Newfoundland's Role in the War**

The island of Newfoundland was still a British colony in 1939, but for the first time the co-operation between Canada and Newfoundland was close. Newfoundland was key to the defence of North America, but it lacked the money and personnel to ward off a German attack, which was a very real threat: U-boats were often seen prowling off the coast of Newfoundland. To guard St. John's harbour against a torpedo attack, a net was strung across the narrows that link the harbour with the Atlantic Ocean. During the Battle of the Atlantic, at least two German torpedoes were caught in this net.

With Newfoundland's consent, Canadian troops were stationed on the island, and Royal Canadian Air Force (RCAF) aircraft flew out of airports at Gander and at Goose Bay, Labrador. Canadian forces were joined by Newfoundland troops, including two infantry battalions (army units consisting of foot soldiers), two anti-aircraft regiments, three coastal batteries (collection of heavy guns), and a number of administrative and service units.
Canadian profiles

BRIDGET "BRIDE" FITZPATRICK AND THE DISASTER ON THE SS CARIBOU

It is only now that Newfoundlanders realize how near the war is to us. Wednesday marks a sad day in our history for the SS Caribou was sunk about 15 miles off Port aux Basques. Many people have someone dear that was on this ship. Wednesday was a dismal day at school. Both teachers tried to show pupils how great a disaster this sinking was to Newfoundland.

From a Newfoundland teacher's diary, October 1942

Bride Fitzpatrick was among those who perished when the passenger and car ferry SS Caribou was sunk by a German U-boat. The memory of that dreadful evening, one day after Thanksgiving, lives on in the memories of most Newfoundlanders. To this day a picture of the ill-fated ship hangs on the walls of many Newfoundland homes, and surviving relatives of Bride Fitzpatrick fondly remember her heroism of that evening and the zest with which she lived her life.

Bridget "Bride" Fitzpatrick was raised in the small Newfoundland village of Bay Roberts. As the only female crew member of the SS Caribou, Fitzpatrick had earned a reputation for her spunky character. On a June crossing between Port aux Basques, Newfoundland, and North Sydney, Nova Scotia, it was reported that a light had appeared on the deck. Fitzpatrick tracked down the source of the light and sternly reprimanded an American passenger, reminding him that lights on the deck were an invitation to be attacked by a German U-boat.

The very disaster she sought to avoid on that June evening would eventually claim the lives of Bride Fitzpatrick and 136 others. During the Battle of the Atlantic, German U-boats prowled around the Gulf of St. Lawrence hoping to disrupt the convoys of ships carrying supplies to Britain. Unfortunately, civilians were often among the victims of the Battle of the Atlantic.

The attack on the Caribou came in the early morning hours of October 14, 1942. As the Caribou approached Port aux Basques, it came into the sights of the German U-boat U-69. Taking deadly aim, the U-69 unleashed a single torpedo, which hit the Caribou. Hundreds of terror-stricken passengers scrambled to flee the sinking ferry. The crew of the Caribou valiantly struggled to ensure as many passengers as possible found their way to safety. Among those working feverishly was Bride Fitzpatrick. As the life rafts became full, she gave up her seat in the lifeboat to a mother and young child. The next morning, her lifeless body was found floating in the water twenty-five kilometres due west of Grand Bay, Newfoundland.

The sinking of the SS Caribou was of little strategic significance to the war, but it was emotionally devastating to Newfoundland. Many of the tightly knit communities that dot the Newfoundland shoreline lost someone when the Caribou went down. The sinking of the Caribou was World War II's greatest blow to Newfoundland, but the memories of the heroic victims, such as Bridget "Bride" Fitzpatrick, live on.

Activity

In the days following the sinking of the SS Caribou, newspapers across Canada reported on what was called "the blackest Maritime tragedy in the history of naval warfare off Canada's coast." The Ottawa Journal stated: "The nauseating brutishness of the Nazi soul [was] revealed again in the murder of defenceless women and children." Assume that you worked for a Canadian newspaper during World War II. Write a news story reporting on the sinking of the Caribou.
The Internment of Japanese Canadians

In the early 1940s about 22000 people of Japanese descent lived in British Columbia. The first Japanese immigrants had come to work on the railways and in mines and lumber camps. Later, many settled on the coast, where they bought fishing boats or plots of land. Most earned their living from fishing, market gardening, and small business. Their hard work was paying off, and some Japanese Canadians were beginning to prosper. However, their success was resented by many British Colombians.

Even before the war, Japanese Canadians had been targets of anti-Asian rioting and were treated as second-class citizens. They were denied the right to vote, teach, or take jobs in the civil service and other professions. Japan’s attacks on Pearl Harbor and Hong Kong opened the floodgates of long-standing racial hostility against Japanese Canadians. They were suddenly seen by many as spies and enemy aliens bent on helping Japan to destroy Canada.

