COURSE: Canadian History Since World War Two, Academic CHC 2D

SPECIFIC EXPECTATION: C1: Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada

ABSTRACT: This resource pack analyzes a few of the historical events occurring during 1929-1945 using continuity and change, cause and consequence, historical significance and historical perspectives. These four lessons attempt to engage students in the story of the stock market crash, women during WW2, Japanese Internment and the Holocaust. These lessons do not comprise a whole unit and other material should be taught, especially on larger topics like the Holocaust.

KEYWORDS: Historical Significance; Cause & Consequence, Continuity & Change, Historical Perspectives; Primary Source Documents; Stock Market Crash; Crash of 1929; Black Tuesday; Women During World War II; Women During WWII; Japanese Internment; Internment of Japanese Canadians; Holocaust

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COURSE: Canadian History Since World War Two, Academic

CHC 2D

SPECIFIC EXPECTATION: C1: Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Cause & Consequence

LESSON # 1 of 4

TITLE OF STORY: What Caused the Crash?: Understanding Black Tuesday

OVERVIEW:
This lesson uses experiential learning, inquiry-based learning, and debate to allow students to experience the Stock Market Crash of 1929 and understand the multiplicities of causes behind it. This will relate to Seixas and Morton’s Guideposts #1 and #2 that stress the multiplicity of causes of historical events and that argue that causes vary in their influence.

APPENDICES:

1. Primary Source Documents:
PSD 1.1 New York Times front page October 29, 1929
PSD 1.2 Headlines describing Black Tuesday
PSD 2.1 “Canadian Women Lead World in Making Munitions” Video
PSD 2.2 “Women and the Production of Munitions in Canada.”
PSD 2.3 The Globe and Mail, “Another Call to Women,” published August 19, 1942

2. Black Line Masters:
BLM 1.1 Stock Market Game: Record Sheet
BLM 1.2 Causes of the Stock Market Crash of 1929

A. Organization of Each Lesson:

PLAN OF INSTRUCTION:
Step 1: Warm up\(^1\) (30 minutes)
Stock Market Crash Simulation Activity
Using the “Autonomy and the Stock Market Crash” Lesson Plan from Limestone District School Board, students will participate in an interactive activity that models the causes of the Stock Market Crash.

Characters:
1. 3 Students will serve as stockbrokers, setting up offices in the corners of the classrooms. They will have a supply of stock certificates and a record page.
2. The remainder of the student will act as investors. The investors will begin with $5,000 and an expense sheet. The investors will be allowed to spend their money in any way they see fit. BLM 1.1

Periods:
1. Period 1: 1925
   “Stocks are a hot commodity. Everyone wants to make a fast buck. Without researching the value of the companies, investors purchase shares in Canadian companies or branch plants. In this period, investors must buy stocks. They have five minutes to make transactions with any stockbroker. All transactions are recorded by the broker and the investors (e.g., Investor A bought 100 shares of International Nickel @ $25/share. Investor A spent $2,500 for this stock purchase).”
2. Period 2: 1927
   “Two years have passed. The economy is strong. Stocks have increased in value. By 1927, railway stocks increased annually by 10% as USA investors sought to build more access to Canada’s west. The value of utility stocks also went up by 15% annually in this period. Finally, investors were flooding to resource extraction and metal company stocks. These stocks increased by 25% annually. Each investor calculates the increased paper value of their stocks and records the new value on their record sheet. Investors cannot sell stocks for cash, but they have the option of trading one stock for another stock.”
3. Period 3: September 1929
   “The stock market is showing signs of weakness. Since 1927, railway stocks have annually lost 5% of their value. However, utility stocks and metal stocks continue to grow at a healthy annual 5% respectively. Investors decide not to sell their stocks. Each investor calculates the new paper value of their stocks and records the new value on their record sheet.”
4. Period 4: Black Tuesday
   “The market crashes. Almost instantly, stock prices fall. The volatile metal stocks lose 75% of their value. Utility stocks also drop significantly. Utility stocks lose 50% of their value. Finally, railway stocks drop 25% of their value. Each investor calculates the new paper value of their stocks and records the new value on their record sheet. If the investor wishes, he/she can sell their stocks back to the broker at the reduced value”
5. Period 5: 1932
   “There are signs of a recovery, but stock values continue to fall at the same rate as during Period 4. Each investor calculates the new paper value of their stocks and records the new value on their record sheet.”

\(^1\) Where appropriate, note how much instructional time a teacher might assign to each of the steps.
Step 2: Discussion (10 minutes)
After Activity Debrief Questions
- These questions will be the focus of a class discussion after the Stock Market simulation activity.
- Questions will first be answered in small groups (4-5) and then briefly consolidated in a whole class discussion, to encourage all students to participate
a. In September 1929, what would you do as an investor with your profit? b. How would you feel about your profits? c. What do you think investors and companies in the real world did with their profits in September 1929? d. How did you feel about your losses? e. What would you do if this were real life? f. How would your actions impact the economy? g. Would you start buying stocks in 1932?

