CANADA AND THE SECOND WORLD WAR: A CAUSAL ANALYSIS

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

SPECIFIC EXPECTATION EXPLORED: 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 analyze Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian Campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of Individuals such as Paul Triquet and Charles Tompkins; the contribution of women)

ABSTRACT: The purpose of this document is to provide the teacher with a complete resource package of lessons, documents, and tools to implement within the classroom to educate their students on an overall expectation in the Ontario History Curriculum. Built upon the historical thinking concepts outlined in Peter Seixas and Tom Morton’s “The Big Six,” these lessons focus specifically on one of these concepts to engage students in inquiry based learning. Used together, these lessons tell a story about the devastating impact of World War II, and the heroic Canadian contributions to the war effort.

During the first lesson, students will examine the social, political and economic conditions which resulted in the rise of the Nationalist Socialist Party in Germany. Students will put themselves in the position of the German people, and consider the conditions which influenced the people of Germany to elect Adolf Hitler and how these conditions influenced the rise of the National Socialist State. This lesson will address continuity and change throughout Germany in the years prior to 1939. In the second lesson, students will explore other key causes of the Second World War by examining primary source documents, such as the Treaty of Versailles. Through exploring the causes of the war, students will have a clearer understanding of the tumultuous path to war and the resulting battles that ensued. In the third lesson, students will learn about the role of Canadians in the battles which occurred on land, at sea and in the air. Students will explore key Canadian Battles in depth to understand how these historically significant battles helped shape the war and the Canadian identity. Lastly, students will learn about the contribution of Women to the Canadian war effort during WWII. By examining the war through the lens of women, students will be able to explore a unique perspective of WWII. Students will examine the many roles women took on during the war and learn about their changing position in society during this time.

By completing this resource pack, students will have a rich understanding of the causes, and consequences of the Second World War. Students will have had the opportunity to explore a variety of primary source mediums and expand their critical thinking skills. This resource pack uses the Ontario Canadian and World Studies Curriculum to explore these topics and ensure they are being covered in a detailed manner. This resource pack will allow educators to use a variety of tools to engage learners and deepen their understanding of the Second World War.
Canadian Prisoners of War Captured in the Dieppe Raid on August 19, 1942.
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 analyze Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian Campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of Individuals such as Paul Triquet and Charles Tompkins; the contribution of women)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON # 1 (115 minutes; approximately two 75 minute classes)

TITLE OF STORY: The Rise of Hitler and Nazi Germany

OVERVIEW: The purpose of this lesson is to examine the social, political, and economic conditions that resulted in the rise of the Nationalist Socialist Party in Germany. This lesson will introduce the circumstances that led to the support of the Nazi Party, and how this contributed to the start of World War II. Students will analyze the factors of continuity and change in the development or progress and decline in the historical context. By exploring the rise of extremism in Germany, students will develop a foundation of knowledge in understanding the beginning of World War II as the unit progresses.

APPENDICES:

1. Primary Sources (PSD 1.1 / 1.2 / 1.3 / 1.4 / 1.5 / 1.6 / 1.7)
2. Instructions for Teacher (Appendix 1.1 / 1.2 / 1.3)
3. Black Line Masters (BLM 1.1 / 1.2 / 1.3)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)

The lesson will begin with the teacher presenting a scenario that their classroom represents a country that has been devastated by the Great Depression. Similar to the situation in Canada during the 1930’s, unemployment rates have skyrocketed, starvation is imminent, and the citizens have lost faith in their government. An election has been called, and the citizens must elect a party that will improve the stagnant conditions of the depression. Students will then refer to BLM1.1, which outlines the political positions of two potential candidates they can vote for. After giving students a few minutes to read the candidates’ stances, a vote will commence by a show of hands. To incorporate technology into this lesson, students may vote anonymously through polleverywhere.com. Examples of sample questions are listed in Appendix 1.1.

Students should all have voted for Candidate B. The teacher should initiate discussion with the class as to why they chose the candidate that they did. Similarly, polleverywhere.com can be utilized here, as evident in Appendix 1.1. Following this discussion, the teacher will explain to the class that they agreed with the majority of the German population, and had elected Hitler to power. This should hook student interest, as most students will be familiar with Hitler’s infamous crimes during World War II. Furthermore, students may be shocked that they had unknowingly supported a political candidate such as Hitler.
Step 2: Discussion (10 minutes)

Students will then participate in a Think-Pair-Share to activate their prior knowledge about Hitler and the Nazi Party. Examples of potential questions can be found in Appendix 1.2. Students will take a few minutes to think about their prior knowledge, share with their elbow partner, and then participate in a group discussion to add to the collective knowledge about Hitler and his actions during World War II. This activity will stimulate students to think about the prior contexts in which they have encountered Adolf Hitler. The teacher should ask students if they believe they have a biased opinion of Hitler, and why that may be? If necessary, the class should create a classroom definition of “bias,” to better understand the concept and how to examine it. The teacher will then explain the importance of understanding bias when working with other historical perspectives. After this discussion, move on to the next portion of the lesson.

Step 3: Independent Activity (15 minutes)

Students will be provided with BLM1.2 and asked to read it independently. BLM1.2 outlines the concept of LIMP PAPER as contributing to the rise of Hitler during the 1920’s and 1930’s. Students will be asked to consider the various conditions outlined and their interconnectedness. Independently, students will write a one-page response to the question, “Could Hitler’s rise to power have been stopped? Why or Why not? Use at least 3 examples from LIMP PAPER to justify your answer.” Students will be asked to complete this activity and submit it for completion. The teacher will be present throughout to answer questions regarding the concepts.

Alternatively, students may complete a Venn diagram as a class to organize the events into the context of continuity and change. This will allow the students to consider the events in relation to their impact on progress and decline. For example, what events/ideologies promote change during this historical period? Further examples of potential prompts are located in Appendix 1.3.

Step 4: Modeling (15 – 20 minutes)

The teacher will explain that similar to the First World War, propaganda was an effective technique to portray ideas, emotions, and ideologies to the masses. The teacher will then display PSD 1.1 on an overhead projector or SMART Board. The teacher will then model a proper image analysis of the propaganda poster to demonstrate what information can be gained through viewing images. Student interpretations and analysis should be strongly encouraged during this activity. The purpose of this modeling is to demonstrate the inquiry processes the students should be implementing when working with sources such as images.

Step 5: Guided Practice (25 minutes)

The students will be divided into small groups of 4-5 (or smaller depending on the size of the class. Each group will be given a different image (PSD 1.2 – PSD 1.7) that they will be responsible for analyzing. The teacher will then instruct students that these images are all pro-Nationalist Socialist (Nazi) propaganda. Students will be given BLM 1.3 and will complete the handout in their groups. Students are encouraged to attempt to identify the aspects of LIMP PAPER as they analyze their image. The purpose of this activity is to have students identify a different historical perspective other than their own. Most students recognize the infamy of Hitler and his crimes against humanity, however students may assume that all Germans were evil as they elected Hitler to power. However, through this activity, students will understand the desperation the German citizens had for a strong leader who could unify the country during their depression.
Step 6: Sharing / Discussing / Teaching (30 – 40 minutes)

Once all of the groups have analyzed their images, the groups will informally present their image analysis to the rest of the class. Students must provide a detailed explanation to their thought processes, and make clear the Students will be encouraged to discuss their findings in detail to demonstrate their inquiry process throughout. Following the presentation, the remainder of the class will be given the opportunity to ask questions or contribute to the analysis of the image.

At the end of the class, students will complete an exit card to demonstrate their knowledge and understanding of content from the lesson. See Appendix 1.1 for examples of questions for the exit card. Students will be encouraged to ask any questions they still have about the rise of Hitler and the Nazi Party at the bottom of their exit cards. These will be reviewed and responded to at the beginning of the next class.

ASSESSMENT:

By the end of this lesson students will be able to:
1. Identify the significance of the Great Depression in producing a strong united Germany.
2. Identify and explain the key factors that led to the rise of Hitler and the Nationalist Socialist Party (LIMP PAPER)
3. View historical events from a variety of perspectives through contextualization.
4. Identify bias and propaganda techniques in a variety of images.

Assess students for learning during the Think-Pair-Share to determine what prior knowledge they have on Hitler and the Nationalist Socialist Party.

Assess students of learning when reading their written responses to BLM 1.2. Students should have a clear opinion present when describing the 3 greatest factors, and should back up their responses with evidence.

Assess students as learning through their participation in their oral presentations. All group members should participate in some manner and have a clear understanding of their analysis. Students should be able to identify the historical perspective and context in which their image was created. Furthermore, students should be able to describe bias and various other propaganda technique employed within their image.

Assess students of learning by reading their exit card responses. Students should be able to clearly identify terminology, concepts, or events that they learned. Furthermore, assess as learning by reading the students’ questions on their exit cards. Comprehension and engagement should be evident through the level of inquiry.
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 analyze Canada’s contribution to the war effort (e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian Campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of Individuals such as Paul Triquet and Charles Tompkins; the contribution of women)

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause and Consequence

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Evidence

LESSON # 2 (130 minutes)

TITLE OF STORY: Causes of the Second World War

OVERVIEW: This lesson will build off of the rise of Hitler and the Nazi Party to explain other key causes of the Second World War. Students will work to understand how these causes had a direct consequence in World War II and will examine these key links through examination of primary source documents. Through exploring the causes of the war, students will have a clearer understanding of the tumultuous path to war and the resulting battles that ensued.

APPENDICES:
1. Primary Sources (PSD 2.1 / 2.2 / 2.3 / 2.4 / 2.5 / 2.6 / 2.7 / 2.8 / 2.9 / 2.10)
2. Instructions for Teacher (Appendix 2.1 / 2.2 / 2.3)
3. Black Line Masters (BLM 2.1 / 2.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
The lesson will begin with PSD 2.1 as a hook for the lesson. PSD 2.1 is a video of Hitler speaking at a Nationalist Socialist gathering to address the success of the Party. Examples of prompting discussion questions can be found in Appendix 2.1. Students will be encouraged to examine the source and think critically about the information portrayed. Furthermore, students should be reminded to look for evidence of the BLM 1.2 LIMP PAPER factors throughout the video. Furthermore, they may consider identifying forms of bias or propaganda.

Step 2: Discussion (10 minutes)
After watching the video, students will participate in class discussion about their analysis of the video as a source. The prompting discussion questions should be reiterated to promote critical thinking and elicit a discussion about the video. Students should be able to engage with the prior knowledge from the previous lesson in identifying various factors they perceive from the video.

Students will then take 5-7 minutes to write their critical analysis of the video on a blank piece of paper. This analysis will be submitted for assessment as learning by the teacher.

Step 3: Modeling (20 minutes)
The teacher will then discuss with students how to effectively analyze cause and consequence when studying the historical events. Guideposts to understanding cause and consequence can be found in
Appendix 2.2. The teacher should also review what a primary vs. secondary source document is to ensure students understand the value of using both types of sources.

**Step 4: Independent Activity (35 minutes)**

Students will read Chapter 14 of the *Canada: A Nation Unfolding* outlined in the BLM 2.1. This chapter outlines the various factors that contributed to the outbreak of World War II. Students will learn about the various forms of extremism that were present in Europe at the time (i.e. Nazism, Communism, and Fascism), the concept of appeasement, Hitler’s invasions of Eastern Europe, and the conditions of the Treaty of Versailles. Students will complete BLM 2.2 as they read through their textbooks. By using this graphic organizer, students will think critically about the consequences that the various factors had on the outbreak of the War.

**Step 5: Guided Practice (40 minutes)**

After filling out their graphic organizer, students will then participate in a “Primary Source Gallery Walk.” PSD 2.2 to 2.10 should be taped on the walls around the room, if there is an issue with a lack of space, this activity works well with the documents taped up along a hallway. Students will be given a number between 1 and 8, which will represent the document they start at. To complete this activity, students will analyze the PSD’s to determine which cause of the war it represents. Students may converse with their colleagues to have differing viewpoints and engage in discourse. Furthermore, the documents may represent more than one cause, which will allow students to understand the interconnectedness of the events.

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

At the end of the Gallery Walk, the class will participate in a discussion about their experiences analyzing the primary source documents. Potential discussion questions are included in Appendix 2.2. This will allow students to debrief and engage in discussion or discourse about what causes are represented within the documents. At the end of the lesson, the teacher should discuss with the students the last straw before the war began, the invasion of Poland. Based on their textbook readings, students should have a good understanding about the impact invading Poland had on the tumultuous events. After this discussion, students will be informed that the focus will now shift to exploring the battles in the Lesson 3.

**ASSESSMENT:**

By the end of this lesson, students should be able to:

1. Understand the complexities of cause and consequence in analyzing events within their historical contexts.
2. Identify the main causes of the outbreak of World War II.
3. Explain the differences between a primary and secondary source document and the benefits of each within historical research.

Assess students as learning on their Hitler’s Speech critical analysis submission. The products should be read and reviewed to help engage students in editing their work.

Assess students as learning through their participation in various discussions. At this point, they should be activating their prior knowledge from previous lessons and be able to engage in meaningful discussion using critical thinking. Assess students for learner when discussing primary and secondary source documents. Students should be familiar from previous units; therefore the discussion should only require a quick refresher. However, this can be gauged through a diagnostic assessment.
COURSE: Canadian History since World War 1, Academic (CHC2D)

SPECIFIC EXPECTATION: C2.3: explain the main causes of World War II (e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the 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: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON # 3 (120 minutes)

TITLE OF STORY: Understanding Canada’s role in the Second World War

OVERVIEW: Now that students are aware of the causes of war, students will learn about major battles that Canadians took part in and their impact on the war and Canada as a nation. Students will work with primary source documents, videos and information pages to learn about D-Day (Juno Beach), The Battle of Dieppe, the Battle of the Atlantic and the Defense of Hong Kong.

APPENDICES:

4. Primary Sources (PSD 3.1, PSD 3.2, PSD 3.3, PSD 3.4, PSD 3.5, PSD 3.6, PSD 3.7, PSD 3.8, PSD 3.9, PSD 3.10, PSD 3.11, PSD 3.12, PSD 3.13
5. Instructions for Teacher (Appendix 3.1 and 3.2)

PLAN OF INSTRUCTION:

Step 1: Warm up (10 minutes)
In order to get students to think about not only the Second World War and Canada’s contribution to the war effort, and the lasting impact of the Second World War on Canadian history, display two photographs of the Canadian National War Museum in Ottawa (PSD 3.1 and 3.2). The teacher will ask students a variety of questions (Appendix 3.1) which stimulate their thoughts and ideas about the photographs. Following this, students will be given technology to visit the website link which is available in Appendix 3.2.

Step 2: Modeling (5 minutes)
The teacher will need to introduce the topic as this will be new information for the students. It is important to remind students that our connections to Britain were still very strong during this time period, which meant when the British went to war, we soon followed. It is also important to note that while WWI was fought primarily on land, WWII was fought not only on land, but in the air and at sea. Finally, the teacher will play a radio clip from December 20, 1939 (PSD 3.3). This clip
demonstrates the joy the Canadian troops felt at enlisting in the war and leaving to defend Britain and Canada in the war.