In Vancouver the RCMP had been keeping a close eye on Japanese Canadian residents since 1938. It concluded that this community was loyal to Canada. Japanese Canadians had been patriotic supporters of Red Cross work and Victory Bond drives, and many were eager to fight for Canada. No sign of treason or treachery was uncovered at that time — or at any time later.

The War in the Pacific and on Canada’s West Coast

Times were also tense along the coast of British Columbia. In the Far East, Japan had invaded large parts of China. The U.S. and British naval fleets in the Pacific had been crippled by Japanese surprise attacks in December 1941. Three months later the Japanese swept across the Philippines, Malaya, Burma, and Singapore, and they were headed south toward Indonesia and Australia.

The opening of a new war zone in the Pacific frightened Canadians on the West Coast. The suddenness of the Japanese attacks, the number of their targets, and the ease of their victories made Western Canadians fear that the next Japanese target might be British Columbia. For days after the attacks on Pearl Harbor and Hong Kong, Vancouver enforced a blackout at night. School children were drilled to respond to a gas attack, and nervous adults tried to prepare for an invasion. As it turned out, the only direct Japanese attack on Canada was a submarine shelling of a Vancouver Island lighthouse in June 1942. However, the Japanese did occupy the Aleutian Islands off Alaska in mid-1942; they were later pushed off by a combined Canadian and American force.

Thousands of Japanese Canadians such as these people were sent to internment camps in British Columbia and northern Ontario. How can we safeguard against such injustices in the future?
On its own, Mackenzie King's government would not have taken harsh measures against Japanese Canadians on the West Coast. But anti-Japanese feeling was running high in British Columbia. Rumours sprang up about a Japanese invasion, and the stories grew wilder as they passed from one person to the next. Newspapers, patriotic societies, service clubs, and town and city councils targeted people of Japanese descent. In a letter to her brother, Muriel Kitagawa, a twenty-nine-year-old Japanese Canadian, pointed out the irony of Canadians' actions.

Strange how these protesters are much more vehement against the Canadian-born Japanese than they are against German-born Germans, who might have a real loyalty to their land of birth, as we have for Canada. I guess it is just because we look different. Anyway, it all boils down to racial antagonism, which the democracies are fighting against.

Ottawa eventually gave in to mounting public pressure. At first, only male Japanese nationals—men without Canadian citizenship—were rounded up and taken to internment camps well away from the coast. Soon, however, the Japanese conquest of British-held Singapore hit the headlines. The news fuelled racist feelings, and British Columbians pressed Ottawa even harder to remove all Japanese from coastal areas. Under the War Measures Act and the Defence of Canada Regulations, the internment order was extended to everyone of Japanese descent—Canadian citizen or not.

Soon, Japanese Canadians were herded onto eastbound trains. Most were sent to internment camps in the interior of British Columbia. Others were sent east of the Rocky Mountains, to sugar-beet farms in Alberta, or farther east to Manitoba and Ontario. The government also placed about seventy Japanese Canadians it considered dangerous behind barbed wire in northern Ontario.

The Japanese Canadians interned in British Columbia lived in shacks or makeshift houses measuring about four metres by eight metres. Some shacks had no running water or electricity, and none were built for the bitter mountain winters. Often families were broken up and the father was sent to one camp while the mother and children went to a different one. The men were put to work building roads such as the Trans-Canada Highway and cutting trees.

When the Japanese Canadians were interned, they had to leave most of their belongings behind in the "safekeeping" of a government agent called the Custodian of Enemy Property. But the authorities auctioned off all this property, including fishing boats, cars, houses, shops, and personal belongings, to others.

The shameful treatment did not stop at the war's end. After the war, Ottawa passed a law to deport Japanese Canadians, and almost four thousand were sent to Japan before the law was repealed in 1947. Many had never been to Japan before. For several years after the war, Japanese Canadians had to report to the RCMP if they travelled more than eighty kilometres from home. By 1949, however, Japanese Canadians had gained the right to vote in federal and provincial elections. The Canadian government did not formally apologize for the wartime injustices until 1988, when Brian Mulroney's government offered $20,000 to every survivor of the Japanese internment.

A Japanese Canadian internment camp. Can you suggest a more just way in which the government could have addressed the security concerns of some Canadians?