Step 4: Guided Practice (15 minutes)
- As a class we will watch a video about the Stock Market Crash of 1929
  https://www.youtube.com/watch?v=TQUcoSy1yMA
- Using BLM 1.2 I will model for students how the sheet should be filled out, showing students:
  o What information to include
  o What kinds of details to omit
  o Engaging in a brief discussion about what “significant” means by asking students what the most significant causes of WWI were (as we will have already completed that unit by this time)

Step 5: Independent Activity (20 minutes + homework)
- Students will be given BLM 1.2
- They will be given a list of websites and videos to read and watch to build their knowledge. They will also be encouraged to go beyond these sites, finding their own resources if they feel as though the sites provided do not give them enough information to do the question justice.
  o During class students will have the opportunity to begin this reading and fill in their worksheets
- Resources:
  o PSD 1.1 Primary Source: New York Times front page October 29, 1929
  o PSD 1.2 Primary Source: Headlines describing Black Tuesday
    http://www.pbs.org/wgbh/amERICANexperience/features/primary-resources/crash-headlines/
  o Stock Market Crash of 1929: Causes, Effects, and Facts
  o The Great Crash
  o Crash and Depression
    http://www.canadahistory.com/sections/eras/crash%20depression/Crash.html
  o History Brief: Black Tuesday (The Stock Market Crash)
    https://www.youtube.com/watch?v=ehy2jEeNuWk&t=129s
  o The Great Depression in 4 Minutes
https://www.youtube.com/watch?v=wAZ-RpAO1z4
- Students will be given the rest of class to complete this sheet, and will be instructed to finish it at home if they do not complete it in class
  o Printed versions of the websites will be provided to students who do not have access to internet at home

**Step 6: Sharing / Discussing / Teaching (70 minutes)**

**Debate**
- The following day students will be broken into groups based on what they ranked to be the #1 cause of the Stock Market Crash
- These groups will likely be “buying on margin,” “investment frenzy,” and “market anxiety” but they will vary based on student decisions
- Students will then be given 30 minutes to create 3 major debate points based on their chosen cause
  o They will be instructed to find:
    1. Facts that prove their cause to be the most significant
    2. Fact that disprove the importance of other causes
- Students will then participate in a guided debate against the other groups to attempt to convince the rest of the class that their cause is the most significant

**ASSESSMENT:**
After the debate, each group will need to create a one-page maximum handout using images, graphs, etc. to explain why their cause is the most important. This sheet will function to show me what students have learned about the multiplicity of causes and about proving significance. The sheets will be distributed to each student as their notes for this section of the unit.
COURSE: Canadian History Since World War Two, Academic

CHC 2D

SPECIFIC EXPECTATION: C1: Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1929 and 1945, and assess their impact on different groups in Canada

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Continuity and Change

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Historical Perspectives

LESSON # 2 of 4

TITLE OF STORY: Choose Your Own Adventure: Women During World War II

OVERVIEW: Using a choose your own adventure activity students will familiarize themselves with what life was like for various women in Canada during WWII. Students will visualize the changes effecting these women using a then/now chart and educate one another by sharing creative writing activities based on their findings with classmates.

CONNECTIONS TO PREVIOUS LESSON: Using knowledge gained from the previous lesson on the Stock Market Crash, students will be able to better understand social contexts at play during the pre-war and war eras as they will have an understanding of economic realities of the time.

APPENDICES:

1. Primary Source Documents:

   PSD 2.1 “Canadian Women Lead World in Making Munitions” Video

   PSD 2.2 “Women and the Production of Munitions in Canada.”

   PSD 2.3 The Globe and Mail, “Another Call to Women,” published August 19, 1942

2. Black Line Masters:

   BLM 2.1 Exploring Change

   B. Organization of Each Lesson:

PLAN OF INSTRUCTION:
Step 1: Warm up²
1. In groups of 4-5 students will be instructed to create a mind map describing women during World War II
   a. These maps will be based only on prior knowledge and beliefs that students hold

Step 2: Discussion
1. As a class we will then watch “World War Women”
   https://www.youtube.com/watch?v=Vo3cUX2yT6I
   a. Students will be asked to discuss the following prompt questions in their groups and to alter their mind maps (cross things out, emphasize sections) based on the video. Prompt questions:
      i. What did you think of the women discussed in that video?
      ii. What characteristics did they portray?
      iii. Was anything about the video unexpected?