The teacher will explain what will happen in the next activity. Students will be required to get in groups of equal size. There will be 4 stations which they will rotate around to. In these stations, students will learn about specific Battles of the Second World War which Canada fought in. They include: D-Day (Juno Beach), Dieppe, Hong Kong and the Battle of the Atlantic. Each student will be given a blank sheet of paper and will be required to make a graphic organizer for this activity. Students are encouraged to write, or draw anything they deem important from each station. For students who struggle with organization and creating graphic organizers, BLM 3.1 is a basic graphic organizer which they can simply fill in with information.

**Step 3: Guided Practice (20 minutes per station= 80 minutes)**
Students, in their small groups, will go to stations sent up across the room. Each station will have primary source documents, videos and/ or other sources to give students a general understanding of each of the Battles discussed.

**Stations students will rotate through with their graphic organizer:**

<table>
<thead>
<tr>
<th>Station</th>
<th>Sources for Each Station</th>
</tr>
</thead>
<tbody>
<tr>
<td>D-Day- Juno Beach</td>
<td>D-Day: A critical Moment in History Video (BLM 3.2)</td>
</tr>
<tr>
<td></td>
<td>Canada Remembers: D-Day and the Battle of Normandy (BLM 3.3)</td>
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<tr>
<td></td>
<td>The Beaches of Normandy Map (BLM 3.4)</td>
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<tr>
<td></td>
<td>Canadians Move in Quickly after Smashing Back Stiff Hun Resistance on Beaches (PSD 3.4)</td>
</tr>
<tr>
<td>Dieppe</td>
<td>16x9: A Massacre: Dieppe Raid in WWII (BLM 3.5)</td>
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<tr>
<td></td>
<td>Canada Remembers: The Dieppe Raid (BLM 3.6)</td>
</tr>
<tr>
<td></td>
<td>Dieppe Beaches Photograph (PSD 3.5)</td>
</tr>
<tr>
<td></td>
<td>Canadian Prisoners of War Photograph (PSD 3.6)</td>
</tr>
<tr>
<td>Battle of the Atlantic</td>
<td>The Battle of the Atlantic Video (PSD 3.7)</td>
</tr>
<tr>
<td></td>
<td>Canada Remembers: The Battle of the Atlantic (BLM 3.7)</td>
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<tr>
<td></td>
<td>Wolf Pack U-Boat Tactics Being Employed By Hitler in Battle of the Atlantic (PSD 3.8)</td>
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<tr>
<td></td>
<td>Where the Battle of the Atlantic is being Fought Map (PSD 3.9)</td>
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<tr>
<td></td>
<td>Navy Convoy WWII Photograph (PSD 3.10)</td>
</tr>
<tr>
<td></td>
<td>Battle of the Atlantic Website (BLM 3.8)</td>
</tr>
<tr>
<td>Defence of Hong Kong</td>
<td>Canada Remembers: The Defence of Hong Kong (BLM 3.9)</td>
</tr>
<tr>
<td></td>
<td>Canadian Prisoners of War in Hong Kong (PSD 3.11)</td>
</tr>
<tr>
<td></td>
<td>Canada and the Battle of Hong Kong Website (BLM 3.10)</td>
</tr>
<tr>
<td></td>
<td>Map of Hong Kong (BLM 3.11)</td>
</tr>
<tr>
<td></td>
<td>1,689 of Defenders Captured by Japs as Garrison Fell (PSD 3.12)</td>
</tr>
<tr>
<td></td>
<td>Britain Puts Confidence in Hong Kong Command (PSD 3.13)</td>
</tr>
</tbody>
</table>

**Step 4: Independent Activity (15 minutes)**
Students will complete BLM 3.12. It is a reflection sheet which will encourage critical thinking and understanding of the material which they interacted with during the day. This will be handed in at the end of class.
Step 5: Sharing / Discussing / Teaching (5 minutes)

To conclude, the teacher will facilitate a class discussion using the BLM 3.12 questions. Students will be encouraged to share their thoughts and ideas with their class. Lastly ask students, “How does the contribution of the lives of those that fought in World War II impact us today?” This will force students to think of the historical significance of not only the war itself, but those that fought for Canada.

ASSESSMENT:

By the end of this lesson, students will be able to:
- Identify and explain the contribution of Canadians to the Battle of the Atlantic, D-Day (Juno Beach), The Battle of Dieppe and the Defense of Hong Kong.
- Students will be able to identify the sacrifice that the Canadians made for the war.
- Understand that the war was not only fought in Europe, but also in China.
- Understand that this war was fought in the air, on land and at sea.
- Identify the value of Canadians to the Allied Forces.

Assessment as and of learning will occur during this lesson.

Assessment As Learning: Assessment as learning will occur by monitoring the students while they move through their stations. This activity is meant to be interactive and self-regulation is one learning skill which students will need in order to be successful. Students must also demonstrate initiative in leading their own learning at each station. Students will also use a graphic organizer. This can be handed in to assess a student’s organization skills. Students who struggle with organization can be given BLM 3.1 to help them organize their thoughts and ideas. These are the learning skills which can be assessed during this activity.

Assessment Of Learning: BLM 3.12 (Student Reflection Questions) will provide the teacher with an assessment of learning. These questions force students to think critically and interact with the material, which requires a level of knowledge and understanding.
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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspective

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Significance

LESSON # 4 (2 lessons, for a total of 150 minutes)

TITLE OF STORY: Understanding the Role of Women in the Second World War

OVERVIEW: This lesson will highlight the contribution of Canadian women during the Second World War. We have previously discussed the role of Canadian men in the war effort, and this lesson will analyze contributions from another perspective. Students will learn about the many ways which women were involved in the war effort during the Second World War, including on the Home Front and at home.

APPENDICES:

7. Primary Sources (PSD 4.1, PSD 4.2, PSD 4.3, PSD 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17, 4.18)
8. Instructions for Teacher (Appendix 4.1)
9. Black Line Masters (BLM 4.1, BLM 4.2; BLM 4.3)

PLAN OF INSTRUCTION:

Step 1: Warm up (15 minutes)
Activity: What do you know about World War II. The teacher will ask students what they know about WWII and Canada’s contribution to the war and make a mind map on the board. This is a brief assessment for learning to see students’ prior knowledge in relation to the Second World War. Next, students will view the Proudest Girl in the World video (PSD 4.1) to stimulate interest and thinking about the role of women during the war. Students will also listen to a speech (PSD 4.2) addressed to the women of the Canada, which was given by the Queen on November 11, 1939. In this speech, Queen Elizabeth calls for the aid of women to the war effort.

Step 2: Discussion (15 minutes)
Think, Pair Share: Students will think to themselves, then speak with their elbow partner to answer the following questions: why was it important to listen to this clip? What does it show us
about the role of Canadian women during the Second World War?

Next, in order to activate prior knowledge and reflect upon what students already know, they will complete KWL Chart (BLM 4.1).

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

The teacher will show this propaganda poster (PSD 4.3) and discuss what it tells us about women and their contribution during WWII. When analyzing this poster, it shows a naval, air force and army woman walking together in stride. The image reads: “The more we are in it, the quicker we will win it”. This shows us that women were connected to the war effort in many ways, including being involved in militarized institutions. It also shows us that this was encouraged during war time, and not frowned upon. Ask the class: how is this different than the efforts of women in WWI? The date on the poster suggests this was late into the war, and although the Allies were not aware of when the war would end, they had already successfully entered France and the war in Europe was in full swing. Using this document as a starting point, I as the teacher could research to see what militarized groups women were encouraged to join. Which military groups were most common for women to work in? By critically analyzing this poster and asking probing questions, this is completing a primary source analysis. By demonstrating an oral primary source analysis, this will model what is expected of the students during the following activity.

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

Next, students will be split into 6 groups. In the chart below are specific primary source documents related to the topic that each group will be given. Each group represents one way which women aided in the war effort during the Second World War. In their groups, students will examine their primary sources and identify the way which their specific group of women aided in the war effort. They will use their primary sources as evidence and will be required to research more information on this specific group of women. Together, the students will write out key information on a sheet of chart paper. BLM 4.2 gives students an outline of what is expected of them and outlines specific information which they must cover in their poster presentation. The teacher will walk around the room answering questions, probing students with additional questions and monitoring to ensure that students are on task and developing a well thought out presentation. Students will be required to present later in

<table>
<thead>
<tr>
<th>Group Number and Topic</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Women in the Air force</td>
<td>Spitfires in the Rhododendrons: Canadian Women War Pilots (PSD 4.4) Photograph: Marion Orr in Spitfire (PSD 4.5)</td>
</tr>
<tr>
<td>2. The Canadian Women’s Army Corps.</td>
<td>Photograph: Members of the first contingent of C.W.A.C. personnel to enter Germany on 12 June 1945 (PSD 4.6) Mary Churchill congratulates CSWC’s sound clip (PSD 4.7)</td>
</tr>
</tbody>
</table>
4. W.R.E.N.S
The Navy Ashore: The Women’s Royal Canadian Naval Service (PSD 4.11)
Dames in the Navy? Sound Clip (PSD 4.12)

5. Nurses
WWII Nurses Face Danger and Death Video (PSD 4.13)
Royal Canadian Army Medical Corps Nursing Sisters WWII Photograph (PSD 4.14)

6. The Home front
Home, Business Women and Nurses Volunteer PDF article (ignore the nurses section of the article please) (PSD 4.15)
Women of WWII Homemaking During Wartime Sound Clip (PSD 4.16)
Wartime Sugar Saves Photograph (PSD 4.17)

Step 5: Independent Activity (5 minutes)
Next, students will reflect in a journal on the experience of the day and what they learned. The teacher can ask several questions to prompt thinking and learning (Appendix 4.1). Students will hand this in later with their KWL chart.

Secondly, students will complete the final column of their KWL chart (BLM 4.1) and submit it to the teacher. This will be a formative assessment for the unit.

Step 6: Sharing / Discussing / Teaching (75 minutes)
The following class period, students will be presenting their information to one another. Each presentation should be approximately 5 minutes in length with a period of time after the presentation for the teacher to build on upon the topic, as well as ask the students questions about their presentation and what they learned. There are no guiding questions for this, as it will depend entirely on each group’s presentation and the level of detail they include. In order to make sure all students have access to a note based on this, students will be given BLM 4.3 to complete. BLM 4.3 is a chart where students can write information in during the presentation.

Lastly, students will listen to “What is Women’s Work in 1945” (PSD 4.18) which discusses the difference between women’s roles during the war, and the expectations of women following the war. Following this clip, the teacher will spark a discussion by asking how they would feel being a woman during this time. How would you feel as a woman who contributed to the war following its end?

ASSESSMENT:
By the end of this lesson, students will be able to:
- Identify and explain the many contributions of Canadian women to the War Effort during WWII
- Understand how women’s roles and men’s roles differed on all fronts
- Identify the value of women to the Second World War

Assessment for, as and of learning will all occur during this lesson.
Assessment For Learning: students will do an informal diagnostic assessment. Students will be asked to identify what they know about World War II and Canada’s involvement in the war. This is a way to identify which students are starting the subject off with more/less prior knowledge of a subject. Additionally, the KWL chart (BLM 4.1) will be handed in and will tell the teacher what the student knew prior to beginning the discussions on women in the war.
**Assessment As Learning:** Assessment as learning will occur by monitoring the students while doing their group work. This activity is meant to be completed collaboratively, and this is one learning skill which will be evaluated during this class. Additionally, self-regulation and initiative will be considered by the teacher while monitoring the room and ensuring all learners are engaged and on task.

**Assessment Of Learning:** The assessment of learning will occur through the final column of the KWL Chart as well as the student led presentations. While students will not receive a summative grade for their presentation, it will count for formative marks and be factored into their learning goals. These presentations are a place for students to teach their peers about what they learned. It will be clear if students thoroughly researched their topic and were well prepared and knowledgeable about their group of women.
APPENDICES:

1. Primary Source Documents:
   a. PSD 1.1 “Maneater”
   b. PSD 1.2 “Versailles Treaty”
   c. PSD 1.3 “Our Last Hope: Hitler”
   d. PSD 1.4 “Help Hitler Build – Buy German Goods”
   e. PSD 1.5 “Long Live Germany!”
   f. PSD 1.6 “Behind Enemy Forces: The Jew”
   g. PSD 1.7 “Godless Movement”
   h. PSD 2.1 Adolf Hitler – Speech
   i. PSD 2.2 “Yoo hoo, Adolf! Lookee! I’m attacking ‘em too!”
   j. PSD 2.3 “Carry on, my faithful dogs, and you shall each share equally!”
   k. PSD 2.4 “In other words, gentlemen, Togo won’t hit Joe and Joe won’t hit Togo…”
   l. PSD 2.5 “The Jew as Race Defiler”
   m. PSD 2.6 Der Ewige Jude
   n. PSD 2.7 Anti-Semitic Excerpts
   o. PSD 2.8 Treaty of Versailles Excerpts
   p. PSD 2.9 Map of German Conquered Territories
   q. PSD 2.10 Extracts from Neville Chamberlain and Adolf Hitler at Berchtesgaden
   r. PSD 3.1- The Canadian National War Museum Photograph
   s. PSD 3.2- Close Up of the National War Memorial Photograph
   t. PSD 3.3- So long Canada! Soldiers sent off in 1939 Sound Clip (PSD 3.3)
   u. PSD 3.4- Canadians Move in Quickly after Smashing Back Stiff Hun Resistance on Beaches
   v. PSD 3.5- Dieppe Beaches Photograph
   w. PSD 3.6- Canadian Prisoners of War Photograph
   x. PSD 3.7- The Battle of the Atlantic Video
   y. PSD 3.8- Wolf Pack U-Boat Tactics Being Employed by Hitler in Battle of the Atlantic
   z. PSD 3.9- Where the Battle of the Atlantic is being Fought Map
   aa. PSD 3.10- Navy Convoy WWII Photograph
   bb. PSD 3.11- Canadian Prisoners of War in Hong Kong
   cc. PSD 3.12- 1,689 of Defenders Captured by Japs as Garrison Fell
   dd. PSD 3.13- Britain Puts Confidence in Hong Kong Command
   ee. PSD 4.1- “I'm the Proudest Girl in the World!” WW2 Recruitment Film
   ff. PSD 4.2- “Queen asks Canadian Women to Help the War Effort” Sound Clip
   gg. PSD 4.3- “Let’s all do more to win this war” Propaganda Poster
   hh. PSD 4.4- Spitfires and Rhododendrons: Canadian Women War Pilots Video
   ii. PSD 4.5- Photograph of Canadian Air force Woman Marion Orr
   jj. PSD 4.6- Members of the first contingent of C.W.A.C personnel to enter Germany Photograph
   kk. PSD 4.7- Mary Churchill Congratulates Canadian Women’s Army Corps Sound Clip
   ll. PSD 4.8- The Globe and Mail: Women in Industry
   mm. PSD 4.9- Women soldering and assembling cables for airplanes Photograph
   nn. PSD 4.10- General Engineering Company (Canada) founds Canadian car and foundry collection Photograph
oo. PSD 4.11- The Navy Ashore: The Women’s Royal Canadian Naval Service Photo Gallery
pp. PSD 4.12- Dames in the Navy? Sound Clip
qq. PSD 4.13- WWII Nurses Face Danger and Death Video
rr. PSD 4.14- Royal Canadian Army Medical Corps Nursing Sisters WWII Photograph
ss. PSD 4.15- The Globe and Mail: Home, Business Women and Nurses Volunteer
tt. PSD 4.16- Women of WWII Homemaking During Wartime Sound Clip
uu. PSD 4.17- Wartime Sugar Saves Photograph
vv. PSD 4.18- What is ‘Women's Work’ in 1945? Sound Clip