Japanese Canadians: An Alternative View

Most often, when discussing Japanese Canadians and World War II, the focus is on their internment,
PERSONAL REFLECTIONS ON THE WORLD WAR II INTERNMENT OF JAPANESE CANADIANS

How is one to talk to a woman, a mother who is also a stranger
because the son does not know who or what she is?
Tell me, Mother,
who are you? What is it to be a Japanese?
John Okada, No-No Boy

In John Okada’s 1957 novel No-No Boy, a young Japanese man named Ichiro watches his mother work and longs to bridge the gap of silence that exists between them. At times, I too felt that the silences, the words not spoken, the stories not told, separated me needlessly from my mother and father. Like Ichiro, I seek to bridge that silence.

I grew up in a loving, working-class Japanese Canadian family. I am a Sansai — third-generation Japanese Canadian. My parents were both born in British Columbia. They were Nisei — second-generation Japanese Canadians. Both sets of grandparents, Issei, grew up in the Fukuoka prefecture of Japan and immigrated to Canada in the late 1800s. My father’s father was a printer employed by one of Vancouver’s Japanese-language newspapers. My ba-chan (grandmother) was a fastidious homemaker who made everything from scratch — from curtains to soap to pickles to saki. My mother’s family owned a berry farm in Haney, British Columbia. On this farm, they raised five children, all of whom laboured on the land, daily, before and after school, and throughout the summer months. Seasonally, to earn cash, my ba-chan also worked in a nearby fish factory. Although they must have encountered racism in its ugly, unmasked forms, my grandparents eked out an existence, drawing strength from the West Coast’s small but cohesive Japanese Canadian community.

This is the history I learned in the 1960s and 1970s growing up in a White neighbourhood of Toronto. By adulthood, I could see that there were gaps in my family’s history — silences. In my family, the silence revolved around the internment of Japanese Canadians during World War II. The experience of internment taught my parents that being of Japanese descent was bad, shameful and brought with it harsh penalties.

During World War II, both my parents were sent to internment camps. My mother, then a teenager, remembers hurriedly burying clothes, dishes, pots, and pans, giving her pet dog to neighbours — all within an allotted twenty-four hours before being rounded up by the RCMP. She can still see and smell her family’s step at Hastings Park, where horse stables had been turned into a “relocation centre” for those of Japanese descent during the war. Most vividly she recalls her train voyage from British Columbia to Ontario. At the war’s end, the federal government prohibited Japanese Canadians from returning to what remained of their homes on the West Coast. Encouraged by government officials, she found a position as a live-in domestic servant with a wealthy family in the affluent Toronto neighbourhood of Rosedale. After this, she faced endless days of polishing silver, vacuuming expensive oriental carpets, and feeding and minding the three children of a respected lawyer and his homemaker wife. My mother remains a domestic worker to this day.

My father’s experience during the internment was different. When he heard about the decisions of the federal government, my father openly resisted. Angry and hurt that he was considered a threat to his country of birth, he refused to leave the only home he knew. The RCMP picked him up on the streets of Vancouver, not even permitting him to notify his parents of his whereabouts. For resisting, they put him in a prisoner-of-war camp in Petawawa, Ontario. He remembers having
to wear a white top with a red circle on the back. During the war, the government used his labour, first in Petawawa, then on various road camps throughout Ontario. After the war, like my mother, he had nothing to return to. He eventually ended up in Toronto where, for the remainder of his life, he put in endless hours earning a living as a taxi cab driver. My father died before the Canadian government made a formal apology to the Japanese Canadian community. He did not receive any financial compensation for the economic losses suffered to himself or his family during the war.

Clearly, the forces of racism shaped their lives.

Both my mother and father worked hard to shield me from these forces, for years upholding a wall of silence around their wartime experiences. I now am a parent myself. I have a four-year-old daughter, a Yonsei (fourth-generation) of mixed race. She tells me that she wants to learn to speak Japanese. In her imaginary play, she speaks of living in Japan. When she is older and asks about my family's past, I will tell her these stories, to be sure the silence is forever broken.

Contributed by Pamela Sugimami. Dr. Sugimami is an Associate Professor of Sociology at McMaster University in Hamilton, Ontario.

Racism, and their general mistreatment by fellow Canadians. However, a valuable contribution was made by many Japanese Canadians during the war years. As a result of the War Measures Act, all Japanese Canadians had been removed from coastal British Columbia, but not all were placed in internment camps. More than 2600 were relocated to southern Alberta, where they provided vital labour in the sugar beet fields. The chronic shortage of manual labour resulting from the war threatened the harvest of sugar beets. For Japanese Canadians, the options of working for a wage and keeping their families intact were much preferable to internment camps. Following the war several of these families remained in southern Alberta, where they have made important contributions to their communities.