Step 3: Modeling
1. As a class we will combine their mind maps on the board focusing on the aspects of women’s lives during the war discussed in the video
   a. The teacher will call attention to the important changes discussed in the video and compare these highlight aspects of continuity and change represented in the video

Step 5: Independent Activity
1. Students will now begin their choose-your-own adventure activity:
   Step 1: Read opening explanation about women at war.
   “It’s a snowy night in December, 1940. Your name is Mary and you live in a suburb of Toronto, Ontario. You live at home in a three-bedroom house with your father, mother, and older brother. You just celebrated your eighteenth birthday at the church dance hall. Your sweetheart, George, walked you home and kissed goodnight. He then got down on one knee and asked you to marry him. Although you knew that last week he marched down to the enlistment office to follow his older brother to Europe you decided to say yes!
   It’s now April, 1941. With your father sick and George still away at the war, food has become scarce. Your little sister needs clothes for school and you can constantly hear your stomach rumbling. It’s come time to make a choice. Will you….”
   1) Go Overseas
   2) Find employment at the munitions factory
   3) Stay home to take care of your father
   Step 2: Based on their choices from Step 1 students will be directed towards a variety of sites and primary sources

Station 1: Munitions Factory

Begin by watching the primary source video “Canadian Women Lead World in Making Munitions” found at https://www.youtube.com/watch?v=VC1H1yZH-IU. Next, look through the

² Where appropriate, note how much instructional time a teacher might assign to each of the steps.
primary source images presented in “Women and the Production of Munitions in Canada.”
http://wartimecanada.ca/sites/default/files/documents/Munitions.pdf. Finally, read the article
“Historicist: Scarborough’s Bombshell Beauties” http://torontoist.com/2015/03/historicist-
scarboroughs-bombshell-bomb-girls/.

1. What was being produced in these factories and why were these products so important?
2. Why were women performing the work rather than men?
3. What clues were present in the sources that you have read to suggest that women moving
   into the workforce was a monumental shift for Canada at this time?
4. How do you know that this work was valued by society?

Station 2: Staying at Home

Start by reading the article by *The Globe and Mail*, “Another Call to Women,” published August
19, 1942 PSD 2.1. Then read *Women at War* from Veteran Affairs Canada and *Food on the
Home Front During the Second World War.*
http://www.veterans.gc.ca/eng/remembrance/history/historical-sheets/women
http://wartimecanada.ca/essay/eating/food-home-front-during-second-world-war

Using these sources answer the following questions about staying at home in Canada during
World War Two:
   1. How did women in Canada contribute to the war efforts from home? State and explain
two examples.
   2. What foods were rationed during the war? Why would these foods in particular be
rationed?
   3. What food product did Canada add to munitions products? How did propaganda play into
this?
   4. How did women respond to rationing? What aspect of cooking became popularized
during World War Two? How would you respond to rationing? What foods would you
miss?

Station 3: Going Overseas

Begin by considering which overseas job you would like to examine and using the Veteran
Affairs Canada website and the CBC video clip answer the following question that pertains to
that job for women who went overseas during World War Two:

Website link: http://www.veterans.gc.ca/eng/remembrance/those-who-served/women-and-
war/military
   1. What 3 main roles were available to women in the Royal Canadian Air Force-Women’sDivision (RCAF-WD)?
   2. What were the duties of members of the Canadian Women’s Army Corps (CWAC)?
   3. What roles were available to women in the Women’s Royal Canadian Naval Service
(WRCNS)?
Website link: http://www.veterans.gc.ca/eng/remembrance/those-who-served/women-and-war/nursing-sisters
1. What dangers did nursing sisters face in the war?
2. What was the average age of nurses?
3. What were the 4 other branches of nursing service available for women to do?
4. Which organization did the Nursing Sisters serve with after the Second World War?

Step 6: Sharing / Discussing / Teaching
1. Then and now chart
   a. After completing their chosen readings students will fill out BLM 2.1 Exploring Change worksheet
   b. This sheet explores life during World War II and in 2016 for women
   c. Students will highlight the factors that are similar across the timelines and underline the aspects that are different to get a visual image of what change looks like

ASSESSMENT:
For homework students will write a post on our class blog from the perspective of the choices they’ve made. The post much be a minimum of 250 words. Students will be instructed to “Remember to discuss both what is going on in your life and how you feel about it. Are you happy? Scared? Confused? Has the war increased or decreased your freedom? Students will need to read and comment on two other posts, written by student who made different choices than themselves in Step 2.
COURSE: Canadian History since World War I, Grade 10, Academic

CHC 2D

SPECIFIC EXPECTATION: C 1.4 describe the main causes of some key political developments and/or government policies in Canada during this period and assess their impact on different groups in Canada

PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Significance

SECONDARY HISTORICAL THINKING CONCEPTS EXPLORED: Ethical Dimension, Evidence

LESSON #: 3 of 4

TITLE OF STORY: Internment of Japanese Canadians

OVERVIEW: Students will watch two YouTube videos from the federal and provincial government that apologizes for the internment of Japanese Canadians. They will then analyze primary sources (photos) of internment camps to understand the impact of the internment camps on the Japanese people. Students will then discuss the apology they watched at the beginning of class considering the story of Japanese Canadians. This would include the significance of government attitudes and policies in the lives of Canadian immigrants. As a summative assessment students will choose to write either a story based on a photo of interest or students will write a journal entry from the perspective of a family member, internee or government official.

Connection to Previous Lesson: The previous lesson on Women during WWII demonstrated to students the specific role of women during this era. Similarly, this lesson will extend that knowledge by demonstrating the changing role of Japanese Canadians during WWII and the impact of the war on a group of people.