2. Instructions for Teacher:
   a. Appendix 1.1 Potential Polleverywhere.com Uses
   b. Appendix 1.2 Potential Prompts for Think-Pair-Share
   c. Appendix 1.3 Questions to prompt for Venn Diagram
   d. Appendix 1.4 Potential Exit Card Questions
   e. Appendix 2.1 Hitler’s Speech Guiding Questions
   f. Appendix 2.2 Guideposts to Generating Powerful Understandings of Cause and Consequence
   g. Appendix 2.3 Prompt Questions for Discussions
   h. Appendix 3.1- The Canadian National War Memorial: Photograph Discussion Questions
   i. Appendix 3.2- The National War Memorial Website
   j. Appendix 4.1- Possible Reflection Questions

3. Black Line Masters:
   a. BLM 1.1 Great Depression Election
   b. BLM 1.2 “LIMP PAPER”
   c. BLM 1.3 Hitler’s Rise to Power: Image Analysis
   d. BLM 2.1 Chapter 14: Canada and the World Prepare for War
   e. BLM 2.2 Cause and Consequence Graphic Organizer
   f. BLM 3.1- Sample Graphic Organizer
   g. BLM 3.2- D-Day: A critical Moment in History Video
   h. BLM 3.3- Canada Remembers: D-Day and the Battle of Normandy
   i. BLM 3.4- The Beaches of Normandy Map
   j. BLM 3.5- 16x9: A Massacre: Dieppe Raid in WWII
   k. BLM 3.6- Canada Remembers: The Dieppe Raid
   l. BLM 3.7: Canada Remembers: The Battle of the Atlantic
   m. BLM 3.8: The Battle of the Atlantic Website
   n. BLM 3.9- Canada Remembers: The Defense of Hong Kong
   o. BLM 3.10- Canada and the Battle of Hong Kong Website
   p. BLM 3.11- Map of Hong Kong
   q. BLM 3.12- Student Reflection Questions
   r. BLM 4.1- What do I know about the Role of Women in WWII KWt Chart
   s. BLM 4.2- Women at War Group Work Handout
   t. BLM 4.3- Student Presentation Worksheet
“Maneater,” (PSD 1.1)
“Versailles Treaty,” (PSD 1.2)
“Our Last Hope: Hitler,” (PSD 1.3)
“Help Hitler Build, Buy German Goods,” (PSD 1.4)
“Long Live Germany!” (PSD 1.5)
“Behind the Enemy Forces: The Jew,” (PSD 1.6)
“Godless Movement: Everything will be destroyed on Judas’ journey”
Adolf Hitler’s Speech to the German People (PSD 2.1)\textsuperscript{viii}

https://www.youtube.com/watch?v=EV9kyocogKo
“Yoo hoo, Adolf! Lookeee! I’m attacking ‘em too!” (PSD 2.2)\textsuperscript{x}
“Carry on, my faithful dogs, and you shall each share equally!” (PSD 2.3)
“In other words, gentlemen, Togo won’t hit Joe and Joe won’t hit Togo…” (PSD 2.4)
“The Jew as Race Defiler” (PSD 2.5)
“Der Ewige Jude” (PSD 2.6)
“Anti-Semitic Excerpts” (PSD 2.7)


World Jewry will suffer a great catastrophe at the same time as Bolshevism. The Fuehrer once more expressed his determination to clean up the Jews in Europe pitilessly. There must be no squeamish sentimentalism about it. The Jews have deserved the catastrophe that has now overtaken them. Their destruction will now go hand in hand with the destruction of our enemies. We must hasten this process with cold ruthlessness.

Extracts from the minutes of the Wannsee conference, January 20 1942, regarding the "Final Solution of the Jewish Question"

II. At the beginning of the meeting the Chief of the Security Police and the SD, SS Lieutenant General Heydrich, reported his appointment by the Reich Marshal [Goering] to service as Commissioner for the preparation of the Final Solution of the European Jewish Problem....

In the course of this final solution of the European Jewish Problem, approximately 11 million Jews are involved. They are distributed among individual countries as follows:

A. Original Reich Territory [Altreich] 131,800
   Austria 43,700
   Eastern territories 420,000
   Government General [Nazi occupied Poland] 2,284,000
   The Netherlands 160,800
   Rumania, including Bessarabia 342,000
   Hungary 742,800
   USSR 5,000,000
   White Russia, excluding Bialystok 446,484

[Many countries deleted for brevity]

TOTAL over 11,000,000

Under proper direction the Jews should now in the course of the Final Solution be brought to the East in a suitable way for use as labor. In big labor gangs, with separation of the sexes, the Jews capable of work are brought to these areas and employed in road building, in which task undoubtedly a great part will fall out through natural diminution.

The remnant that finally is able to survive all this - since this is undoubtedly the part with the strongest resistance – must be treated accordingly since these people, representing a natural selection, are to be regarded as the germ cell of a new Jewish development. (See the experience of history).

In the program of the practical execution of the Final Solution, Europe is combed through from the
In the course of the final solution plans, the Nuremberg laws are in a certain degree to form the basis, and accordingly the complete settlement of the problem is to include also the solution of the mixed marriage and the Mischling [people partly of Jewish descent]...

The first degree Mischling excepted from the evacuation is to be sterilized in order to prevent any offspring and to settle the Mischling problem once and for all...

**Memorandum of Gestapo Headquarters, 15 June 1944**


In amending my directive of June 20 1944, I request that those people subject to special treatment be sent to a crematorium to be cremated if possible.
“Treaty of Versailles Excerpts” (PSD 2.8)iv

The Treaty of Versailles

Directions: Use the following excerpts from the Treaty of Versailles as a resource in completing the homework activity for this lesson.

Article 10: The members of the League undertake to respect and preserve as against external aggression the territorial integrity and existing political independence of all Members of the League. In case of any such aggression or in case of any threat or danger of such aggression, the Council shall advise up on the means by which this obligation shall be fulfilled.

Article 42: Germany is forbidden to maintain or construct any fortifications either on the left bank of the Rhine or on the right bank to the west of a line drawn 50 kilometers to the East of the Rhine.

Article 45: As compensation for the destruction of the coal-mines in the north of France and as payment toward the total reparations 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 51: The territories [Alsace-Lorraine] which were ceded to Germany in accordance with the Preliminaries of Peace signed at Versailles on February 26, 1871, and the Treaty of Frankfort in May 10, 1871 restored French sovereignty as from the date of the Armistice of November 11, 1918.

Article 119: Germany renounces in favour of the Principle Allied and Associated Powers all her rights and titles over her overseas possessions. (Germany loses colonies to Great Britain, France, and Japan)

Article 159: The German military forces shall be demobilized and reduced as prescribed hereinafter.

Article 160: ...After the date [March 31, 1920] the total number of effective in the Army of the States constituting Germany must not exceed one hundred thousand men.

Article 170: Importation into Germany of Arms, munitions, and war material of every kind shall be strictly prohibited.

Article 181: After the expiration of a period of two months from the coming into force of the present Treaty, the German naval forces in commission must not exceed: 6 battleships, 6 light cruisers, 12 destroyers, 12 torpedo boats, or an equal number of ships constructed to replace them as provided in Article 190. No submarines are to be included.

Article 198: The armed forces of Germany must not include any military or naval air forces.

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 recognize that the resources of Germany are not adequate, after taking into account permanent diminutions of such resources which will result from other provisions of the Treaty, to make complete reparations for all such loss and damages.

The Allied and Associated Governments, however, require, and Germany undertakes, the 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. [Later set at $56 billion.]
“Map of German Conquered Territories” (PSD 2.9)
He said that he had from his youth been obsessed with the racial theory and he felt that Germans were one, but he had drawn a distinction between the possible and the impossible and he recognises that there are places where Germans are where it is impossible to bring them into the Reich; but where they are on the frontier it is a different matter, and he is himself concerned with ten millions of Germans, three millions of whom are in Czechoslovakia. He felt therefore that those Germans should come into the Reich. They wanted to and he was determined that they should come in.

It was impossible that Czechoslovakia should remain like a spearhead in the side of Germany.

So I said "Hold on a minute; there is one point on which I want to be clear and I will explain why: you say that the three million Sudeten Germans must be included in the Reich; would you be satisfied with that and is there nothing more that you want? I ask because there are many people who think that is not all; that you wish to dismember Czechoslovakia."

He then launched into a long speech; he was out for a racial unity and he did not want a lot of Czechs, all he wanted was Sudeten Germans.
I was then going onto some further questions on the subject when he said: "But all this seems to be academic; I want to get down to realities. Three hundred Sudetens have been killed and things of that kind cannot go on; the thing has got to be settled at once: I am determined to settle it; I do not care whether there is a world war or not: I am determined to settle it and to settle it soon and I am prepared to risk a world war rather than allow this to drag on."

To that I replied: "If the Fuehrer is determined to settle this matter by force without waiting even for a discussion between ourselves to take place, what did he let me come here for? I have wasted my time."

But I could give him my personal opinion, which was that on principle I had nothing to say against the separation of the Sudeten Germans from the rest of Czechoslovakia, provided that the practical difficulties could be overcome.
So long Canada! Soldiers sent off in 1939 Sound Clip (PSD 3.3)

Sound Clip: http://www.cbc.ca/archives/entry/second-world-war-so-long-canada
Date: December 20, 1939
Duration: 3:01

Story: Soldiers sailing from Canada's east coast shout and sing songs as they sail for Europe.

CANADIANS MOVE IN QUICKLY AFTER SMASHING BACK STIFF HUN RESISTANCE ON BEACHES

Vivid Eyewitness Account of Attack Illustrates Magnitude of Onslaught

By Ross Murow, Representing Combined Press of Canada. Distributed by British United Press)

With Canadian Forces Landing on Utah Beach, June 7—(BUP)—Canadian assault troops, after some stiff opposition in certain sectors of this particular beach, are now advancing through the coastal defence strip which is part of the seafront. It is likely there will be hard fighting inland, however, when German reserves are thrown in. Meanwhile, reports of success are coming in one after another from this headquarters, one regiment after another flashing back that they are cutting their way forward. The opening of this western front was the mightiest spectacle that has been seen in this war. I watched the whole incredible scene from start to finish and I have never beheld anything so tremendous in any sea-going attack.

Colossal Barrage

After R.A.F. heavy bombers struck at the beach defenses and specific targets, American day bombers went in with a roar that drowned out the naval gunfire.

Under cover of this colossal barrage, Canadian infantry and engineers in the front assault waves, plunged through the white-capped waves in their small landing craft and the first regiment pushed down on this sector early.

Other units followed in rapid succession. Some came under heavy machine gun fire and shelling, but they fought their way forward and gained the first objectives on scheduled time.

Allied tanks, also landed with assault force, went into action with the infantry. The navy had everything under control and there was not the slightest interference in the early part of the morning for enemy air forces.

The Canadians won and establishd their beachhead in two hours and 45 minutes of daylight and pushed on inland.

At 10 a.m., the Canadians commander sent this message to Lt.-Gen. H. D. C. Crerar: "Beachhead taken. Well on the way to intermediate objective."

The strip of coast won by the Canadians in this initial assault was quite narrow but it gave these beaches and provided a base for further generation.

Stiff Opposition

There was some stiff street fighting in the little coastal town and the Canadians also met considerable organized fire on the beaches and as they worked their way into the German defenses they had to overcome numerous steel and wooden structures which had been placed out on a tidal part of the beach.

In mid-airing, the wind lessen, the sea began to calm down and the black clouds melted, ending a weather condition that threatened to upset the operations. So far the operation seems to have gone as well as could be expected. Destroyers and gunboats are clearing the coast andunately the green fields and the tiny towns.

The next task of the assault troops is going in. I am going ashore with them.

On the way across the Channel I wrote the story, hour by hour as it happened and have the highlights of the trip to France.

During the afternoon and evening the invasion ships gathered in the Channel, coming from ports in their tremendous. There was not a ship German plane in sight and no reconnaissance of our particular sector of the fleet had been attempted for days.

Long lines of landing craft and ships carrying the assault troops with their vehicles and weapons turned towards the French coast.

As the various convoys took their positions for the run through enemy waters, families of mine-sweepers led the way, clearing channels for the nearly 2,400 and 5,000 ships, from battleships to landing craft.

There have never been so many ships in the Channel at one time. Around the手术 you could see
Dieppe Beaches Photograph (PSD 3.5)†

“German soldiers lead Canadian prisoners of war through the streets of Dieppe”. Historica Canada. Library and Archives Canada. (August 19, 1942).
The Battle of the Atlantic Video (PSD 3.7)\textsuperscript{xiii}

Link: \url{https://www.youtube.com/watch?v=tJHs3biTAdI}
Duration: 3:23

Story: The Battle of the Atlantic campaign was fought at sea from 1939 to 1945 with the strategic outcome being sea-control of the North Atlantic Ocean. It was the longest, largest, and arguably the most complex campaign of the Second World War. This 3+ minute show presents evocative WWII footage depicting the price of victory paid by the RCN, the RCAF and the Merchant Navy in the Battle of the Atlantic, 1939 — 45.

“The Battle of the Atlantic”. \textit{The Royal Canadian Navy} (RCN).
Wolf-Pack U-Boat Tactics Being Employed By Hitler In Battle of the Atlantic

Washington, Nov. 5.—(AP)—Germany intends to make the waters west of Iceland a major theatre in the Battle of the Atlantic, informed sources concluded to-day, and battle for a decision there with wolf-pack U-boat tactics.

The record of the past two months, as far as United States interests are concerned, all points in that direction, they said, and the intensification of the sea war in recent weeks may well herald even greater Nazi efforts as turbulent wintry seas give submarines their safest hunting.

Until the Atlantic fleet began policing the sea lanes with shoot-on-sight orders, the gravest undersea threat to Britain’s life-line was conceded in the immediate approaches to her ports, whose proximity to U-boat bases on the Continent facilitated pack operations.

Reports on recent sinkings, however, show that the packs are raiding farther westward, particularly in the few hundred square miles of ocean that lie south and west of Iceland, the easternmost of United States defence bastions.

It has been in that limited area that U-boats have sunk four American-owned ships of Panamanian registry and the destroyer Reuben James. In those waters the destroyer Greer and the navy oiler Salinas were damaged by torpedo attacks, and a submarine tried three times without success to send the destroyer Greer to the bottom.

“Canada provided about half the naval escorts in the Newfoundland (later Mid-Ocean) and Western Local Escort Forces”. Historica Canada. *Library and Archives Canada.*
“Canadian Prisoners of War captured during the Battle of Hong Kong”. Historica Canada. Library and Archives of Canada. (December 25, 1941).
1,689 of Defenders Captured by Japs as Garrison Fell

RALSTON PRESENTS FIGURES IN COMMONS BASED UPON REPORTS FROM NIPPONESE GOVERNMENT;
ORIGINAL CONTINGENT TOTALLED 1,985 ALL RANKS

ALIENS TO LEAVE CANADA'S COASTS

(By WILLIAM MARCHINGTON.)
(Staff Writer, The Globe and Mail.)