Central Canada: Retooling to Support the War

Once the Nazis had occupied most of Europe and the Japanese were driving swiftly across the Far East, Canadians began to talk about "total war" — using everything possible for the war effort. By the end of 1941, industries across the nation were working overtime to produce war materials. Unemployment vanished. In fact, competition for workers had become so stiff that the government created a National Selective Service (NSS) to direct Canadian workers to the industries where their labour was most needed. If workers took jobs without NSS approval, they could be fined $500 and jailed for a year. The economy, crippled by the Great Depression, was up and running again.

The biggest change occurred in Canadian manufacturing. Hamilton steel mills, Toronto munitions plants, and Montreal aircraft factories began to run shifts around the clock, seven days a week. Although production remained largely concentrated in the industrial heartland of southern Ontario and Quebec, several new plants were established across Canada. Winnipeg, for example, became a major supplier of munitions and communication technology, while a Boeing aircraft factory and new shipbuilding facilities appeared in Vancouver.

Canadians also started making many items that they had once bought abroad. For the first time, Canadians produced diesel engines, synthetic rubber, roller bearings, electronic equipment, and high-octane gasoline and other products. The minister in charge of industrial production, C.D. Howe, predicted. "Never again will there be any doubt that Canada can manufacture anything that can be manufactured elsewhere." He was right. Many new industries survived into peacetime and became a permanent part of the Canadian economy.
Resurgent Prairie Farms: Meeting the Agricultural Demand of the War Years

While the industries of Central Canada produced products at a rapid pace, the farms of Western Canada also joined in the “total war” effort. After years of drought, the weather co-operated and the Prairies turned green at last. Farmers began harvesting bumper crops, for which they earned reasonable profits. In 1942, high school and university students from the East and Aboriginal people from the North headed into Saskatchewan to help harvest a record-breaking crop of wheat. Hungry Britons were desperate for food, and the soldiers overseas had to be fed. Canadian farmers began to produce a wider range of products to meet the new demand, including pork, beef, dairy products, flax, and oil seeds. These vital contributions to the war came from a diversity of ethnocultural groups.

Aboriginal Contributions to the War Effort

During the war years the contributions of Canada’s Aboriginal peoples took many forms. Despite widespread poverty, Aboriginal people donated over $23,000. In some cases Aboriginal bands donated the $5 that each member received from the federal government as treaty money. In other cases, money was raised through the sale of moccasins and furs. In addition to the money donated, support for the war effort came in the form of knitted socks and mufflers and other garments.

Aboriginal people also supported the war effort by expanding the amount of reserve land under cultivation. Under the “Greater Production Campaign,” the government supported Aboriginal farmers by providing seed, cattle, poultry, goats, and fruit trees. As a result, a steady increase in foodstuffs was recorded during the war years. Aboriginal people who did not enlist in the army or find employment on farms found work on railways and in packing plants, factories, and lumber mills. Over two hundred Aboriginal men who had been rejected for military service were relocated from the West to Ontario, where they worked in munitions factories and forests. While meeting with Aboriginal leaders in Regina, Mackenzie King expressed gratitude for their loyalty to the Crown and stated that he was proud to see “the complete unity in the Dominion’s war effort.”

Women’s Contributions to the War Effort

The war effort opened many new doors for women, at least for the duration of the war. Men going overseas left job vacancies behind, so the federal government began actively recruiting women into the labour force. “Women! Back Them Up — To Bring Them Back,” said one government campaign poster urging women to take jobs in munitions work. “Roll Up Your Sleeves for Victory!” shouted another poster.
The shortage of labour brought about by the war opened up numerous opportunities for women in new fields. Many women were employed in heavy industries, building weapons and machinery. Nicknames for women working in factories included "Rosie the Riveter" and "the Bren Girl." Can you explain these nicknames?

At first, the government campaign targeted single women, but by September 1942, labour shortages were so acute that all women between the ages of twenty and twenty-four were required to sign up with the National Selective Service. Later, the government campaigned for married women to take jobs and near the end of the war women with children were targeted for the labour force. With federal help, Ontario and Quebec set up a few day-care centres to free mothers for war work. By 1944, almost one million women had taken jobs across Canada.

Women in Industry
At the peak of wartime production, 30 percent of workers in aircraft plants — 25 000 — were women, more than 260 000 women had jobs in munitions plants and there were 4000 female workers in shipbuilding and 4000 in construction. They assembled radio tubes and Bren guns (submachine guns) and worked at spot welding, auto assembly, riveting, and meat packing. The female war worker, wearing trousers and a bandana wrapped around her head to keep long hair out of machinery, became a kind of national heroine. Sometimes nicknamed "the Bren Girl" or "Rosie the Riveter," the female war worker appeared on billboards almost as often as the Canadian soldier did.