Instructions for Teacher:
1. Introduce videos of apology
2. Instruct students to answer questions as the video plays, teacher should have time stamps of when answer for each question is given and should pause for students to write answers
3. Lead a class discussion of the answers to the question sheet, can ask other probing questions related to the video.
4. Discuss personal image as a class and perform a group image analysis. Inform students that they will be sharing their answers with the rest of the class in a gallery walk.
5. Instruct students to choose an image and work in small groups or individually.
6. Circulate the class, answering questions and providing necessary support.
7. Facilitate gallery walk.
8. Begin discussion about apology and build connection to videos and image analysis.
9. Introduce homework assignment and rubric.

APPENDICES:
1. Primary Source Documents:

*PSD 3.1 “Apology to Japanese Canadians” September 22, 1933 Video*

*PSD 3.2 “Motion of Apology to Japanese Canadians” Video*

*PSD 3.3 1945: The end of the war-The Hamaguchi family.*

*PSD 3.4 1942-1945 Sugar beet farm workers.*

*PSD 3.5 1942: Detention camp in British Columbia. These second and third generation Japanese children were taught to have loyalty to the British Empire.*

*PSD 3.6 1942: Japanese Canadian men being relocated in British Columbia.*

*PSD 3.7 1942, article in a Japanese Canadian newspaper.*

*PSD 3.8 1941: Japanese Canadian fishermen having their boat confiscated by a Royal Canadian Navy Officer.*

*PSD 3.9 March-June 1942: Men forced to build roads.*

*PSD 3.10 1943: Women and Children cooking in the community kitchen.*

*PSD 3.11 1942-1945: Petawawa Internment Camp where Japanese, German and Italian Prisoners of War were held.*

2. Black Line Masters:

*BLM 3.1 Apology to Japanese Canadians” September 22, 1933 Video Questions *

*BLM 3.2 Image Analysis Questions *

*BLM 3.3 Rubric for Story/Journal (adapted from rubric from practicum)*

**PLAN OF INSTRUCTION:**

**Step 1: Warm up- Video Clip and Question Sheet (15 minutes)**

Provide students with question sheet for videos and read over questions to get an introduction to the long-lasting impact of the internment of Japanese Canadians. Show video clips from 1988 and 2012, which are federal and provincial apologies to Japanese Canadians for their internment in World War II. This makes history more relevant and gives students a sense of how long it takes to acknowledge wrong doings. The videos also discuss some events that occurred including why Japanese Canadians were interned and what happened during their internment. See *PSD 3.1 and PSD 3.2.* See **BLM 3.1.**
Step 2: Discussion- Question Sheet (15-20 minutes)

Discuss questions on handout as a class. This will also allow for some instructional time as well to give students context to analyze their image. See BLM 3.1.

Step 3: Modeling- Image Analysis with Personal Narrative (5-10 minutes)

Analyze a personal image with the class of relatives that experienced Japanese internment. This will demonstrate the long lasting impact on Japanese Canadians as well as create an ethical dimension to the lesson. This portion of the lesson allows me to gauge what students observe and infer in the image. Explain questions about the image that students will be answering. See PSD 3.3-3.11. See BLM 3.2.

Step 4: Guided Practice- Image Analysis (25-30 minutes)

Students will work in small groups or individually to explain the elements of an image of their choosing. If an extra challenge is required, students will not be given captions for the pictures to challenge their observation skills further. Should this be done, students will get the title revealed before students will conduct a gallery walk. See PSD 3.3-3.11. See BLM 3.2.

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

The purpose of the gallery walk is for students to share their work with the class and have an opportunity to look at the other photos. There will be sticky notes for students to write comments, whether it is a star for importance, a question to think about or a word of praise. This is also an opportunity for me to gauge students understanding and have a discussion about elements that they are unclear about.

The next part of the activity would be for students to have a classroom discussion on the apology shown at the beginning of class. This would connect the videos to the photo analysis activity.

ASSESSMENT- OF LEARNING (Homework-done outside of class)

The journal/story will be marked on a rubric as an assessment of learning. After students have worked with various primary sources, they will demonstrate their understanding of the impact of internment on Japanese Canadians. This assessment would be introduced at the end of the class or at the beginning of the next class as homework. See BLM 3.3.
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CHC 2D

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PRIMARY HISTORICAL THINKING CONCEPT EXPLORED: Historical Perspectives

LESSON # 4 of 4

TITLE OF STORY: Understanding Perspectives on the Holocaust

OVERVIEW: This lesson will encourage students to think about perspectives and roles of people during the Holocaust. It will provide a basic overview of Auschwitz and increase students’ understanding of various historical perspectives during the Holocaust.