OTTAWA, Feb. 28.—Only 296 Canadians from the contingent that, with the British, made such a gallant flight to save Hong Kong must be considered dead and missing, according to a brief statement given to the House today by Defense Minister J. L. Ralston.

At the end of the question hour, Colonel Ralston rose to announce that, according to a message received directly from the Canadian Minister at Buenos Aires, Hon. W. J. A. Tupper, and which had been relayed to him from the Argentine Legation in Tokyo, the Japanese Government said a total of 1,689 Canadians had been made prisoners.

It was explained by Colonel Ralston that the total original strength of the Canadian contingent sent to Hong Kong was 1,985, and that the difference between that total and the number taken prisoner was 296. He said he regretted to say that this figure must be accepted as representing those who had been captured.

"This will be regarded as dead and missing," he added. "The information received today by the Government was exceedingly meager. No names of those taken prisoner or of the casualties were yet available."

This reminder of the toll taken of Canadians at Hong Kong came in the same hour in which the Prime Minister announced further steps to safeguard British Columbia against possible destruction moves from Japanese residents of that province. Mr. King said the Justice Minister had been given power to exclude any or all persons from "designated" areas, as defined under Canadian Regulations. The new regulations, he added, correspond closely to the proclamation issued by President Roosevelt last Friday, and it is immediately effective.

Prime Minister King explained to the House that he had made public the new regulation this morning. He said he did not think it advisable, in the present circumstances, to withhold it until it could first be made known to Parliament. He thought it in the interests of law and order to make it known as early as possible as to help all apprehensions in British Columbia.

It was stated today by Government officials that the heavy task of moving about 35,000 Japanese out of the protected area of British Columbia was proceeding just as fast as accommodation could be secured. Able-bodied males are the first to be moved to other places, while families must be dealt with later.

To show that the Federal Government had been alive to the gravity of the Japanese problem, the Prime Minister read to the House a lengthy list of Cabinet orders concerning definite steps taken in recent weeks.

One of those orders provided for the establishment of a Canadian-Japanese construction corps which shall be "employed in or without Canada on projects designed to assist the war effort of Canada."

This was part of a policy to make use of Japanese labor in British Columbia, to recruit for special work Japanese who may either desire to assist voluntarily for patriotic service, or who may be employed on work projects outside the protected area of British Columbia, confined largely to the coast country.

Deliver a Day.

For the Japanese who may volunteer to serve Canada in its war effort, the formulation is authorized of a Canadian-Japanese Construction Corps, which shall enroll any Japan- ese of suitable physical standards. Basic pay in the corps will be a dollar a day, with dependent allowances at the rate of 50 cents per day per dependent. The armed forces, and a gravity on demobilization of 60 for every month of service.

Work camps may be established for the employment of Japanese removed from the protected area of British Columbia. The works shall be situated outside the protected area and to be of national benefit. Japanese given employment on such projects shall be paid 25 cents per hour for unskilled labor on a basis of a forty-hour week.

A second-hand ferry now on the American Pacific Coast may be brought across through the Panama Canal as a "second string" boat for the Prince Edward Island ferry service. Maritime Minister C. D. Howe told the House, answering questions from Conservative Leader R. B. Hansen as to what was being done to remedy the serious trans- portation problem of the island due to the completion of the ferry Prince Edward Island.

The Minister said at present time it would not be possible to direct any of Canada's shipyards from urgent war work to build a new ferry, and the chances to have such constructed in United States yards had been found to be remote. Mr. Howe assured the House he had as soon as possible a new boat would be built in this country.
Britain Puts Confidence in Hong Kong Command

(By DOUGLAS AMARON.)

London, Dec. 9 (CP).—Hong Kong, the rocky Far Eastern stronghold which Canadian troops are helping to defend, may develop into a Tobruk of the Pacific.

Announcement that a Japanese attempt to cross the colony's mainland frontier has been halted by artillery fire is viewed by authoritative sources here as possibly the beginning of a siege similar to that which Empire forces withstood so successfully at the Libyan outpost.

No word as to the part the Canadians are playing in defense of the vital base has been received in London.

The Canadians serving in the Far East are under the higher command of Major-General Michael Maltby, general officer commanding at Hong Kong and a veteran of the first Great War, with all the necessary qualities of leadership for the type of campaign likely to develop.

"I am confident Maltby will give a good account of himself," said a senior officer under whom General Maltby once served as a subaltern.

"He is the ideal officer to command a garrison of this nature. He is always cool and completely unruffled, and has a quiet sense of humor and tremendous powers of endurance. He is extremely popular not only with his senior and junior officers, but with the British, Indian and Dominion troops."

The slim, fair-haired 55-year-old general has been in tight corners before. In 1915, a few years after being commissioned, he took part in a Persian Gulf gun-running campaign. While tracking down suspects, he and a small force of Indian troops suddenly were surrounded by swarms of armed bandits.

"Charge the blighters with bayonets," the future general coolly ordered, and his men cut their way through an enemy force many times their size. He is one of a few officers to wear the General Service Medal awarded for this campaign, in which he also won the Military Cross.

Maltby commanded a battalion after completing only ten years' service and held miscellaneous staff appointments before being promoted to the rank of major-general.

Year made: 1944
Duration: 2:07

Story: 1941: For the first time in Canadian history the call goes out for women to enlist in women's divisions of the Army, Navy and Air Force. Recruiting films make training bases look like holiday camps and highlight the new-found glamour of a woman in uniform. By the thousands women answer the call. They leave behind roles as homemakers or department store clerks to become "Wrens," "CWACs" and "WDs." "Sure I'm proud! Can't you tell? This is the latest fashion for mademoiselle," declares an attractive young woman as she gestures to her army uniform. In this 1944 short musical film called The Proudest Girl in the World, the prospect of joining the army is made to seem an exciting option for young Canadian women during the Second World War. With a catchy tune and Hollywood-style choreography, the actresses in the film sing about the army jobs open to women, including accounting, stenography, typing and even "confidential work."

Queen Asks Canadian Women to Help the War Effort Video (PSD 4.2)

Sound Clip: http://www.cbc.ca/archives/entry/queen-asks-canadian-women-to-help-war-effort
Date: November 11, 1939
Duration: 5:54

Story: Barely two decades since the "Great War" ended, Canada and Britain are once again at war with Germany. Queen Elizabeth, consort of King George VI, spent the spring of 1939 touring Canada. Now, with Nazis in Poland and men across the Commonwealth preparing for combat, Elizabeth has an Armistice Day message for the women of Canada: "We, no less than men, have real and vital work to do for our country in its hour of need."

Queen Elizabeth Windsor. “Queen asks Canadian Women to Help the War Effort”. CBC Digital Archives. National Archives of Canada. 1939.
“Let’s All do more to win this war” Propaganda Poster (PSD 4.3)³³³

“Let’s all do more to win this war”. (Montreal). Library and Archives Canada. 1944.
Story: Marion Orr and Violet Milstead may have the most glamorous jobs of any Canadian women in the war. They are pilots for the Air Transport Auxiliary, flying Hurricanes, Mosquitoes and Spitfires ("a real lady's aircraft") between factories, storage depots and squadrons. As they recall for CBC at Six, one of the hardest jobs they had was finding a place to hide all the planes they delivered in preparation for D-Day.

Members of the first contingent of C.W.A.C personnel to enter Germany Photograph (PSD 4.6) xxxiv

Mary Churchill Congratulates Canadian Women’s Army Corps Sound Clip (PSD 4.7)xxxv

Sound Clip: http://www.cbc.ca/archives/entry/queen-asks-canadian-women-to-help-war-effort
Date: August 22, 1943
Duration: 3:14

Story: Winston Churchill’s daughter visits Canada to see our women in action.

WOMEN IN INDUSTRY.

From Ministerial pronouncements and other sources it appears that the Federal Government, under the plan of national service now in progress of instigation at Ottawa, intends to draw much more readily than heretofore upon women’s services for war purposes and particularly for the augmentation of the labor force engaged in the war industries. On the evidence of the data of the national registration of 1930, there exists in Canada a large reserve of women who, under proper management and direction, could be very profitably utilized for the expansion of the war effort.

But for its most effective employment it is essential that some thoughtful be taken and some preparations made to ensure that the large body of women whom the Government hopes to be able to draft into industry should be given working conditions which will be acceptable to them and which will tend to make them contented and efficient workers. Accordingly it would be advantageous if the authorities responsible for the administration of the new mobilization scheme were to study carefully some of the lessons which could be learned from British experience with women’s labor in wartime.

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

Apparantly it is hoped to enlist for the industrial war program a large number of married women, and many of them will doubtless welcome an opportunity to contribute their labor to the common cause. But thousands of married women who are quite willing to serve must be positioned with household duties and family responsibilities which occupy a great deal of their time every day. So some consideration should be given to plans which would help to remove this particular obstacle to the employment of married women on any large scale, and here again British experience can be a useful guide. The provision of meals for school children, which aimes to become general in Britain for the duration of the war, is setting free thousands of married women for war work, and the idea might be considered profitably in industries in Canada. Again not a few factories in Britain have established creches in which the young children of women working in the plants are carefully looked after until their mothers are ready to go home. Naturally young women are better industrial workers than their older sisters, and the establishment of creches makes possible the utilization of the labor of thousands of young married women who would otherwise have been tied to their homes. If we are to get the best possible results from the enrolment of more women for our war effort, careful attention should be paid to the special needs and responsibilities of women, and some imagination should be applied to the solution of the problems presented by their employment.


“General Engineering Company (Canada) fonds Canadian car and foundry collection” Photograph.

The Navy Ashore: The Women’s Royal Canadian Naval Service Photo Gallery (PSD 4.11)


Dames in the Navy? Sound Clip (PSD 4.12)xl

Date: December 11, 1942
Duration: 9:35

Story: "Comrades in Arms" looks at the Women's Royal Canadian Naval Service, popularly known as WRENS. For a clip about a 60th anniversary reunion of WRENS, see the CBC Digital Archives clip Wrens reunite 60 years after WWII.

WWII Nurses Face Danger and Death Video (PSD 4.13)

Date: November 7, 1982
Duration: 3:44

Story: The Nursing Sisters of the Royal Canadian Army Medical Corps have the most difficult, dangerous and grisly jobs of all Canada's enlisted women. They are the ones who follow men into battle to tend their wounds, fight diseases, care for prisoners of war and help the thousands of injured civilians whose lives are destroyed along the way. In this clip from CBC Television's Women at War, three former nurses describe their harrowing experiences.

“Royal Canadian Army Medical Corps Nursing Sisters WWII”. Photograph. Royal Canadian Medical Service Foundation.
Home, Business Women, and Nurses Volunteer

The Globe and Mail: Home, Business Women and Nurses Volunteer (PSD 4.15)

Women of WWII Homemaking During Wartime Sound Clip (PSD 4.16)\textsuperscript{xlv}

Sound Clip: \url{http://www.cbc.ca/archives/entry/women-of-wwii-homemaking-during-wartime}
Date: June 12, 1942
Duration: 6:44

Story: Not all Canadian women spend the anxious war years in uniform or in coveralls. Most spend them in aprons - tackling the traditional job of homemaker. It's an unusually difficult job in wartime, with the stress of seeing sons and husbands sent overseas compounded by shortages and rationing at home. In this clip from CBC Radio's Food Facts and Food Fashions, Edith Elliott of the Dominion Department of Agriculture tells women how they can make do with less.

What is ‘Women’s Work’ in 1945? Sound Clip (PSD 4.18)

Date: March 22, 1945
Duration: 12:40

Story: Are working women losing their femininity? Should married women be allowed to hold jobs - even if they put returning soldiers out of work? Should they receive equal pay? These are some of the burning issues put to a "barrack room bull session" between four servicewomen and one "mere male." The panel discussion is recorded for CBC Radio aboard HMCS Stadacona, docked in Halifax as the war winds down.

Potential Polleverywhere.com Uses (Appendix 1.1)

1. Create a poll with the question “Which candidate should be elected to lead us through this depression?” The options should mirror those in BLM 1.1. This method allows students to vote anonymously so there is no peer pressure influencing their vote.

2. Similarly, instead of having students write their descriptors, polleverywhere.com could be used to create a word bubble where students will type a word they would use to describe their chosen candidate and promote discussion about why they chose these descriptors.
Potential Prompt Questions for Think-Pair-Share (Appendix 1.2)

1. Using only one word, name the first thing that comes to mind when you hear “Hitler,” “Nazi,” “Nationalist Socialist Party,” etc.
2. What have you learned from your previous experiences about Hitler or the Nazi Party? Where have you learned this?
3. What do you know about Nazi ideologies?
4. Can we examine this period of time without applying our present biases?
Venn-Diagram Prompting Questions (Appendix 1.3)

1. During the rise of Hitler, what social, political, or economic factors changed and what remained the same?
2. How do these factors of continuity and change influence the course of historical events?
3. How are these factors intertwined? Can continuity and change coexist?
4. What would we put in the centre of the Venn diagram and why?
Potential Exit Card Questions (Appendix 1.4)

1. What can we learn through examining propaganda posters and political cartoons?
2. Are images effective tools for analyzing historical bias?
3. List one thing you learned today that surprised you/you didn’t know previously.
4. Write at least one question that you still have about the rise of Hitler or the Nazi Party.
Hitler Speech Guiding Questions (Appendix 2.1)

a. What emotion does this video make you feel?
b. From the evidence in this video, do you think Hitler is a good public speaker? Why or why not?
c. What component of LIMP PAPER is evident from this speech?
d. Based on what you see, do you think it would have been easy to disagree with Hitler? Why or why not?
"Generating Powerful Understandings of Cause and Consequence" (Appendix 2.2)
Gallery Walk Discussion Questions (Appendix 2.3)

a. What did you learn through analyzing the primary source documents?
b. Can we learn a lot about the historical context through analyzing primary source documents?
c. What main causes were exemplified throughout the documents you viewed?
d. Have any of these documents changed the way you understand this historical time period?
e. How have these documents supplemented your understanding of the causes of World War II?
The Canadian National War Memorial: Photograph Discussion Questions (Appendix 3.1)

Show the photographs, then allow students a minute to look at them and observe what they are showing. After the students are given time to examine the photographs, ask the students the following questions:

1. What are these photographs showing? (if the students do not know where it is, allow them time to rapid research the activity and find out what memorial this is)

2. What types of emotions do you feel looking at both the Tomb of the Unknown Soldier and the Canadian National War Memorial?