Women were still paid less than men for doing the same jobs — although the differences between men's and women's wages were smaller than before — and women almost always had male bosses. Many still worked in traditionally female jobs, but a sizable number took on jobs usually done by men. The divisions between "women's work" and "men's work" were beginning to blur.

Women in Agriculture
Many young men and some women left the farms for service overseas or better-paying jobs in war industries. As a result, the burden of agricultural
production often fell to the more than 800 000 women who chose to stay on the farms. Women had always done their share of farm labour, but in the war years they often had to work double-time to compensate for missing husbands and farm workers. One farm wife managed to do the heavy farm work, service the equipment, run the house, look after the children, and still have time for hunting and curling. When her husband came back from the war, she handed him the bank book. "There is more money in there," she proudly told him, "than we ever had in our lives."

The Changing Role of Government

War often has the effect of jolting governments out of traditional roles. In both world wars, the Canadian government adopted a more active role in the day-to-day functioning of society. And in both cases, the changes in the role of government in the lives of Canadians would become permanent features of post-war Canadian society.

The Wartime Economy and Government Controls

Prime Minister Mackenzie King was determined to manage an efficient, orderly, and honest war effort. He put a group of cabinet ministers in charge of the shift to a wartime economy and the minister of munitions and supplies, C.D. Howe, in charge of the war production effort. Britain desperately needed all kinds of supplies, and Howe obtained contract after contract for guns, tanks, trucks, uniforms, ships, and much more.

But many of Howe's contracts were for products that Canada had never made. He turned to top businessmen across Canada for help in meeting wartime production demands. He asked them to take a "holiday" from work and to become civil servants until the war ended. They became known as "dollar-a-year men" for the token salary paid by the government. (Many companies continued to pay their employees' salaries while they worked for Howe's department.) Canadian factories that had been making refrigerators were switched over to producing tank tracks or Bren guns. Railway shops started making tanks. Automobile makers stopped making cars and began producing army trucks.

Soon Canada was geared up for war production. By 1944, Canadians were building four thousand trucks and 450 armoured vehicles a week. "When you consider that pre-war Canadian industry had never made a tank, a combat airplane, or a modern high-caliber rapid-fire gun," the American magazine Fortune marvelled, "the speed with which industry was organized and production started ranks as an industrial miracle."
Widening Government Controls
Over Industry

C.D. Howe’s Department of Munitions and Supplies was given new powers over private enterprise. It could tell businesses what to produce, where to sell their products, and even when to deliver them. If a business refused to co-operate, the department could take over the plant and schedule production itself.

New Crown corporations (government-owned corporations) were created by Howe’s department whenever private enterprise could not supply a specific demand. By the end of the war, there were twenty-eight Crown corporations, producing everything from wood (Veneer Log Supply Limited) to synthetic rubber (Polymer Corporation). One Crown corporation, Eldorado Mining and Refining in Port Hope, Ontario, secretly processed uranium for the U.S. atomic bombs that were dropped on Japan in 1945. Never before had a Canadian government taken such wide-ranging control over private enterprise.

Managing the Wartime Economy:
The Problem of Inflation

The booming wartime economy brought Canadians new prosperity. More people were working, and they had more money in their pockets than ever before. But most of Canada’s resources were going into wartime production, with the result that fewer consumer goods were on store shelves. Mackenzie King’s financial advisers were worried that with “so many dollars chasing so few goods,” prices would rise quickly. The result would be a crippling inflation. It had happened in World War I, and Mackenzie King was determined that it would not happen again.

A Nova Scotia lawyer, James Ilsley, was put in charge of Canada’s financial affairs. Ilsley kept inflation under control through the use of large tax increases, forced savings, and the sale of Victory Bonds. By restricting the amount of money Canadians had in their pockets, the government left them with less money to spend on consumer items.

In limiting the demand for these items, the government managed to keep the general increase in prices (inflation) under control. In 1938 Ottawa had collected just $42 million from personal income taxes, but by 1943 it took in $815 million. Ilsley also mounted nine huge publicity campaigns for War Loans and Victory Loans. Celebrities — including child movie star Shirley Temple and the five-year-old Dionne quintuplets — were used to make public appeals for Victory Bonds. Posters and magazine advertisements with slogans like “The Men Are Ready... Only YOU Can Give Them Wings” appeared everywhere. The publicity effort was a stunning success, producing $8.8 billion for the war effort.

Web Connections

Go to the above Web site to find out more about how posters were used to gain public support for the war. Go to History Resources, then to Canada: A Nation Unfolding, Ontario Edition, to find out...
Wage and Price Controls and Rationing

Despite Ilsley's efforts, prices were going up by 1941. Mackenzie King's government worried that explosive inflation lay ahead. In November 1941 the Wartime Prices and Trade Board (WPTB), a government agency that regulated the supply of key commodities and food rationing, took the revolutionary step of freezing all prices and wages to prevent inflation. The WPTB also decided who could buy scarce goods. Consumers who wanted to buy items such as electric stoves, typewriters, or rubber tires first had to get a permit from the WPTB. The permits went to people who showed that their use of an item contributed most to the war effort.