CONNECTIONS TO PREVIOUS LESSON: The focus of the previous lesson on Japanese Internment in Canada will help students in finding parallels and differences within the context of the Holocaust in Europe

APPENDICES:

1. Primary Source Documents:

PSD 4.1 Excerpts from *The Diary of Anne Frank*

PSD 4.2 Perspectives of the Holocaust: Excerpts from *Night* by Elie Wiesel

PSD 4.3 Perspectives of the Holocaust: Excerpts from *Death Dealer: The Memoirs of the SS Kommandant at Auschwitz*

2. Black Line Masters:

BLM 4.1 Photo Activity taken from United States Holocaust Memorial Museum

C. Organization of Each Lesson:

PLAN OF INSTRUCTION:

Step 1: Warm up – Photo Activity (20 minutes)
In groups of 4, students will receive one of seven photos and will be given a worksheet to help them analyze what is happening in the picture. As a group, students will make notes that they will be able to share with the class. Each of the photos will be projected on to the board and each
group will share their thoughts – once everyone has presented, the teacher will show them the captions associated with the pictures. Students will begin to think about the ordinary individuals who took part in the horrors of the Holocaust and the pressures and motives that caused them to be involved. (This activity is taken from the United States Holocaust Memorial Museum).

**Step 2: Discussion – Background on the Holocaust and Auschwitz (35 minutes)**
Using the BBC Interactive Map of Auschwitz found [here](http://www.bbc.co.uk/history/interactive/animations/auschwitz_map/index_embed.shtml), we will learn about Auschwitz and the geography of World War Two (including where the concentration camps were located and German occupation). We will also listen to a survivor of Auschwitz describe the experience from CBC’s Digital Archives found [here](http://www.cbc.ca/archives/entry/the-atrocities-of-auschwitz). These activities will help inform students’ understanding of what the Holocaust is and what life in a concentration camp is like.

**Step 3: Modeling – The Diary of Anne Frank (15 minutes)**
Using the excerpts from *The Diary of Anne Frank*, we will discuss Anne’s unique perspective as a victim, her insight into the life of a Jewish child during the Holocaust and reading these passages aloud as a class will help students to gain understanding about that time period. Students will be asked to analyze the quotes as a class so that everyone in the class understands the historical implications of the quotes.

**Step 4: Independent Activity – Perspectives of the Holocaust (20 minutes)**
The excerpts provided from *Night* and *Death Dealer* will be used by students to understand the perspectives of the victims and the perpetrators. Since the warm up activity discusses the actions and mindsets of the bystanders, students will hopefully gain a more well rounded understanding of what happened during the Holocaust by examining all the viewpoints. Students will be prompted to choose a quote from each of the texts (*Night* and *Death Dealer*) and compare and contrast them. They will be asked to consider questions like: ‘What’s similar? What’s different? What does this viewpoint tell you about the Holocaust? What confuses you, what do you still not understand?’ Students will write at least a page with their thoughts.

**Step 5: Sharing – Exit Card**
Students will leave their writing with the teacher so they can check for understanding. They will be able to use this writing as a jumping off point for further research about the Holocaust. Any elements that students find confusing can be covered in future classes and the teacher will add comments to the writing with feedback. Students will be able to share any ideas with their classmates the following day.

**ASSESSMENT:**
The exit card will act as assessment for learning, demonstrating what students have learned from the lesson and show their degree of understanding.
APPENDICES:
1. Primary Source Documents:

PSD 1.1 New York Times front page October 29, 1929

PSD 1.2 Headlines describing Black Tuesday
   http://www.pbs.org/wgbh/amERICANexperience/features/primary-resources/crash-headlines/

PSD 2.1 “Canadian Women Lead World in Making Munitions” Video
   https://www.youtube.com/watch?v=VC1H1yZH-lU

PSD 2.2 “Women and the Production of Munitions in Canada.”

PSD 2.3 The Globe and Mail, “Another Call to Women,” published August 19, 1942

ANOTHER CALL TO WOMEN

Since the outbreak of war Canadian women unceasingly have been seeking out opportunities to serve. Without their aid the many voluntary agencies supporting the war machine could not function. At no place or time have they failed to measure up to the call; in most cases they have anticipated the need.

Now a new responsibility has been thrust on the women of Ontario. It will be their job to see that the fruit and vegetable crops of the Province are not wasted. The Provincial Minister of Agriculture, Hon. F. M. Dewan, has appealed for 4,000 to 5,000 volunteers, housewives and unemployed girls, to take on this job.

Casual labor, on which the canneries depended in past years, does not exist. It has been absorbed into the industrial machine. The crops are being harvested very largely by volunteer workers of the Ontario Farm Service Force, and their work will be for nothing if the canneries aren’t staffed to handle the fruit and vegetables.

This is not merely an effort to prevent waste. What is wanted is that all available food resources be preserved against the uncertainties of war and weather. Certainly no one can say what next year’s crop will be. No one can say from day to day what demands our fighting allies will make on us. There is no more worthwhile service any woman can do over the broad panorama of our national effort. There is no other way to get it done.

PSD 3.1 “Apology to Japanese Canadians” September 22, 1933 Video
 http://www.cbc.ca/player/play/1707743462

PSD 3.2 “Motion of Apology to Japanese Canadians” Video
 http://www.vnsc.ca/wordpress/b-c-government-apologizes-for-interment-of-
PSD 3.3 1945: The end of the war-The Hamaguchi family. (personal photo)


A new experience in communal living is in store for some 2,000 first and second generation—men, women and children—who will be housed in two buildings at Hastings Park, before being evacuated out of the protected area.