3. What does this show us about Canadian involvement in the war? How are the soldiers depicted?

4. What do the figures at the top of the memorial represent?

5. How does this memorial impact us as Canadians?
The National War Memorial Website (Appendix 3.2)\textsuperscript{xlviii}

LINK: http://www.veterans.gc.ca/eng/remembrance/memorials/canada/national
Possible Reflection Questions (Appendix 4.1)

In order to have students think about they’re learning, and reflect upon their knowledge, ask students to answer on one of the following reflection questions:

1. Was participating in the war a large step for women and their rights?
2. Do you think that men and society as a whole truly wanted women to participate in the war effort? Do you think that it was only encouraged because all of the men were already fighting?
3. Agree or disagree with the following statement: Allowing women to participate in many ways during WWII fostered independence in women and paved the way for women in the workforce in years following the war.
The Great Depression has devastated our country. Unemployment rates and homelessness continue to rise, families are starving and have been forced to sell all of their possessions. Many have resorted to boiling their leather boots to eat. After years of policies incapable of producing change, we have lost faith in our current government. Represented below are two potential candidates and their positions on alleviating the impact of the depression.

<table>
<thead>
<tr>
<th>Candidate A</th>
<th>Candidate B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempted restructure of the economy attempted without success; as a result unemployment rates continue to rise</td>
<td>Opens soup kitchens to provide for the poor and unemployed</td>
</tr>
<tr>
<td>Suggests all business should be nationalized (taken from owners to become government controlled)</td>
<td>Provides beds to homeless families, and those forced to live in tents</td>
</tr>
<tr>
<td>Allotted blame for the Great Depression on the middle/ upper class and business owners, unable to rally the people against them</td>
<td>Allotted blame for the Great Depression on a common enemy, rallied the people against them</td>
</tr>
</tbody>
</table>

Once you have decided whom you would like to choose, write down a few words below that you believe best describe your candidate’s personality. Be prepared to justify your answer.
LIMP PAPER (BLM 1.2)

Modified from John Clare

The story about why Hitler came to power is about the reasons why the German people lost their sense and allowed a vicious madman to come to power. What could have brought this about?

All of the following were present from the 1920's:

**Long-term bitterness**
Deep anger about the First World War and the Treaty of Versailles created an underlying bitterness to which Hitler’s viciousness and expansionism appealed, so they gave him support.

**Ineffective Constitution**
Weakness in the Constitution crippled the government. In fact, there were many people in Germany who wanted a return to dictatorship. When the crisis came in 1929 – 1933, there was no one who was prepared or able to fight to stop Hitler.

**Money**
The financial support of wealthy businessmen gave Hitler the money to run his propaganda and election campaigns.

**Propaganda**
Nazi propaganda persuaded the German masses to believe that Jews were to blame and that Hitler was their last hope.

**Programme**
Hitler promised everybody something, so they supported him.

**Attacks on other parties**
The Stormtroopers attacked Jews and people who opposed Hitler. Many opponents kept quiet simply because they were scared of being murdered – and, if they were, the judges simply let the Stormtroopers go free, (see point 2).

**Personal Qualities**
Hitler was a brilliant speaker, and his eyes had a peculiar power over people. He was a good organizer and politician. He was a driven, unstable man, who believed he had been called by God to become dictator of Germany and rule the world. This kept him going when other people might have given up. His self-belief persuaded people to believe in him.

After 1929, however, two short-term factors brought Hitler to power:

**Economic Depression**
After the Wall Street Crash of 1929, the US called in its loans to Germany, and the German economy collapsed. The number of unemployed grew; people starved on the streets. In the crisis,
people wanted someone to blame, and looked to extreme solutions – Hitler offered them both, and Nazi success in the election grew. Germans turned to Nazism because they were desperate. The number of Nazi seats in the Reichstag rose from 12 in 1928 to 230 in July 1932.

**Recruited by Hindenburg**

In the November 1932 elections, the Nazis failed to get a majority of seats in the Reichstag. Their share of the vote fell – from 230 seats to only 196. Hitler contemplated suicide. But then Hindenburg rescued him.

Franz von Papen (a friend of Hindenburg) was Chancellor, but he could not get enough support in the Reichstag. Hindenburg and von Papen had to govern by emergency decree under Article 48 of the Constitution. They offered Hitler the post of vice-Chancellor if he promised to support them.

Hitler refused – he demanded to be made Chancellor. So von Papen and Hindenburg took a risk. On January 30, 1933 Hindenburg made Hitler Chancellor. He thought he could control Hitler – how wrong he was.

**In the end, Hitler did not TAKE power at all – he was given it.**

So, the answer to the question, “Why did Hitler come to power?” is LIMP PAPER

**Question**

In proper paragraph form, respond to the following question:

- Could Hitler’s rise to power have been stopped? Why or Why not? Use at least 3 examples from LIMP PAPER to justify your answer.
Can you tell who created this image?

What do you think were the creator's motives for making this image?

What is the overall message of this image?

How is this message conveyed (consider the use of language, colours, symbols, shapes)?

Which propaganda techniques are used? Refer to examples from your poster for any techniques you identify.

What kinds of emotions are conveyed by the image?

Who is the target audience?
What does this message suggest about the values and beliefs of this audience?

Modified from the Canadian War Museum “Analyzing Propaganda Posters Lesson Plan”
http://www.warmuseum.ca/firstworldwar/wp-content/mcme-uploads/2014/07/4-a-4-all_e.pdf

Chapter 14 – Canada a Nation Unfolding (BLM 2.1)
The first Canadian soldiers to go overseas in World War II left Halifax on December 18, 1939. How would the experience of World War I have changed volunteers’ views of warfare?

**Inquiring into the Past**

- Why did fascism become popular in some European countries in the 1920s and 1930s?
- Why did Western nations allow Adolf Hitler to violate terms of the Treaty of Versailles?
- How did Canada respond to Germany’s treatment of its Jewish citizens?
- How did Nazi Germany use new military technology to revolutionize warfare?

**Timeline**

- **January 30, 1933**: Hitler assumes power as German Chancellor
- **September 29, 1938**: Munich Agreement is signed
- **September 1, 1939**: Germany invades Poland
- **September 10, 1939**: Canada declares war on Germany

**Key Terms**

- Allied Powers
- Anti-Semitism
- Appeasement
- Axis Powers
- Dictatorship
- Fascism
- Kristallnacht
- Nazism
By the end of World War I most European nations were ruled by democratic governments, except for Austria, Bulgaria, and Turkey, which were republics. By the terms of the Treaty of Versailles, Austria was compelled to arrange a republic by 1920, while Bulgaria and Turkey were allowed to remain as君主立宪制. The Treaty also restored the kingdom of Greece by recognizing the independence of Servia, Montenegro, and the Greek-speaking region of Thrace.

The new nations were faced with the task of rebuilding their economies and politics. In many cases, the effects of the war were catastrophic, leading to economic depression and social unrest. The Treaty imposed heavy reparations on Germany, which many Germans saw as a moral and financial burden.

In this context, extreme politics and totalitarianism began to emerge. In Italy, Benito Mussolini led a movement that demanded a strong, centralized government. In Germany, the Weimar Republic struggled to maintain stability in the face of economic hardship and political instability. Hitler's rise to power in 1933 marked the beginning of the Nazi regime, which was characterized by totalitarian control and the suppression of opposition.

The years after World War I were marked by economic instability, particularly in Germany, where inflation and hyperinflation became severe. The Treaty imposed heavy reparations on Germany, which many Germans saw as a moral and financial burden. The Treaty also imposed limitations on Germany's military capabilities.

Germany after World War I: Inflation, Depression, and Political Unrest

The Treaty of Versailles had imposed harsh conditions on Germany to keep the German nation from rising up again. As well as placing severe restrictions on the German armed forces, the treaty forced Germany to pay huge sums of money to countries such as France and Belgium, which had suffered enormous damage during the war. To meet the financial obligations imposed by the treaty, Germany printed huge amounts of currency. This action devalued the German mark (Germany's currency) and led to rampant inflation. The result was that by the early 1920s Germany's economy was in tatters and spiralling inflation destroyed the wealth of the German middle classes. A loaf of bread, which cost two marks in 1918, cost about six million marks in 1924. Desperate families fled to the countryside to try to scrounge enough to eat from the forests and fields, while anxious farmers took up rifles to force them away. The cities turned violent as starving people roamed the streets, looking for work and food. What could be done to lift Germany from ruin?

Adolf Hitler and the Rise of Nazi Germany

The person who profited most from Germany's desperate search for solutions was Adolf Hitler. A master at public speaking, Hitler said out loud what many Germans secretly thought and wanted. He promised to tear up the hated Treaty of Versailles, restore Germany to greatness, create a mighty German army,
and see that German lands and peoples inside the borders of nations created by the peace treaty—
Austria, Czechoslovakia, and Poland—would be returned to German rule. The victors of World War I
would feel the weight of a new German empire.

Adolf Hitler was born in Austria in 1889. He left
school early and drifted from job to job until the
outbreak of World War I. During the war, Hitler
served in the German army on the Western Front.
He was one of the few enlisted men (non-officers)
to be awarded the Iron Cross, first class, for bravery
under fire. After Germany’s defeat, he dedicated
himself to restoring the German nation to military
glory. Hitler went to Munich, where he took control
of a small right-wing political group, built up its
membership, and changed its name to the National
Socialist German Workers Party — later known to
the world as the Nazis.

In November 1923, Hitler tried to seize control
of the government in the German province of
Bavaria as the first step in taking over the German
democratic republic. However, the “Beer Hall
Putsch” (armed revolt) failed and Hitler was jailed.
But the putsch won him nationwide attention. To
make the most of his new fame, Hitler wrote Mein
Kampf (“My Struggle”) in prison. The book was a
rambling mixture of personal stories and threats
against “enemies” of the German people.

In Mein Kampf, Hitler set out the goals that rallied
the German nation. He claimed that “Aryans”
(Caucasians of pure German descent) were a master
race destined to rule over other races such as the Jews
and Slavs of Eastern Europe, especially Poles, Czechs,
and Russians. Hitler also called for more Lebensraum
(“living space”) for the German people to support a
growing German population, and demanded Anschluss—the unification of Austria and Germany.
He planned to extend German rule over the lands
held by the Poles, Czechs, and Russians. The conquest
of Eastern Europe was to be achieved by unleashing a new and all-powerful German army,
Hitler claimed he would lead the German nation to
greatness. Within a few short years, Hitler’s appealing
promises had won him much support. In 1933,
Hitler was elected Chancellor of Germany and took
for himself the title of “der Führer” (“the leader”).
Shortly after being elected, Hitler disbanded the
Reichstag (the German Parliament). This marked the
end of the German democratic republic and the start
of the Nazi “Reich.”

Anti-Semitism and the Holocaust

The most horrifying legacy of the Nazi regime was
its deliberate effort to eliminate Europe’s Jewish
population. During the reign of Adolf Hitler, nega-
tive selection, whereby unwanted members of a
society were weeded out, became official policy in
Germany. The largest group targeted by the Nazis
were the Jews. For centuries, their religion and cul-
ture had set Jews apart from other Europeans. This
often made them convenient scapegoats in difficult
times, such as the years following World War I.

The persecution of German Jews began in 1933.
At first, Jewish citizens were removed from jobs in
government, teaching, and the media. They were
banned from entering many shops and public
sports grounds. They were forced into separate
Jewish schools, placed under a nightly curfew, and
forbidden to marry non-Jews. They were attacked on
the streets by Nazi supporters, and their homes and
businesses were vandalized. Later, many Jews were
Fascism, Nazism, and Anti-Semitism in Canada

Fascist movements were not limited to Europe; they soon arrived on Canadian shores. Italian government representatives in Montreal and Toronto planted fascists in the cities' Italian communities to win support for fascist aggression in the Mediterranean. The German consulate also began to plant Nazi ideas among some German people in Canada. The movement was most active in Saskatchewan, with its large German-speaking population, and in Winnipeg.

Canada also had its own fascist organizations. As fascism took hold across Europe, Canadian-born Nazi groups in Winnipeg, Toronto, and Montreal grew bolder and stepped into public view. The Nazi leader in Quebec, Adrien Arcand, was even given financial support by R.B. Bennett's federal Conservative Party. The Winnipeg-based Canadian Nationalist Party took to wearing badges showing a swastika (the emblem adopted by the Nazi Party) surrounded by maple leaves and topped with a beaver. Canadian Nazis published newspapers full of Nazi slogans. They dressed up in matching shirts and paraded in city streets, shouting slogans against "foreigners" and Jews. Occasionally, riots broke out in Toronto, Winnipeg, and Montreal as fascist and anti-fascist marchers clashed.

Some Canadians were attracted to fascism because it seemed to offer a way out of the Great Depression. Hitler appeared to be turning the German economy around and putting people back to work. Some Canadian Nazis hoped for the same economic transformation in Canada. But sympathy with Hitler's anti-Semitism — his deep-seated hatred of Jews — was the bedrock of most of the fascist groups in Canada.

Discrimination toward Jews occurred in many areas of Canada. There were hiring restrictions for Jews in businesses, the civil service, and other professions. In some cities, Jews were forbidden to buy property or to join certain clubs and organizations. Occasionally, in Winnipeg, Toronto, and Montreal, violence broke out between Jews and anti-Semites. Even as Nazi violence toward Jews in Europe increased — which caused thousands of Jews from Germany, Austria, and Czechoslovakia to flee as refugees by the summer of 1938 — few Canadians were willing to let them come to Canada.

When 907 Jews fled Nazi Germany in May 1939 aboard the ship St. Louis, they hoped to find safety...
in Cuba. Much to their dismay, their visas were rejected by the Cuban government and by every other Latin American country. Desperate for a refuge, the Jews aboard the St. Louis turned to Canada and the United States, only to find their pleas again rejected. Frederick Blair, director of the Canadian Immigration Branch, claimed that no country 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.” Eventually, the passengers aboard the St. Louis had to return to Europe, where many died in Nazi death camps. By 1945 Canada had accepted a mere 4000 Jewish immigrants, while Britain had taken in 85,000 and the United States, 240,000. Canada did not have a good record of providing a safe haven for European Jews.

The Soviet Union: The Rise of Joseph Stalin

While fascism was making tremendous gains in Central Europe, Joseph Stalin was tightening his grip on the Soviet Union. The old Russian Empire, led by a succession of czars, could not survive the pressures of World War I. With war underway in 1917 and food shortages plaguing Russia, communist revolutionaries, led by Vladimir I. Lenin, overthrew the last Russian Czar, Nicholas II, and established the world’s first communist government. The central aim of communism was to create a classless society in which all members shared equally in the distribution of resources. Eliminating private property and placing the means of production (farms, factories, mines, and so on) in the hands of a government was supposed to eliminate the gulf between rich and poor, which characterized modern industrial societies. When Lenin died in 1924, Joseph Stalin secured enough support in the Communist Party to ensure his victory in the leadership struggle that followed.

Immediately after coming to power, Stalin implemented a series of five-year plans designed to rapidly industrialize the Soviet economy. Within ten years, the Soviet Union underwent an industrial revolution that took smaller countries many decades to attain. But the costs were extremely high: anyone who opposed Stalin’s plans to indus-

rialize the Soviet Union was dealt with harshly. When Ukrainian farmers resisted surrendering their land to the government, Stalin sent up to three million people to forced-labour camps in Siberia and seized their crops, creating a famine. Stalin referred to his actions as “a policy of liquidating the kulaks [Ukrainian farmers] as a class.” In the end, Stalin’s “terror famine” led to the deaths of an estimated seven million people.