Food rationing was also introduced in 1942, and quotas (limits) were placed on a number of everyday commodities. Canadians were limited to 250 grams of sugar, 250 grams of butter, 30 grams of tea, 115 grams of coffee, and 1 kilogram of meat per person per week. More than eleven million ration books were handed out, and ration coupons became a part of Canadian life. The WPTB preached: "Use It Up, Wear It Out, Make It Do, and Do Without." Women's groups taught classes on how to cook nourishing home meals with few supplies. They also ran huge salvage campaigns under the motto, "Dig In and Dig Out the Scrap." They salvaged paper, rags, iron, aluminum, edible fats, bottles, and even meat bones for aircraft glue and milkweed for life preservers. But rationing was more of a nuisance than a real hardship. In European eyes, Canadians still lived in a land of plenty. Even Americans faced tighter rationing than Canadians did.

The Fight Over Conscription

Canada had been torn apart in World War I by the bitter fight between French and English Canadians over conscription. Mackenzie King was determined to avoid another disastrous conscription battle. He took Canada into World War II with the solemn pledge that no Canadians would be conscripted and forced to fight against their will. French Canadians accepted Canada's declaration of war on the understanding that they would never be conscripted to fight in Europe.
But Hitler's victories in Europe soon had many English Canadians thinking about conscription. Pressure mounted, and Mackenzie King reacted with the National Resources Mobilization Act (NRMA). In his words, it let the government "call out every man in Canada for military training for the defence of Canada." Under the NRMA, men could be conscripted and trained as soldiers, but only for home defence with the borders of Canada. The NRMA conscripts could not be sent overseas to fight.

A growing number of English Canadians came to see the men conscripted for home duty in the NRMA as less than patriotic because they refused to fight in Europe, and these conscripts were soon nicknamed "Zombies." The term appears to have been borrowed from Hollywood films in which people without souls had only an outer appearance of existence. Similarly, those who were conscripted by the NRMA but had refused to volunteer were seen to have only the outward appearance of support for the war effort. English Canadians mistakenly believed that most of the "Zombies" were French Canadians and grumbled that they should not be allowed to "sit comfortably" in Canada while the battle raged in Europe.

The army tried all kinds of threats and promises to get the NRMA men to "go active." Its tactics were sometimes harsh, and many "Zombies" finally agreed to active service. But a tough core of NRMA conscripts, fully trained for service, steadily refused to go to war. The conscription issue was becoming a political "hot potato" for Mackenzie King, who was locked into his pledge against conscription. Public support began to swing to the Conservative Party. The architect of conscription in World War I, Arthur Meighen, was asked to come back as the Conservative Party leader. He agreed, and it began to look as if the Liberal Party might be beaten on the conscription issue just as it had been in World War I.

Then Mackenzie King had an idea. He would hold a plebiscite, a federal referendum open to all Canadian voters. He would ask Canadians whether or not they favoured releasing his government from its earlier pledge against conscription. On April 27, 1942, almost four million Canadians went to the polls to vote. The plebiscite passed, and King was freed from his promise. Once again Canada was divided into warring camps over conscription, and so was Mackenzie King's government. Quebeckers were outraged at what they saw as his betrayal.

Mackenzie King was now free to bring in conscription, but he was in no hurry to do it. He feared that conscription might trigger massive civil disorder in Quebec. He had once told a group of Liberal members of Parliament that if conscription were brought in, "we would have to enlarge our jails and use our tanks and rifles against our own people." Mackenzie King summed up his position in the famous motto: "Not necessarily conscription, but conscription if necessary."
For a while, voluntary enlistments kept pace with the demand for new recruits. But after a time the flow of volunteers slowed, and the invasions of Italy and France began taking their toll of Canadian soldiers. The Canadian forces lost 23,000 soldiers in Italy and France, most of them in the infantry. By 1944, the infantry replacement pools were drained.

Seeing that the last hope for volunteers had disappeared, Mackenzie King did an about-face on conscription. He agreed to conscript 16,000 for active duty, and about 12,000 NRMA conscripts were sent overseas. By the time they arrived in Europe, however, the war was winding down. Fewer than 2,500 conscripts reached the front, where 69 were killed in action. Mackenzie King faced some political hostility for his switch to conscription. There were brief riots in Montreal, and a brigade of NRMA men in British Columbia commandeered their training camp and refused to move out. But Mackenzie King had secured the support of his young justice minister from Québec, Louis St. Laurent, before announcing conscription. St. Laurent was a well-respected French Canadian politician whose presence helped soften public opinion in Québec. In fact, Mackenzie King credited St. Laurent with saving both his government and Confederation.