The movement is expected to begin next week, Security Commission chairman Austin Taylor said, indicating that evacuation of whole families from strategic points within the protected area will shortly commence.

Work on the buildings has been rushed since Wednesday by 200 civilian and military workmen on three eight-hour shifts under direction of army officials.

Women and children will be housed in the Women's Building. Men and boys will form a huge dormitory in the Livestock Building at the East End Park. The concrete floor of this structure has been carefully cleaned by the application of steam under pressure, brushing and cold water.

Carpenters, plumbers, and tin-smiths have installed wash basins, kitchen stoves, hot-air furnaces, showers and sanitary facilities. Hundreds of double-deck steel bed frames and springs supplied by the army, and straw mattresses have been installed. The beds are spaced out in groups, ranging from two to ten.

Recreation even if only for a short time, is not being neglected. The building formerly used to display poultry, is being transformed into a social centre for the miniature communal town.

Mr. Taylor indicated that the Commission and its advisory board would inspect the set-up before it is brought into use.

Along Powell Street the folks are thinking it might not be a bad idea to move in. At least curfew nights would not be so lonely, and the company of the opposite sex might be enjoyed, provided that gimlet-eyed mothers could be circumvented.


PSD 3. 11 1942-1945: Petawawa Internment Camp where Japanese, German and Italian Prisoners of War were held. Retrieved from: http://www.petawawaheritagevillage.com/history/canadian-internment-camps
PSD 4.1 – Excerpts from *The Diary of Anne Frank*

**On Deportations**

"Our many Jewish friends and acquaintances are being taken away in droves. The Gestapo is treating them very roughly and transporting them in cattle cars to Westerbork, the big camp in Drenthe to which they're sending all the Jews....If it's that bad in Holland, what must it be like in those faraway and uncivilized places where the Germans are sending them? We assume that most of them are being murdered. The English radio says they're being gassed."

- *October 9, 1942*

**On Nazi Punishment of Resisters**

"Have you ever heard the term 'hostages'? That's the latest punishment for saboteurs. It's the most horrible thing you can imagine. Leading citizens--innocent people--are taken prisoner to await their execution. If the Gestapo can't find the saboteur, they simply grab five hostages and line them up against the wall. You read the announcements of their death in the paper, where they're referred to as 'fatal accidents'."

- *October 9, 1942*

"All college students are being asked to sign an official statement to the effect that they 'sympathize with the Germans and approve of the New Order.' Eighty percent have decided to obey the dictates of their conscience, but the penalty will be severe. Any student refusing to sign will be sent to a German labor camp."

- *May 18, 1943*

**On Writing and Her Diary**

"Mr. Bolkestein, the Cabinet Minister, speaking on the Dutch broadcast from London, said that after the war a collection would be made of diaries and letters dealing with the war. Of course, everyone pounced on my diary."

- *March 29, 1944*

"When I write, I can shake off all my cares."

- *April 5, 1944*

**Describing her Despair**

"I've reached the point where I hardly care whether I live or die. The world will keep on turning without me, and I can't do anything to change events anyway. I'll just let matters take their course and concentrate on studying and hope that everything will be all right in the end."

- *February 3, 1944*

"...but the minute I was alone I knew I was going to cry my eyes out. I slid to the floor in my nightgown and began by saying my prayers, very fervently. Then I drew my knees to my chest, lay my head on my arms and cried, all huddled up on the bare floor. A loud sob brought me back down to earth..."

- *April 5, 1944*
On Her Old Country, Germany

"Fine specimens of humanity, those Germans, and to think I'm actually one of them! No, that's not true, Hitler took away our nationality long ago. And besides, there are no greater enemies on earth than the Germans and Jews."

- October 9, 1942

On Still Believing

"It’s a wonder I haven’t abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart. It’s utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more" - July 15, 1944

PSD 4.2- Perspectives of the Holocaust: Excerpts from Night by Elie Wiesel

Night is a candid, horrific, and deeply poignant autobiographical account of his survival as a teenager in the Nazi death camps

Wiesel describes the experience of seeing other prisoners murdered:
“Then came the march past the victims. The two men were no longer alive. Their tongues were hanging out, swollen and bluish. But the third rope was still moving: the child, too light, was still breathing... And so he remained for more than half an hour, lingering between life and death, writhing before our eyes. And we were forced to look at him at close range. He was still alive when I passed him. His tongue was still red, his eyes not yet extinguished.

Behind me, I heard the same man asking: "For God's sake, where is God?"

And from within me, I heard a voice answer: ‘Where He is? This is where--hanging here from this gallows…’

That night, the soup tasted of corpses.”

Wiesel’s appearance:
“One day when I was able to get up, I decided to look at myself in the mirror on the opposite wall. I had not seen myself since the ghetto. From the depths of the mirror, a corpse was contemplating me. The look in his eyes as he gazed at me has never left me.”