Like dictators in fascist countries, Stalin also established a totalitarian state that tolerated no opposition to his rule. He was so suspicious of others that he carried out the “Great Terror” from 1935 to 1938, in which all those suspected of working against Stalin were eliminated. Laws ordered the death penalty for people who were found to have withheld information about others engaged in acts against Stalin. The laws even extended to children.
as young as twelve who did not report the crimes of their parents. In three years, the Great Terror claimed one million victims.

By the mid-1930s the communist government of the Soviet Union was on a collision course with the new fascist government of Germany. The underlying principles of fascism insisted on the surrendering of individual rights and freedoms for the good of the state, whereas communism sought to ensure the welfare of all workers. These two extreme ideologies, both focused on world conquest, viewed each other with tremendous suspicion. It would only be a matter of time before the new age of extreme politics would pit the fascist forces against their arch-rivals, the communists.

Planting the Seeds of War

The Rome-Berlin Axis

Mussolini’s aim was to build a new Italian empire that would circle the Mediterranean Sea. In newspapers and radio broadcasts, on movie screens and street posters, Italians were bombarded with fascist war slogans such as “A minute on the battlefield is worth a lifetime of peace!” and “Believe! Obey! Fight!” In 1936, the Italian army marched into Africa and seized Abyssinia (now Ethiopia). Italy also formed close ties with Hitler’s Germany, a relationship that was formalized in an agreement in 1936 known as the Rome-Berlin Axis. At that time, Hitler was preparing to invade Austria, and Mussolini promised not to interfere with Hitler’s plans for attack. In return, Hitler promised to limit future German empire-building to northern and central Europe, leaving Mussolini free to build an Italian empire in southern Europe.

German Rearmament and the Militarization of the Rhineland

In March 1935, Hitler began to show his contempt for the treaty terms that limited German military strength. He revealed the existence of a German air force and announced plans for military conscription and a thirty-six-division army. Publicly, Hitler claimed that Germany was building up its armed forces to gain military “equality” with the strongest European nations. Secretly, he was aiming for armed superiority. Once Germany had enough troops and weapons to tip the balance of power in Europe in its favour, Hitler could ignore the Treaty of Versailles completely. For the next few years, he told his cabinet, it must be “everything for the armed forces.”

Adolf Hitler (right), leader of Nazi Germany, and Benito Mussolini (centre), leader of fascist Italy, were two of the most prominent dictators of the 1920s and 1930s. Why did some nations reject democracy and choose to support the rise of dictators?
By March 1936 Hitler was ready for the next step. He marched his troops into the Rhineland, an area bordering France in which the Treaty of Versailles had ordered Germany to have no military presence. Hitler was careful to tell his soldiers to make the occupation seem as peaceful as possible because he did not want to stir up European fears about an immediate invasion. Anti-aircraft guns and Luftwaffe fighter squadrons were moved in, but no tanks and no bombers were visible; they would come later. For now, Hitler wanted the military buildup to look as if peacetime soldiers were simply taking up defensive posts in their own country. On the day that Nazi troops marched into the Rhineland, Hitler declared to the world, “We have no territorial demands to make in Europe. Germany will never break the peace.”

The Policy of Appeasement

The new British Prime Minister, Neville Chamberlain, came to power in 1937 under the threat of a potentially devastating war and the reality of the worst economic depression in memory. Like most European leaders, Chamberlain had neither the economic luxury nor the desire to be drawn into a costly war over what were considered remote areas of Europe. Memories of World War I were still fresh, and Chamberlain was unwilling to oppose Hitler for fear of another “Great War.” He hoped that diplomacy could save the fragile peace. Chamberlain favored a policy of appeasement. He believed that Hitler was a reasonable leader and that some German demands, such as a reduction in war reparations payments and a German military presence in the Rhineland, were

Rallies such as the Nuremberg Rally were used by the Nazis to generate enthusiasm and loyalty among the German people.

Why is this type of propaganda such a powerful tool?
reasonable. The British Prime Minister wanted Hitler to tell the world exactly what Germany wanted. Then, through diplomatic negotiations, Germany’s needs could be satisfied (or “appeased”) and the Wehrmacht (army) could be kept safely inside German borders. Chamberlain was convinced that Hitler was a man who kept his promises.

Canada’s Prime Minister, Mackenzie King, also supported appeasement. In 1937, Mackenzie King travelled to London, Paris, and Berlin to seek a peaceful settlement of the European conflict. In Berlin, he met and talked with the Führer himself. Hitler made a favourable impression on Mackenzie King. Following their meeting, Mackenzie King noted in his diary that Hitler was a sincere man who had no intention to provoke a war. He agreed with Chamberlain that the Nazi dictator could soon be appeased.

Mackenzie King had what he believed were good reasons for supporting appeasement. The Canadian Prime Minister felt that Germany had been treated too harshly following World War I and that adjustments had to be made. Many Canadians backed King’s views. The Winnipeg Tribune argued that “a Germany with her self-respect restored may be the means of dispelling the war clouds hanging so ominously over Europe.” Furthermore, although Mackenzie King might not like Hitler’s heavy-handed tactics, the Führer was not the only ruthless dictator in Europe. In the Soviet Union, Joseph Stalin was killing hundreds of thousands of generals, intellectuals, politicians, and ordinary citizens who opposed him. Nazis and communists were deadly enemies, and a strong Nazi Germany might keep the Soviet Union from spreading communism across Europe. Above all, Mackenzie King was unwilling to push for a strong stand against Germany for fear that Canada might be drawn into another world war. “No sacrifice can be too great,” he wrote in his diary, “which can save war.”

The Invasion of Austria

The first sacrifice made for the sake of peace was Austria, a new democratic state that had been carved out of the old Austro-Hungarian Empire by the Treaty of Versailles. Austria’s people were German-speaking, a fact that gave Hitler all the excuse he needed for Anschluss, or the “union” of the German peoples of Austria and Germany in a “Greater Germany.” No European nation was willing to risk war to stop Hitler from moving into Austria.

Austria’s Chancellor was left with no choice: his country was too small to fight the Nazis alone. When Germany invaded Austria on March 12, 1938, it met no resistance. Without losing a single soldier, the German army rolled into Vienna and seized control of the government. The next day a beaming Hitler proclaimed the Anschluss. He was triumphant; a quiet Austrian surrender meant that the Nazi invasion could be described as the reunion of peoples unhappily kept apart by the Treaty of Versailles.
Czechoslovakia and the Munich Agreement

Hitler's next target was Czechoslovakia, another nation created by the peace treaty of 1919. Since the twelfth century, Germans had been migrating to the Sudetenland, now a region of Czechoslovakia. Although the Sudetenland had never belonged to Germany, Hitler saw that he could use the excuse of "liberating" the German-speaking Sudetenlanders to seize Czechoslovakia. Once again, Britain and France were unwilling to risk all-out war with Nazi Germany over troubles in a small Central European nation. In a radio broadcast on September 27, 1938, Neville Chamberlain spoke to the British nation: "How horrible, fantastic, incredible it is that we should be digging trenches and trying on gas masks here because of a quarrel in a far-away country between people of whom we know nothing. If we have to fight, it must be on larger issues than that."

The leaders of Italy, France, and England met with Hitler in Munich in September 1938 to decide Czechoslovakia's fate. Neither the Soviet Union nor the Czechs were asked to attend. The four men struck a bargain: Hitler could have the Sudetenland— one third of Czechoslovakia — but he must stop all demands for more territory. Hitler solemnly agreed to the terms, and, delighted, Chamberlain returned to London to announce the agreement reached in Munich. "I believe it is peace for our time," he declared to cheering crowds. Chamberlain genuinely believed that the crisis had passed. Czechoslovakia was forced to accept Hitler's demands to give up territory to the Nazis or fight it out alone. Another small democracy was cast away to appease Hitler. In Canada, the Munich Agreement was greeted with relief because Canadians believed the threat of war had passed. Convinced that peace would last, the Canadian government made no plans to increase its small defence budget.

Germany's Aggression Increases

Less than two months after the signing of the Munich Agreement, the optimism for peace was shattered. On the night of November 10, 1938,
Jewish synagogues and businesses in Germany were ransacked and looted with the support of the German police. The day following Kristallnacht ("night of broken glass"), twenty thousand Jews were arrested and sent to concentration camps at Dachau and Buchenwald in Germany. In Toronto, thousands of people gathered at Maple Leaf Gardens to protest against the treatment of Jews in Germany. The Toronto Daily Star reported:

Race, creed and class were forgotten yesterday as Toronto, with one voice, protested the martyrdom of German Jews at Nazi hands. More than 16,000 persons thronged the Maple Leaf Gardens to attend a memorial service for the victims of persecution and oppression; and thousands more were turned away because of lack of accommodation....

Six months after the Munich Agreement, Hitler dismantled the delicate peace even further by attacking Czechoslovakia. By March 15, 1939, he stood in the President's Palace in Prague proclaiming the end of Czech independence. Even Chamberlain now realized that Hitler was bent on world conquest and that nothing short of war would stop him. Britain was determined to draw the line at Poland, but Hitler was just as determined to invade that nation. The Nazi propaganda machine began pouring out demands for "victims," including the return of the "Polish Corridor," which gave Poland access to the sea and split Germany in half. But first Hitler had to ensure that the Soviet Union would not side with the Poles when the Wehrmacht started to roll into Poland.

The Nazi–Soviet Pact

Hitler hated communism, and Stalin hated Nazism just as fiercely, so it seemed unlikely that Germany and the Soviet Union could come to an agreement on Poland. But in 1939 the two nations shocked the world by signing the Nazi–Soviet Pact, in which they promised not to go to war against each other and secretly agreed to divide Poland between them. Stalin probably knew the pact would eventually fall apart, but he believed that Hitler would first attack Western Europe. Nothing suited him better than a war against his enemies, the democratic and fascist countries of Europe. While both sides exhausted themselves in long, hard trench warfare, the Soviet Union would have plenty of time to build up its army and prepare for an inevitable war with Germany.

Hitler also knew that the pact was only temporary, but he did not want to fight a war on two fronts at once. First he would conquer Western Europe and then turn his guns on the Soviet Union. For Hitler, the Nazi–Soviet Pact kept the Soviet Union quiet while he used his armies elsewhere. Once the pact was signed, Hitler was free to take Poland. At the crack of dawn on September 1, 1939, the German Wehrmacht rolled across the German–Polish border. There was no official declaration of war. The uneasy peace ended with a barrage of German gunfire.

War Returns to Europe

Within two days of Germany invading Poland, Britain and France declared war on Germany, and Europe was once again engulfed in war. Would Canada step to Britain's side in the coming conflict?
Unlike the situation in 1914, when Canada's colonial status placed matters related to foreign affairs in British hands, Canada's participation in World War II would be an entirely Canadian decision. Prime Minister Mackenzie King hastily recalled Parliament for an emergency debate and vote. Support for the war effort was almost unanimous. Only the leader of the CCF, J.S. Woodsworth, who was a pacifist, opposed the armed conflict. Canada's answer was delayed but never in doubt. On September 10, 1939, a popular 1930s tune was playing on the airwaves when the Canadian Broadcasting Corporation interrupted its programming for a special announcement: the country had formally declared war on Germany.

This time, there was none of the wild enthusiasm that had swept Canadians into the streets at the declaration of war back in 1914. Canadians sat quietly at home and braced for the bloody ordeal ahead: it was the second time in twenty years that war had come to their doorsteps. Almost every family had a loved one or neighbour buried in French or Belgian fields. Every Canadian town and city had its share of war survivors injured in body or mind as daily reminders of the horrors of war.
leisure

WORLD WAR II AND LIFE AT HOME

During World War II almost every aspect of life, at home and abroad, was influenced by the war effort. Still, life went on in Canada, and people made valiant efforts to enjoy themselves.

DANCE

A popular dance craze during the 1940s was jitterbugging. This was a very fast dance, generally performed to swing music. Often the jitterbug saw the male throwing his female partner over his shoulder. Another popular dance was the boogie woogie, which was performed to boogie woogie music—a style of blues-jazz on piano that is marked by persistent bass rhythm.

FASHION

"Zoot sooters" were groups of young males, including teenagers, who chose to rebel against wartime clothing restrictions by wearing what were thought, at the time, outrageous costumes called zoot suits. Zoot suits featured long, drapped jackets with padded shoulders and high-waisted, tapered trousers. Many zoot sooters were brightly colored, shirts, huge bow ties, wide-brimmed hats, and yellow pointed shoes. A long chain looped in one of the suit pockets. Zoot sooters were considered by some, especially people in the services, to be anti-social, and they were banned from some public establishments.

SPORTS

While many athletes, such as members of the Toronto Maple Leafs, served in the forces, numerous sport leagues and teams continued to play, and Canadian fans cheered for their home teams.

Blitzkrieg and the Attack on Poland

The technological advances that had revolutionized warfare in 1914 would continue to be the single most important factor in determining success in the war that was about to begin. During the six years leading up to the start of World War II, Hitler had rebuilt the German armed forces. The new German army was equipped with the latest in military weaponry and had devised a plan of attack that made effective use of the new technology. In Germany's invasion of Poland, the world had its first chilling encounter with the blitzkrieg, a revolutionary style of hard, fast warfare based on surprise attack. The key to its success was close cooperation between German panzer (tank) divisions and the dive-bombing aircraft of the Luftwaffe (air force). First a wave of panzers crashed without warning through weak spots in the enemy line and pushed forward as fast and far as possible. Overhead, German warplanes knifed out of the air to dive-bomb enemy units. The effect of the sudden and massive attack was to spread confusion and panic among enemy troops.

Meanwhile, selected sabotage troops, using parachutes or gliders, dropped behind Polish lines to destroy key transport and communication sites. Then the main body of infantry, in motorized transport, skirted around pockets of heavy resistance to swoop deep into lightly defended areas at the rear.
of enemy lines. In the lead were motorcycle troops armed with machine guns in sidecars, scouting the country ahead to report on enemy positions.

The effect of the blitzkrieg was shattering. The German army struck at Poland from three directions at once—north, west, and south—and moved with astonishing speed toward the Polish capital of Warsaw. The Polish defenders were stunned by the pace of the attack and the sheer number of German aircraft, tanks, and guns leveled against them. A bewildered Polish High Command lost contact with its armies and could not rally a defense. The Poles bravely fought back, but their army relied on cavalry troops and heavy, outdated equipment, while the Germans had the very latest and best equipment. In less than a month, the Germans had defeated an army of over 700,000 Poles and lost only 14,000 soldiers.

The “Phony War”

Although many of the Allied powers, including Canada, had declared war on Germany by early September 1939, the first seven months of the war on the Western Front saw both sides locked in a war of nerves, during which no shots were fired. The Blitzkrieg, or “phony war” as it was sometimes called, held Western Europe in a strange calm throughout the fall and winter of 1939–1940.

While the bulk of the German army was thrown against Poland, a much smaller German force sat tight along the French border, hoping the fighting would be delayed until the armies then in the east could join them. On the other side of the border, British and French troops stood glaring at them. The French had invested much in a defensive strategy designed to block German advances. They were not, however, prepared to go on the offensive. Britain, meanwhile, continued to be wary of committing soldiers and resources to conflicts outside its borders. Both sides waited out the winter, anxious for what the spring would hold.