The conscription crisis had once again divided the nation, and a bitter Québec would not forget its treatment at the hands of English Canada. But in the election of 1945, Mackenzie King's Liberal Party still looked better to Québec than the other parties did. The Liberal government was returned to power. Québec was quiet, if not happy. The transition to peacetime went smoothly, and a more prosperous Canada looked forward to a new era of peace and security.

**The Good, the Bad, and the Ugly**

Canadians from coast to coast had risen to the challenge of yet another world war. Lessons learned from World War I proved invaluable in meeting the challenge. By war's end, Canadians could reflect back with a certain pride in the unity demonstrated and the hurdles overcome. Some mistakes had been made, some people had been mistreated, and conscription had once again reared its head. Yet in the end Canada had not only played a vital role in supporting the war in Europe and the Pacific, but had shown considerable unity. War had exposed the good, the bad, and the ugly in Canada.
Textbook Observations (BLM 5.3)

Complete the following chart using pages 246-262 from *Canada: A Nation Unfolding*. Make observations about what life was like on the Canadian home front during WWII, note your evidence for this observation, and determine what historical perspective is being used to generate this information.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Evidence</th>
<th>Perspective</th>
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**Newspaper Observations (BLM 5.4)**

Using your note “Things to Consider When Exploring Historical Perspectives” (BLM 5.1) complete the following chart by analyzing the newspaper excerpts you were given.

<table>
<thead>
<tr>
<th>Observations</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>What sorts of things are valued in society, based on the evidence in this newspaper?</td>
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<tr>
<td>How are people’s opinions different in this newspaper than present day newspapers?</td>
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<tr>
<td>What factors would be contributing to the differences in opinion in this newspaper?</td>
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<tr>
<td>What is the historical context of this newspaper? Is there any evidence of the historical context in the newspaper?</td>
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<tr>
<td>What inferences can you make about life in Canada at this time?</td>
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<tr>
<td>What historical perspectives are present in this newspaper?</td>
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</tbody>
</table>

Answer the following questions after you have completed your initial observations.

1. How many different perspectives do you believe to be represented in this newspaper?

2. Which Canadian perspectives do you believe are missing? Why?

3. Which perspective is most often represented? Why do you think this is the case?
A Letter to the Past: Homework Task (BLM 5.5)

Consider the perspective of interned Japanese Canadians during WWII and the perspective of Anglo-Saxon Canadians during WWII.

Rough Notes on this topic:
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
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____________________________________________________________________________________
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____________________________________________________________________________________

Write a one-page letter addressed to both the Japanese and Anglo-Saxon Canadians from the perspective of someone from 2014 (you!). In this letter you will identify the major differences between the opposing perspectives (Japanese and Anglo-Saxon) and infer why you believe these differences existed and comment on the historical context during WWII. The letter must also address the struggles that you encountered in writing this letter from the present (trying to avoid presentism).

This is a formative assessment (not for marks!), you are to hand in this assignment to your teacher seeking descriptive feedback on your work. You are being asked to show your knowledge on two perspectives from the Canadian home front during WWII. Your teacher is looking to see if you have included each bolded item (there are five) in the description above.

Due Date: ________________________________
Formative Assessment Feedback for Homework Task (BLM 5.6)

**Homework Task Feedback: A Letter to the Past**

Student Name: __________________________

<table>
<thead>
<tr>
<th>Five Key Elements To This Task</th>
<th>Descriptive Feedback</th>
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<tbody>
<tr>
<td>The student has addressed a letter to both the Japanese and Anglo-Saxon Canadians from the perspective of someone from 2014</td>
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<tr>
<td>The student has written a letter identifying the major differences between the both perspectives</td>
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<tr>
<td>The student has made inferences as to why they believe these differences existed</td>
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<tr>
<td>The student comments on the historical context during WWII</td>
<td></td>
</tr>
<tr>
<td>The student addresses some of the struggles that they encountered writing this letter with a present worldview</td>
<td></td>
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</tbody>
</table>

Additional Comments:
“The Jews on the St. Louis considered themselves lucky— they were leaving. When they reached Havana on May 30, however, their luck ran out, for the Cuban government refused to recognize their entrance visas. None of these wretched men, women, and children were allowed to disembark, even after they threatened mass suicide. The search for a haven now began in earnest. Argentina, Uruguay, Paraguay and Panama were approaches, in vain, by various Jewish organizations. Within two days all the countries in Latin America had rejected entreaties to allow these Jews to land, and on June 2 the St. Louis was forced to leave Havana harbour. The last hope was Canada or the United States, not even bothering to reply to an appeal, sent a gunboat to shadow the ship as it made its way north. The American Coast Guard had been ordered to make certain that the St. Louis stayed far enough off shore so that it could not be run aground nor any of its frantic passengers attempt to swim ashore.