Regarding the prisoners’ diet:
“Bread, soup - these were my whole life. I was a body. Perhaps less than that even: a starved stomach. The stomach alone was aware of the passage of time.”

Wiesel describes the experience of being a survivor:
“Never shall I forget that night, the first night in camp, that turned my life into one long night seven times sealed.

Never shall I forget that smoke.

Never shall I forget the small faces of the children whose bodies I saw transformed into smoke under a silent sky.

Never shall I forget those flames that consumed my faith forever.

Never shall I forget the nocturnal silence that deprived me for all eternity of the desire to live.

Never shall I forget those moments that murdered my God and my soul and turned my dreams to ashes.

Never shall I forget those things, even were I condemned to live as long as God Himself.

Never.”

PSD 4.3- Perspectives of the Holocaust: Excerpts from Death Dealer: The Memoirs of the SS Kommandant at Auschwitz

SS Kommandant Rudolph Höss (1900–1947) was history’s greatest mass murderer, personally supervising the extermination of approximately two million people, mostly Jews, at the death camp in Auschwitz, Poland. Death Dealer is a new, unexpurgated translation of Höss’s autobiography, written before, during, and after his trial.

Regarding the Jewish prisoners in his care:
“‘They are not like you and me... They are different. They look different. They do not behave like human beings.’

A Sonderkommando is the German word referring to the Jewish prisoner who was in charge of gassing other prisoners and cleaning up afterwards:
“(The Sonderkommando) carried out their gruesome task with dumb indifference... Even when they were doing the most revolting work of digging out and burning the corpses buried in the mass graves, they never stopped eating. Even the cremation of their close relatives failed to shake them.”

Hoess writes that his autobiography should be edited:
“... All things concerning my family, and all of my tender emotions, my most secret doubts, not be revealed to the public. May the general public simply go on seeing me as the bloodthirsty beast, the cruel sadist, the murderer of millions, because the broad masses cannot conceive the
Kommandant of Auschwitz in any other way. They would not be able to understand that he also had a heart and that he was not evil.”
2. Black Line Masters:

BLM 1.1
Stock Market Game: Record Sheet

Consolidated Steel

<table>
<thead>
<tr>
<th>Period</th>
<th>Number of Shares</th>
<th>Initial Value in this Period</th>
<th>Rate of Increase or Decrease</th>
<th>Gain or Loss</th>
<th>Final Value in this Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>1925</td>
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<td>1927</td>
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Maritime Electric

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<th>Period</th>
<th>Number of Shares</th>
<th>Initial Value in this Period</th>
<th>Rate of Increase or Decrease</th>
<th>Gain or Loss</th>
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International Nickel Company

<table>
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<th>Number of Shares</th>
<th>Initial Value in this Period</th>
<th>Rate of Increase or Decrease</th>
<th>Gain or Loss</th>
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BLM 1.2

**Causes of the Stock Market Crash of 1929**

Using the websites and videos provided, determine the top three causes of the Stock Market Crash of 1929. In the first column name the cause and cite the source that you found it in in brackets. In the second column, define the cause in your own words. Once your first two columns are complete for all three causes, rank the causes from most important (1) to least important (3). Why did you make these choices? What proof can you provide to prove that your assertions are correct?

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Definition:</th>
<th>Ranking and Explanation:</th>
</tr>
</thead>
<tbody>
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</table>
BLM 2.1 Exploring Change

Using the graphic organizer below, describe what life was like for women during various eras in Canada’s history. Draw on the resources you looked at today, past lessons (WWI unit, 1920’s unit), and your own knowledge. Once you have filled out your organizer, using a highlighter make connections between aspects of women’s lives that did not change. Using a pen, underline what you believe to be the most important new changes and developments of each era. Work with a partner who read a different set of articles than you.

<table>
<thead>
<tr>
<th>Before the War</th>
<th>During World War II</th>
<th>2016</th>
</tr>
</thead>
</table>

1. How long after the war ended did it take for Japanese Canadians to get the apology from the government?

2. What was the event in 1942 that sparked the government campaign to intern Canadians?

3. Were any Japanese Canadians charged with acts of disloyalty?

4. What were the 2 forms of compensation that came with the apology?

5. What does the money recognize?

6. What does the apology mean?

1. What happened to the Japanese Canadians property when they became interned?

2. Why were the Japanese Canadians discriminated against?

3. How many of the internees were born in Canada?

4. What did the B.C. government press for to Ottawa?

5. What were the alleged charges made against Japanese Canadians?

6. What happened to the Japanese Canadian’s assets?

7. Where were Japanese Canadian men forced to work?

8. What happened after the internment ended in 1945?
9. What year were Japanese Canadians legally allowed to return to B.C.?