Tensions in the Pacific

Europe was not the only region in the world poised on the brink of war in 1939. In Asia, Japan was continuing an aggressive campaign to expand its empire and extend its sphere of influence. The United States’ policy of high tariffs to protect the American economy had had a crippling effect on the Japanese economy and had strengthened Japan’s determination to drive Western powers out of the Pacific and to establish itself as the dominant power in the region. First on Japan’s list was the conquest of China. In 1932 the Japanese successfully invaded the region of Manchuria. Later, in 1936, shortly after allying themselves with Nazi Germany, the Japanese launched a campaign to conquer much of China. The Western world was horrified by the savagery carried out during this undeclared war. The citizens of the city of Nanking were subjected to rape, torture, and murder after their defeat. It is estimated that 200,000 Chinese were slaughtered after the city fell to the Japanese.

Western powers, including Britain, the United States, and Canada, protested against Japan’s aggression by severing diplomatic ties and banning the shipment of war materials and oil to Japan. Expecting further Japanese aggression, the United States threatened to retaliate and began to prepare for the possibility of war in the Pacific.

In 1936, Japan launched a campaign to conquer much of China and establish itself as the dominant power of the region.
A Reluctant Return to War

The return to war created interesting alliances. Germany, Italy, and Japan and the areas swallowed up by Hitler prior to 1939 formed the Axis powers. Opposing the fascist forces were the Allied powers, which initially included Britain and its Commonwealth, France, and Poland. In time, the Allied forces would be bolstered by the entry of the Soviet Union and the United States into the war. Ironically, the world’s greatest capitalist and greatest communist powers would join forces against fascist aggression.

The years between the two world wars were a restless period for the Western world. While some nations, including Canada, Britain, and the United States, were determined to avoid another war at all costs, Germany sought to reverse the humiliation of the Treaty of Versailles and aggressively prepared for war. Canada’s Prime Minister, Mackenzie King was among many politicians who believed that war could be avoided through negotiation. Unfortunately, by the time leaders of the main Western powers realized that Hitler could not be trusted, it was too late. The Nazi army was prepared to engage in a fierce war. In 1939 Canada and the Allied powers reluctantly returned to the battlefields of Europe.

Web Connections

http://www.school.mcgrawhill.ca/resources

Go to the above Web site to find out more about Canada and World War II. Go to History Resources then to Canada: A Nation Unfolding, Ontario Edition to find out where to go next.
Cause and Consequence Graphic Organizer (BLM 2.2)

Name: __________________________________________ Date: __________________

Cause and Effect

**Directions**: Identify the causes and effects of events in the story.

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Sample Graphic Organizer (BLM 3.1)
D-Day: A critical Moment in History Video (BLM 3.2)

Video: D-Day: https://www.youtube.com/watch?v=lDZs442oqxA

Canada Remembers: D-Day and the Battle of Normandy (BLM 3.3)

D-DAY AND THE BATTLE OF NORMANDY

History tells us that June 6, 1944 was the beginning of the end of the Second World War. Imagine you were there...

By the spring of 1944, Germany had conquered most of the European continent, including France. A narrow stretch of water, called the English Channel, was all that separated the German Forces from Great Britain.

An Allied attack on the French coast at Dieppe in August 1942 had resulted in heavy losses for the Allies, particularly Canada, but by 1944 the Allies had made strong gains against German troops in both Italy and Russia.

A final victory over Germany could only occur with its defeat in western Europe. Knowing this, the Allies decided to launch a major invasion against German Forces on the European continent. The Allies planned this launch for more than a year. In total secrecy:

- Great numbers of troops, boats, tanks, supplies and equipment had been massed in England.
- Ground, sea and air forces rehearsed endlessly to make sure their timing and coordination was perfect.
- Portable docking facilities were built for the supply ships to off-load their cargoes in France.
- A long flexible pipe, called “Pluto,” was built to carry fuel under the sea from England to Normandy.

FORTRESS EUROPE

Even with all these preparations, the Normandy invasion would not be easy:

- The Normandy beach was littered with German land mines, barbed wire, heavy artillery batteries and machine-gun nests.
- Harbours along the Normandy coastline would have to be secured for the hundreds of ships that would be needed to ferry food, medical supplies, weapons and fresh troops after the invasion.
- Once in France, the Allied armies would need to get fuel through “Pluto” to continue the invasion of occupied Europe.

For all these reasons, the coastline from Denmark to the south of France was known as “Fortress Europe.”

Defeat would have meant certain disaster as there would be no way to move troops to safety. But if the invasion succeeded, the Allied Forces would finally gain that all important foothold in western Europe and a chance to liberate France, Holland, Belgium and Denmark from German occupation.

ON LAND, BY SEA, IN THE AIR

On June 6, 1944, or D-Day as it is now known, a massive Canadian, British and American force crossed the English Channel to engage in Operation Overlord. Their destination: a 50-mile stretch of the heavily-defended coast of Normandy in France. Allied troops fought their way to Normandy from different landing areas: Juno Beach (Canada), Gold Beach (United Kingdom), Sword Beach (United Kingdom and France), Utah Beach and Omaha Beach (United States).

- Allied airplanes began the attack, bombing coastal defences.
- 15,000 Canadian troops came ashore at a place that would become known as “Juno Beach.” Their mission: to establish a beachhead along a five-mile stretch fronting the villages of Courseulles-sur-Mer, Bernières-sur-Mer, and St. Aubin-sur-Mer. Once done, the troops would push inland to capture the city of Caen, a German communications centre.
- To the east, over 450 Canadians successfully parachuted inland before dawn and engaged the enemy.
Royal Canadian Air Force planes attacked other German beach defences and inland positions, while destroyers and supporting craft of the Royal Canadian Navy shelled German targets.

- 7,000 vessels of all types, including 284 major combat vessels, took part in Operation Neptune, the naval portion of the D-Day offensive.
- Over 4,000 heavy and medium bombers, plus some 3,700 fighters and fighter bombers, attacked beach defences and inland targets.

A HARD-WON VICTORY

Many Canadian soldiers in the Normandy campaign were young and new to battle. But their courage and skill meant they often helped to lead the Allied advance against a determined enemy. It paid off:

- Despite fierce German opposition at Juno Beach, Canadians captured three shoreline positions and established themselves near the village of Creully.
- Savage fighting in Normandy continued, as Canadian forces faced powerful German Panzer tank divisions in the struggle for Caen.

Through the summer of 1944, the fighting continued through choking dust and intense heat. The living conditions were terrible and the enemy was ruthless. Even with these conditions, the troops moved forward and on August 25, 1944, Paris was liberated by the Allies. This successfully completed the Normandy campaign. But it would be another nine months before the Allies achieved total victory in Europe.

THE COST OF BATTLE

Against terrible odds, the Canadians advanced against the best troops the enemy had, but victory would come at a terrible cost. Canadians suffered the most casualties of any division in the British Army Group. Many paid the ultimate sacrifice, with their lives, and lie buried in a place far from their homes and loved ones. Others returned home with injuries to body and mind that they carry to this day.

WE WILL REMEMBER THEM

Canada, as a nation, owes an everlasting debt of gratitude to the men and women who have served and continue to serve their country in times of war, military conflict and peace. Each year, on November 11, our nation pauses on Remembrance Day to remember those who served.

During Veterans' Week, from November 5-11, Canadians turn their attention to recognizing the achievements and sacrifices of those who served and died for their country in the struggle for global peace.

THE LEGACY

The collective experiences and stories of Canada’s Veterans who landed in Normandy in that summer of 1944 and fought through to the Falaise Gap and beyond provide Canadians with a proud and lasting legacy that will continue into our country’s future. We must always remember those who served, and the fallen. We must help to keep alive the values they fought and died for—truth, justice, peace, freedom and diversity. These values guide much of what we do today and reflect our free and peaceful country.

NEED MORE INFO?

Please visit the Veterans Affairs Canada Web site at www.vac-acc.gc.ca to learn more about Canada’s role in the Second World War. You can also learn the names of Canada’s war dead from the Battle of Normandy. The names are in a special book called the Second World War Book of Remembrance which you can read on-line. The book, itself, is located in the Peace Tower in Ottawa.

CANADA REMEMBERS PROGRAM

The Canada Remembers Program of Veterans Affairs Canada encourages all Canadians, especially Canadian youth, to learn about the sacrifices and achievements made by all of those who served, and continue to serve, during times of war, military conflict and peace, and to become involved in remembrance activities that will help to preserve their legacy for future generations.

16x9: A Massacre: Dieppe Raid in WWII (BLM 3.5)\textsuperscript{lviii}

Link: https://www.youtube.com/watch?v=yQhPJket4II

INTRODUCTION
Canada’s experiences in war have been marked by great triumphs but also by harsh setbacks. The Dieppe Raid during the Second World War was one of the darkest chapters in Canada’s military history. It did, however, help lead to important lessons being learned.

“FORTRESS EUROPE”
By the summer of 1942, the Second World War had been raging for almost three years and things looked grim; Nazi Germany had pushed east into the Soviet Union, enemy forces were advancing in North Africa and U-boats were making the Atlantic a deadly place for Allied ships. The British Isles were the only Allied holdout after the Germans had invaded and occupied much of Western Europe in 1940. The continent’s west coast was studded with enemy troops, machine guns, artillery, barbed wire, concrete pillboxes and offshore obstacles. It had truly become “Fortress Europe.”

WHY RAID DIEPPE?
Many factors compelled the Allied Forces to mount a large raid into occupied Europe in 1942. The Soviet Union was pressuring the Allies to open a second front in Western Europe. The Allies, however, needed to build up their military resources before undertaking a full campaign. They felt that a large raid on the coast of France could force the Germans to divert more of their military resources away from the Soviet Union and also help in the planning for the full-scale assault to come.

Canadian soldiers had been training since the outset of the war in 1939 and, except for the Battle of Hong Kong, had yet to see significant action. There was political pressure at home to get the Canadians into battle, as well as pressure within the army itself.

Dieppe was selected as the main target of the raid partially because it was within range of fighter planes from Britain. It was a resort town situated at a break in the cliffs along the northwest French coast. The Allies planned to launch a large-scale amphibious landing, damage German shipping and port facilities, and gather intelligence on enemy defences and radar technology.

“OPERATION JUBILEE”
The Dieppe Raid, code-named “Operation Jubilee,” saw more than 6,000 men come ashore at five different points along a 16 kilometre-long stretch of heavily defended coastline. Four of the attacks were to take place just before dawn at points east and west of Dieppe, while the main attack on the town itself would take place half an hour later. The raiding force was made up of almost 5,000 Canadians, approximately 1,000 British commandos and 50 American Army Rangers.
Things immediately went wrong for the landing force on the eastern flank. They met a small German convoy and the ensuing firefight alerted the enemy. The forces that came ashore at Berneval and Puys were met with overwhelming fire and some of the heaviest Allied losses took place there.

Some objectives on the western flank were met and the enemy gun batteries at Varengeville were destroyed. In Pourville, the South Saskatchewan Regiment and the Queen’s Own Cameron Highlanders came ashore and pushed towards their goals. The mounting German resistance, however, forced them to withdraw with heavy losses.

Running behind schedule, the main force going ashore at Dieppe landed as daylight was breaking. The alerted German troops cut down many Canadians as they waded in the surf. Nevertheless, many fought their way across the cobbledstone beach to the protection of the seawall. The same cobblestones and seawall made it hard for the Allied tanks to move off the beach and the fierce enemy fire prevented engineers from clearing the way for the tanks.

Small groups from the Royal Hamilton Light Infantry and the Essex Scottish Regiment were able to fight their way into the bullet-swept streets of Dieppe. It was clear, however, that the raid could not continue and the retreat began. Trying to evacuate everyone would mean the destruction of the Allied naval force. Through great courage, many men were taken off the beaches under heavy fire, but by early afternoon the last boat had departed. Left in a hopeless situation, the remaining Canadians were forced to surrender. The raid was over.

**GREAT VALOUR**

Many acts of great courage took place during the Dieppe Raid and two men would earn the Victoria Cross (VC), our country’s highest medal for military valour. Lieutenant-Colonel Cecil Merritt earned his Victoria Cross for courageously leading men from the South Saskatchewan Regiment across the River Scie at Pourville in the face of heavy resistance. Once the regiment could go no farther, he led a dangerous retreat that allowed most of the men to escape back to Britain. He was captured and spent the rest of the war as a prisoner of war (POW).

Reverend John W. Foote, a chaplain with the Royal Hamilton Light Infantry, also earned a Victoria Cross. For eight hours, he continually braved enemy fire on the beach to bring the wounded to first aid posts. When his own landing craft was about to leave, he jumped ashore to be captured so that he could minister to the many Canadians who were taken as POWs.

**LESSONS LEARNED**

1942 was one of the darkest periods of the Second World War. But the fact that the Allies came ashore in occupied France gave the French hope and the Dieppe Raid let them know that they had not been forgotten.
While many men were lost and the raid did not meet most of its objectives, many historians feel that the lessons learned played an important role in the success of later actions. For example, the Dieppe Raid and later beach assaults contributed to improvements in amphibious landing techniques. While the cost of gaining this knowledge was steep, it likely saved many lives on the beaches of Normandy when the Allies returned to the shores of continental Western Europe on D-Day, June 6, 1944.

SACRIFICE
The men who participated in the Dieppe Raid paid a great price. Of the 4,963 Canadians who went on the mission, only approximately 2,200 returned to England and many of them were wounded. More than 3,350 Canadians became casualties, including approximately 1,950 taken as POWs. 913 Canadians died on the beaches, as German captives, or of their wounds after returning to England. A total of 210 British and Americans also lost their lives.

Those who were captured faced especially harsh treatment in POW camps and most would remain in captivity for more than two-and-a-half years. As the end of the war neared, many Dieppe POWs also had to endure forced wintertime marches. These marches were ordered by the Germans as they moved the POWs away from the advancing Allies working to liberate them.

The Dieppe Raid also took a considerable toll on the ships and aircraft that supported the assault. The campaign saw the war’s single worst day for Allied aircraft losses, with 119 aircraft shot down as they protected the supporting ships.

LEGACY
The Canadians who participated in the Dieppe Raid were among the more than one million men and women from Canada who served in uniform during the Second World War. The efforts of all of these Canadians helped ensure that victory was achieved. The sacrifices and achievements of those who gave so much to restore peace and freedom to the world cannot be forgotten.

CANADA REMEMBERS PROGRAM
The Canada Remembers Program of Veterans Affairs Canada encourages all Canadians to learn about the sacrifices and achievements made by those who have served—and continue to serve—during times of war and peace. As well, it invites Canadians to become involved in remembrance activities that will help preserve their legacy for future generations. To learn more about Canada’s role in the Second World War, please visit the Veterans Affairs Canada Web site at veterans.gc.ca or call 1-866-522-2122 toll free.

This publication is available upon request in alternate formats.

Canada Remembers: The Battle of the Atlantic (BLM 3.7)

THE BATTLE OF THE ATLANTIC

The Battle of the Atlantic was the longest continuous battle of the Second World War and one in which Canada played a central role. The battle began on the opening day of the war in September 1939 and ended almost six years later with Germany's surrender in May 1945.