The plight of the St. Louis had now touched some influential Canadians; on June 7 several of these, led by George Wrong and including B.K. Sandwell of Saturday Night, Robert Falconer, pas-president of the University of Toronto, and Ellsworth Flavelle, a wealthy businessman, sent a telegram to Prime Minister Mackenzie King begging that the show ‘true Christian charity’ and offer the homeless exiles sanctuary in Canada. But Jewish refugees were far from the prime minister’s mind. King was in Washington, accompanying the Royal Family on the final led of its triumphant North American tour. The St. Louis, King Felt, was not a Canadian problem, but he would, nevertheless, ask Skelton to consult on the matter with Lapoint and Blair. Lapoint quickly stated he was ‘empathetically opposed’ to admission of the St. Louis passengers, while Blair claimed, characteristically, that thesees refuges did not qualify under immigrations laws and that in any case Canada had already done too much for the Jews. Non country, Blair added, could ‘open its doors wide enough to take in the hundreds of thousands of Jewish people who want to leave Europe: the line must be drawn somewhere.’

And the line drawn, the voyagers’ last flickering hope extinguished, the Jews of the St. Louis headed back to Europe, where many die in the gas chambers and crematoria of the Third Reich.”
A Brief History of Canada and the Holocaust

While Canada did not directly experience the Holocaust, it was impacted in many ways by the tragedy. Canada’s restrictive immigration policies at the time largely closed the door on Jews seeking to flee Europe. This included 937 Jewish passengers of the M.S. St. Louis, who were refused entry into Canada, and many subsequently died in the Holocaust.

As a result of Canada’s wartime policies, nearly 2,300 men were interned as “enemy aliens” in camps across Canada between 1940 and 1943. These were mostly Jewish refugees from Austria and Germany.

The Canadian experience of the Holocaust was also one of resilience and hope. In April 1945, Canadian forces liberated the Westerbork Transit Camp in the Netherlands, including 900 Dutch Jews who were still interned there.

As a nation, Canada has also been profoundly shaped by approximately 40,000 Holocaust survivors, who resettled across the country after the war. Today, Canadians remember the Holocaust, commemorate its victims, and renew the commitment to fight against racism, discrimination and anti-Semitism.

In 2010, Canada led the development of the Ottawa Protocol on Combating Antisemitism. This international action plan will help nations measure their progress in the fight against antisemitism. In 2011, Canada became the first country to sign the Protocol.
Response to Prime Minister King’s Diary Entry (BLM 6.3)

**THINKING ABOUT HISTORICAL CONTEXT:**
Examing King’s Diary Entry on Accepting Refugees

On accepting refugees

Tuesday March 29, 1938

Attended council from 12 till 1:30. A very difficult question has presented itself in Roosevelt’s appeal to different countries to unite with the United States in admitting refugees from Austria, Germany, etc. that means, in a word, admitting numbers of Jews. My own feeling is that nothing is to be gained by creating an internal problem in an effort to meet an international one. That we must be careful not to seek to play the role of the dog in the manger so far as Canada is concerned, with our great open spaces and small population. We must nevertheless seek to keep this part of the continent free from unrest and from too great an intermixture of foreign strains of blood, as much the same thing as lies at the basis of the Oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews. Also we would add to the difficulties between the Provinces and the Dominion. Council was very much of this view through Crerar, Rogers and Euler and, to some extent, Ilsley were more favourable to the open door on the humanitarian grounds. One has to look at realities and meet these situations in the light of conditions and not theories if the greatest happiness is to be obtained for the greatest number in the long run.”

– Prime Minister King

<table>
<thead>
<tr>
<th>Reasons King Chose to Not Accept Refugees</th>
<th>Reasons it is Unethical for King to Not Accept Refugees</th>
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<td></td>
<td></td>
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</table>
Appendices Endnotes

xv Bogle, Don with Eugene D’orazio, Fred McFadden and Don Quinlan. Continuity & Change Canada: A History of our Country from 1900 to the Present. Fitzhenry & Whiteside Ltd. Markham, ON. 2000
xvii “What did the Nazi’s Promise Germany?,” The Holocaust Explained; London Jewish Cultural Center (London: England. 2011), [http://www.theholocaustexplained.org](http://www.theholocaustexplained.org)