10. What year did Japanese Canadians get the right to vote?
# BLM 3.2 Image Analysis Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Observations (what you see)</th>
<th>Inferences (what you interpret)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is in the image?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Are they related? Gender? Age?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is happening in the image?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Explain in your own words)(Actions? Emotions?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where is this image taken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Location? Setting?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When is this image taken/occurring?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Year? Season? Beginning of war? During war? End of war?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why was this image taken?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Purpose? Posed?)</td>
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<td></td>
</tr>
</tbody>
</table>
BLM 3.3 Rubric for Story/Journal (adapted from rubric from practicum)

**Instructions:**
1. Write a journal or a story between 1-2 pages in length. The journal should demonstrate an understanding of the impact of the internment on Japanese Canadians.
2. Use historical information based on the experiences of Japanese Canadians in internment camps.

<table>
<thead>
<tr>
<th></th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge/Understanding</td>
<td>Excellent use of historical facts and accuracy in journal or story</td>
<td>Good use of historical facts and accuracy in journal or story</td>
<td>Fair use of historical facts and accuracy in journal or story</td>
<td>Limited or no use of historical facts and accuracy in journal or story</td>
</tr>
<tr>
<td></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
</tr>
<tr>
<td>Thinking/Inquiry</td>
<td>Excellent understanding of the event and impact</td>
<td>Good understanding of the event and impact</td>
<td>Fair understanding of the event and impact</td>
<td>Limited understanding of the event and impact</td>
</tr>
<tr>
<td></td>
<td>High degree of authenticity</td>
<td>Good degree of authenticity</td>
<td>Fair degree of authenticity</td>
<td>Limited degree of authenticity</td>
</tr>
<tr>
<td>Communication</td>
<td>First person is consistently used</td>
<td>Few inconsistencies with point of view</td>
<td>Inconsistencies</td>
<td>First person is not used or rarely used</td>
</tr>
<tr>
<td></td>
<td>Few/no spelling and grammar errors</td>
<td>Few spelling errors that distract from the flow of the reading</td>
<td>Few spelling errors that distract from the flow of the reading</td>
<td>Several errors distract from the flow of the reading</td>
</tr>
<tr>
<td></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
<td><strong>/10</strong></td>
</tr>
</tbody>
</table>
German customs officials supervise the packing of a moving van containing the belongings of a Jewish family preparing to emigrate. Part of the officials' job was to prevent the smuggling of valuables that law prohibited Jews from taking with them. Bielefeld, Germany, 1936. Stadtarchiv Bielefeld
A member of the Lithuanian auxiliary police auctions off property of Jews who were recently executed in the nearby Baisse Forest, Lithuania, July–August 1941. US Holocaust Memorial Museum, courtesy of Saulius Berzins
A police official distributes Jewish badges after German occupation orders require Jews residing in the northern occupied zone of France to wear badges. Paris, 1942.

*Nationaal Archief/Spaarnestad Photo/C. Aveine*
SS officers and female assistants at an SS resort 18 miles from Auschwitz, July 1944. Many of those depicted were involved in processing the Jewish deportees who arrived at Auschwitz from Hungary in summer 1944. *US Holocaust Memorial Museum*
An anti-Jewish banner hangs over a busy commercial street in Treptow, Germany. The banner reads: “The Jews are our misfortune.” Stadtarchiv Nürnberg, Staatsarchiv Stadtarchiv, E39 N.226/4
Jews from an area of Greece recently occupied by Bulgaria, an ally of Nazi Germany, register with Bulgarian officials for deportation to the Treblinka killing center.
Lom, Bulgaria, March 1943. Photographic Archive of the Jewish Museum of Greece
Uniformed Gestapo officials load Jews onto trucks for deportation in full view of many onlookers. Kerpen, Germany, 1942. Stadtschib Kerpen
Divide into groups of two or three. Each group should have one photograph. Examine the photograph and answer the questions in Section I.

**SECTION I**

How many people are in the photograph? How many men and women? Are they young or old?

Describe and differentiate the people by the clothing worn.

On the most general level, what is the setting or location? Where was the photograph taken (e.g., outside, on the street, inside, etc.)?

Describe, if possible, the relationship between the individuals, or groups of individuals, in the photograph.

If objects are a central focus of the photograph, list them and describe the relationship between the objects and the individuals.

Based on your observations, what do you think is happening in the photograph? Write a caption for the photograph.

When you have completed Section I, wait for the next set of instructions before moving on to Section 2.
SECTION 2

Complete Section 2 after receiving and reading the caption for the photograph. Discuss and record your answers to the following questions. These questions focus on the non-Jewish individuals present in the photographs.

Knowing what you now know about the photograph ...

How would you label the individuals present in the photograph: helpers, Nazi helpers, willing helpers, unwilling helpers, a combination of these, or none of these? Explain your answer and the reasons you used in making it.

In order for the Holocaust to have happened, how necessary was the action taking place in the photograph? If more than one behavior is occurring, rate each action separately.

1
(Not at all necessary)

3
(Not at all necessary)

5
(Neutral)

7
(Neutral)

10
(Absolutely necessary)

Explain your choice:

What might be the motivations of, or the pressures on, the individuals for their actions? List as many as you think might explain their actions.

What additional questions does this photograph raise?