THE BATTLE OF THE ATLANTIC

The Battle of the Atlantic was the struggle between the Allied and German forces for control of the Atlantic Ocean. The Allies needed to keep the vital flow of men and supplies going between North America and Europe, where they could be used in the fighting, while the Germans wanted to cut these supply lines. To do this, German submarines, called U-boats, and other warships prowled the Atlantic Ocean sinking Allied transport ships.

The Battle of the Atlantic brought the war to Canada's doorstep, with U-boats torpedoing ships within sight of Canada's East Coast and even in the St. Lawrence River. Canada's Merchant Navy, along with the Royal Canadian Navy (RCN) and the Royal Canadian Air Force (RCAF), played a key role in the Allied efforts. East Coast cities soon found themselves involved in the battle, since Allied convoys (groups of ships that crossed the Atlantic together under the protection of naval escorts) were frequently leaving busy ports like Halifax and Sydney, Nova Scotia, and St. John's, Newfoundland, during the war.

CHALLENGES AND SUCCESSES

Early in the war, German U-boats took a heavy toll on merchant shipping as the Allies struggled to find effective ways to combat the enemy threat. Between 1939 and 1942, the Germans increased the number of U-boats from 30 to 300 and developed effective hunting techniques like using groups of submarines, called wolfpacks, to attack convoys. Their efforts initially paid off, with 454,000 tonnes of shipping being lost to German U-boats in June 1941 alone. Their successes continued as nearly 400 Allied ships were sunk between January and July 1942, while only seven U-boats were lost. The situation was very serious for the Allies, as merchant ships were being sunk faster than they could be replaced, thereby putting the supply link between North America and Europe at great risk.

Technology played an important role in the Battle of the Atlantic. Aircraft were effective in protecting merchant ships, but the Allied planes used earlier in the war did not have enough range to offer air cover for the convoys all the way across the Atlantic. Indeed, the central area of the ocean beyond aircraft range became known as the “Black Pit” as that was where many of the heaviest convoy losses occurred. However, the introduction of new long-range planes helped reduce the hazards of this dangerous portion of the run.

Both sides kept trying to get the upper hand in technology and tactics during the Battle of the Atlantic. Germany developed torpedoes that were attracted to the noise made by a ship's propellers. Allied scientists responded by inventing a noise-making device that was towed behind a ship to divert the torpedoes. New radar and sonar (ASDIC) technologies helped the Allies find the U-boats and...
new weapons, like the “Hedgehog” bombs, helped sink the submarines more effectively. The Germans also developed technological advancements like snorkel tubes that allowed U-boats to run their diesel engines while travelling underwater and on-board radar that increased their submarines’ capabilities. Eventually, the improved equipment and tactics of the Allies finally helped turn the tide of the battle in their favour, with the U-boat fleet suffering heavy losses during the later phases of the war.

The growth of Canada’s navy was remarkable. At the beginning of the Second World War, the RCN had only six ocean-going ships and 3,500 personnel. By the end of the war, Canada had one of the largest navies in the world with 434 commissioned vessels and 95,000 men and women in uniform. Canada’s industry also played an important role in the growth of our military and merchant navies. From 1941 to 1945, Canadian shipyards produced approximately 483 merchant ships, 281 fighting ships, 206 mine-sweepers, 254 tugs, and 3,302 landing craft.

Furthermore, Canada played an important role in directing Allied efforts in the Battle of the Atlantic. In 1943, Rear Admiral Leonard Murray was put in charge of the Allied air and naval forces in the Northwest Atlantic—the only theatre of war commanded by a Canadian during the conflict.

**SACRIFICE**

Helping the Allies triumph in the Battle of the Atlantic came at a high price. More than 1,600 Merchant Navy personnel from Canada and Newfoundland were killed. Indeed, percentage-wise, their casualty rate was higher than those of any of Canada’s fighting services during the Second World War—one out of every seven Merchant Navy sailors who served was killed or wounded.

The RCN and RCAF also paid a high toll in the Battle of the Atlantic. Most of the 2,000 RCN officers and men who died during the war were killed during the Battle of the Atlantic, as were 752 members of the RCAF. There were also civilian casualties. On October 14, 1942, 136 people died when the ferry SS *Caribou* was sunk as it crossed from Nova Scotia to Newfoundland.

**LEGACY**

Allied victory in the Second World War would not have been possible without victory at sea. It would require overcoming great odds, but the courage of the RCN, Merchant Navy and RCAF personnel helped keep the Allied convoys running and the supply lines to Europe open. These brave men and women were some of the more than one million Canadians who served in the cause of peace and freedom during the Second World War.

**CANADA REMEMBERS PROGRAM**

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*This publication is available in alternate formats upon request.*

The Battle of the Atlantic Website (BLM 3.8)\textsuperscript{11}

INTRODUCTION

During the Second World War, most of our country’s overseas military effort took place in Europe – but Canadians also fought bravely elsewhere. Canadian soldiers went to help form a defence force in Hong Kong in 1941, just in time for the outbreak of war in the Pacific.

By late 1941, the war in Europe had been going on for more than two years. In the Far East, the Japanese were fighting in China – but in this part of the world, the real war for the Allies had yet to begin. This changed as the political situation grew more strained between Japan, on the one hand, and the United States and Britain on the other. It became clear that the British Crown colony of Hong Kong was vulnerable and had to be protected. Britain decided to reinforce the colony with more troops in the hope this would deter Japan from attacking or at least delay any Japanese advances. Canada was asked to contribute to this effort.

THE CANADIANS ARRIVE

Canada selected the Royal Rifles and the Winnipeg Grenadiers to help defend Hong Kong. In late October 1941, 1,976 Canadian soldiers set sail for the Far East from Vancouver on board the Anntae, escorted by HMSC Prince Robert.

The Canadians arrived in Hong Kong on November 16. They joined the 14,000-strong Hong Kong defence force, made up of troops from Britain, India, Singapore and Hong Kong. Although sent to a part of the world still at peace, they quickly began training and prepared for active defence of the colony under the command of Brigadier J.K. Lawson. Only three weeks would go by before they would find themselves in combat.

THE DEFENCE OF HONG KONG

On the morning of December 8, Japan attacked Hong Kong. Japanese warplanes pounded the airport and their ground forces poured across the frontier from China and into the mainland portion of the colony. Demonstrating an unexpected skill at night fighting, the Japanese kept advancing. After three days of combat, the defenders had been pushed from the mainland and back to Hong Kong. It was during this time that Canadian soldiers from ‘D’ Company of the Winnipeg Grenadiers engaged the enemy, becoming the first Canadian Army unit to fight in the Second World War.

On December 13, and again on the 17th, the Japanese demanded the defenders’ surrender only to be quickly rejected. During this time, the Canadians and other defending troops prepared for the inevitable Japanese assault on Hong Kong. On December 18, the Japanese crossed from the mainland in the darkness and invaded the island. The Allied defence positions quickly became overwhelmed and had to draw back into the mountains to the south.

Over the coming days and nights of heavy fighting, the Allies offered brave resistance and took part in many counter-attacks. However, the Japanese were able to maintain the offensive due to their greater numbers, battle experience, access to reinforcements and armaments, and total air domination. By contrast, Canadians and other Allies were relatively inexperienced, exhausted from continual battle and bombardment, and had no hope of receiving additional supplies or reinforcement. The Canadians suffered many casualties, including the death of Brigadier Lawson. It was during this fighting that Company Sergeant-Major John Robert Osborn of the Winnipeg Grenadiers won the Victoria Cross, the highest award for military valour a Canadian can win. Despite fighting to the end, by Christmas Day 1941, the battered Allies had no choice but to surrender.
PRISONERS OF WAR

The Canadians in Hong Kong had held out with heavy losses against impossible odds for more than 17 days before laying down their weapons. However, the ordeal for the surviving Canadians was far from over. They would become prisoners of war (POWs) for more than three-and-a-half years, first in Hong Kong until early 1943, and then in Japan until their liberation in September 1945.

In the prison camps, Canadian POWs became weak and malnourished from a starvation diet made up of a bit of rice, and some occasional greens and scraps of meat or fish. They lived in primitive, vermin-infested huts, that were often cold and damp in the winter. They were forced to work long and hard at slave labour in construction projects, shipyards and mines. The POWs endured great abuse and mistreatment by their guards. They were wracked by diseases like diphtheria and beriberi. Many died from these plagues, as the Japanese rarely supplied them with any medicine. More than 260 Canadian POWs died before they could be liberated. Those who survived left the labour camps gaunt, their rail-thin bodies demonstrating just how harsh their experiences had been.

SACRIFICE

The defence of Hong Kong was a brutal chapter in Canada’s military history. Of the almost 2,000 Canadians who sailed to Hong Kong in late 1941, more than 550 would never see Canada again. Many would die in the fierce combat of December 1941. Others would perish in the grinding conditions of the Japanese prison camps throughout the rest of the war. Many of those who did survive would return home with their health broken and their lives shortened by their experiences, forever shaken by their experiences and the extreme hardships they endured.

THE LEGACY

As the Canadians who fought in the defence of Hong Kong demonstrated so clearly, the men and women of our country have often put themselves in harm’s way, even offering their lives, in the worldwide quest for peace, freedom and the preservation of human values. The experiences of the Canadians in Hong Kong serve as a lasting reminder of the high price of war and the incredible effort and sacrifice that Canadians and the Allies would put forth to eventually triumph in the Second World War. Canada and the world recognize the great effort and sacrifices made by these brave Canadians, an effort that lives on in our hearts and minds.

CANADA REMEMBERS PROGRAM

The Canada Remembers Program of Veterans Affairs Canada encourages all Canadians to learn about the sacrifices and achievements made by Canada’s Veterans, during times of war, conflict and peace, and to become involved in remembrance activities that will help to preserve their legacy for future generations of Canadians. To learn more about Canada’s role in the defence of Hong Kong, please visit the Veterans Affairs Canada Web site at: www.vac-acc.gc.ca or call 1-877-604-8469 toll-free.

Canada and the Battle of Hong Kong Website (BLM 3.10)\textsuperscript{liii}

Student Reflection Questions (BLM 3.12)

Please answer the following questions:

1. What was the most shocking thing you learned today? Why?

2. What was the most valuable lesson you learned from today’s activity? Why?

3. Describe the Canadians contribution to the war effort.

4. How were the Germans depicted in the primary source documents you explored?

5. Each of the battles the Canadians fought in were unique and heroic. Which of the battles peaked your interest the most? What specifically about that battle stood out to you?

6. The Battle in the Atlantic was the first time since the War of 1812 where enemies entered the St Lawrence River and attacked Canadian vessels. How would you feel if you were living along the St. Lawrence River during this time?
**KWL Chart (BLM 4.1)**

**Women in WWII: KWL Chart**

Please complete the following chart. What do you know about the role of women during this period of time? What did the life of a woman look like in the 1920s and during the 1930s? What do you want to know about the role of women during the war? At the end of the lesson, you will complete the final column of the chart and submit it to the teacher.

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Want to Know</th>
<th>What I learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Any further questions?
Women at War Group Work Handout (BLM 4.2)

Guiding Questions to Consider When Researching

The following information should be included in your poster and presentation of your information to the class. If you find anything else of significance include it as well. Remember that you are expected to do additional research, and not solely rely on the primary sources given to you.

Which group of women are you looking at? _____________________________

How did they contribute to the war effort?

What requirements were there to do the job which they were doing?

Was there a positive or negative connotation in the primary sources you examined?

Was this job only considered temporary?

How did the jobs of the women differ from the jobs of men (in relation to your specific job)?

What other information did you find about this group and their contribution to the war?
Student Presentation Worksheet (BLM 4.3)

Please complete the following worksheet in detail throughout the student led presentations. *Please remember that this is important course material which you may see on a test or exam in the future. Consult your neighbor after the presentation is completed if you missed any information.*

<table>
<thead>
<tr>
<th>Group Number and Topic</th>
<th>Why was this group important? How many women were involved? How did the jobs of women differ from the men in this area?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women in the Airforce</td>
<td></td>
</tr>
<tr>
<td>The Canadian Women’s Army Corps.</td>
<td></td>
</tr>
<tr>
<td>Women in Industry</td>
<td></td>
</tr>
<tr>
<td>W.R.E.N.S</td>
<td></td>
</tr>
<tr>
<td>Nurses</td>
<td></td>
</tr>
<tr>
<td>At Home</td>
<td></td>
</tr>
</tbody>
</table>
i Boris Efimovich Efimov, “Maneater,” October 1941. Hoover Institution Library and Archives

ii Daniel Fitzpatrick, “Versailles Treaty,” October 19, 1930. The Ohio State University Cartoon Research Library

iii M. Jonair and Heinz Franke, “Unsere letzte Hoffnung: Hitler,” University of Minnesota Media Archive
https://umedia.lib.umn.edu/node/43763

iv “Help Hitler Build, Buy German Goods,” Dr. Robert D. Brooks


vii “Godless Movement” der Struermer. https://s-media-cache-ak0.pinimg.com/236x/7d/7d/3b/7d7d3b73126a9f0e8e59a9d15d91e9b.jpg

viii https://www.youtube.com/watch?v=EV9KyocogKo

ix “Yoo hoo, Adolf! Lookeee! I'm attacking ’em too!,” July 1, 1941, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library
http://library.ucsd.edu/speccoll/dswenttowar/index.html?ark:bb19386568d

x “Carry on, my faithful dogs, and you shall each share equally!”, July 21, 1942, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library
http://library.ucsd.edu/speccoll/dswenttowar/index.html?ark:bb43353276

xi “In other words, gentlemen, Togo won't hit Joe and Joe won't hit Togo... unless they take a poke at each other when I start socking Joe”, June 20, 1941, Dr. Seuss Political Cartoons. Special Collection & Archives, UC San Diego Library

http://www.holocaustresearchproject.org/holoprelude/naziprop2gal/index3.html

http://www.holocaustresearchproject.org/holoprelude/naziprop2gal/index3.html


xv Gayle Olson-Raymer, Humboldt State University. http://users.humboldt.edu/ogayle/hist111/unit2WWII.html


xxi “German soldiers lead Canadian prisoners of war through the streets of Dieppe”. Historica Canada. Library and Archives Canada. (August 19, 1942).

xxii “The Battle of the Atlantic”. The Royal Canadian Navy (RCN).


xxv “Canada provided about half the naval escorts in the Newfoundland (later Mid-Ocean) and Western Local Escort Forces”. Historica Canada. Library and Archives Canada.

xxvi “Canadian Prisoners of War captured during the Battle of Hong Kong”. Historica Canada. Library and Archives of Canada. (December 25, 1941).


xxx Queen Elizabeth Windsor. “Queen asks Canadian Women to Help the War Effort”. CBC Digital Archives. National Archives of Canada. 1939.
“Let’s all do more to win this war”. (Montreal). Library and Archives Canada. 1944.
“Royal Canadian Army Medical Corps Nursing Sisters WWII”. Photograph. Royal Canadian Medical Service Foundation.
National War Museum Website.
Battle of the Atlantic Website. Historica Canada.
The Battle of Hong Kong Website. Historica Canada.