The Impact of the Holocaust on Canadian Society and on Canadians’ Attitudes Towards Human Rights

A Resource Guide

CHC2D1

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Enduring Understandings:

How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?

How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality?

Overall Expectations:

Students will:
- Identity Citizenship and Heritage
  - C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

Historical Thinking Concepts:
- Use Primary Source Evidence

Overview:

Students will visit a number of Learning Centres, based on different Multiple Intelligences, which will introduce them to the Holocaust. Groups will share their learning with the class, using their Multiple Intelligences strengths, so that everyone’s learning is extended.

Learning Goals

**Question we hope to answer:**
- Students respond primary sources to learn about the early stages of the Holocaust

Agenda

**Warm Up (5 minutes):**
Students will be given a yellow popsicle stick at random and told that this popsicle stick identifies them as Jewish. Teacher informs students to imagine it is the late 1930’s. Students will be asked to mingle about the room and use their body language and facial expressions to interact with people. When a student without a popsicle stick encounters a person with a popsicle stick they must not be receptive of that person. Rather, they should walk away and their face and body language should demonstrate their disgust. Students who have the yellow popsicle sticks must remain pleasant to those who do not have popsicle sticks no matter how they are treated.

**Discussion (10 minutes):**
Debrief the warm up by discussing: How did students with popsicles feel? How did Students without popsicles feel?
- What ethical issues came up?
- Why was this exercise significant historically?
- Are people still treated like this today?

- Discuss primary resources – What is a testimony? What is an eyewitness? What can a testimony provide that other sources cannot?
### Instructional Strategies:
- Group Work
- Group Discussion
- Discovery/Activity
- Worksheet
- Primary Source Investigation
- Video

### Assessment Strategies:
- Question/Discussion (Assessment for Learning)
- Participation (Assessment for Learning)
- Group Work (Assessment for Learning)
- Observation (Assessment for Learning)
- Exit Slip (Assessment for Learning)

### Modeling (5 minutes):
- Teacher will model analyzing evidence on the chalkboard, SMART board by selecting an image from centre 2 (verbal-linguistic) and encouraging students to comment on what they see.
- Teacher will ask: What story does the exhibit tell? Who are the main figures? How are they portrayed? Does the exhibit portray messages about injustices, tragedies, or crimes? Accomplishments? Heroism? What is the main message?

### Guided Practice (35 minutes):
- Students will take turns visiting the four different centres in small groups and participating in the activities at each centre.

1. **Centre 1: Visual-spatial** — collection of Jewish Identifies (See Appendix 1.1 = Stars, Triangles and Markings), accompanied by a worksheet (Appendix 1.2) identifying the location of use for each one. Students use Appendix 1.3 to analyze their findings.

2. **Centre 2: Verbal-linguistic** — collection of articles and propaganda. See Appendix 1.4, 1.5, and for the sample to use. Examine them and answer questions on accompanying handout (Appendix 1.6).
   - Two videos: Nazism in Germany & Austria: 1933-39 Kristallnacht November 9-10, 1938 (Appendix 1.7)
   - Students analyze their findings with Appendix 1.8

3. **Centre 3: musical-rhythmic** — Show clip from Swing Kids http://www.youtube.com/watch?v=XwKf5rXSBH; which demonstrates the music of the 1930’s (Appendix 1.9)

4. **Centre 4: logical-mathematical** — A graph depicting The Nuremberg Race Laws, implemented in 1935 (Appendix 1.10), outlined the Nazis’ racial ideologies integral to the government’s systematic persecution of Jews within Germany.
   - Students use Appendix 1.11 to analyze their findings

### Sharing/Discussing/Teaching (15 minutes):
- Students will share their findings from the last Centre they visit.

### Independent Activity (5 minutes):
- Ask students to compare the value of testimonies and artifacts such as documents and photographs as sources for understanding the past (Appendix 1.12). Ask Students to choose which source they preferred and why.
- Students will complete the second exit slip as well (Appendix 1.13).
- These responses will be collected at the end of class.

### Assessment:
- **Formative Assessment: Assessment For Learning**
  Students will be observed as they participate in the different centres as well as when they share their group work. Students’ responses to the independent activity will be collected to determine student engagement and understanding.
**Success Criteria**

- Students will visit a number of Learning Centres, based on different Multiple Intelligences, which will introduce them to the Holocaust. Groups at each centre will share their learning with the class, using their Multiple Intelligences strengths, so that everyone’s learning is extended.

**Materials**

- Writing utensils
- Lined paper / notebooks
- Video Internee Testimony: Postscript
- Copies of Primary Sources for all centres
- Copies of Centre 1 Handouts
- Copies of Centre 2 Handouts
- Copies of Centre 3 Handouts
- Copies of Centre 4 Handouts
- Copies of Appendix, 1.12, 1.13
- Exit Slips

**Accomodations:**

- English Language Learners (ELLs) may struggle with understanding the content of the videos. ELLs may benefit from being placed in a group with supportive students who will assist them in their understanding of the video.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust.

**Primary Resource Reference:**


Course of Study: Canadian History Since 1914, CHC2D1

Unit: Progress of a Nation: 1929-1945  Lesson 1: Refugees and Canadian Reactions: Historical Perspective (107 minutes)

Enduring Understandings:
How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?

How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality?

Overall Expectations:
Students will:
- Identity Citizenship and Heritage
  C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

Historical Thinking Concepts:
- Use Primary Source Evidence
- Take Historical Perspectives

Overview:
This lesson introduces the views of Prime Minister William Lyon Mackenzie King in regards to refugees coming to Canada during the Holocaust. Students will attempt to put themselves in the shoes of refugees at this time by writing a brief letter to Prime Minister Mackenzie King, advocating for why they should be allowed to seek refuge in Canada. Students will then examine the Prime Minister’s diary entry where he expresses a lack of support for these refugees. Students will then use these two viewpoints in order to analyze historical perspective. This lesson will introduce the prevailing attitudes towards Jewish refugees that will be discussed throughout the unit.

Learning Goals

Question we hope to answer:
• Why were Jewish people seeking refuge in Canada during the Holocaust?
• What were Canadian views towards Jewish refugees? What influenced these views?

Agenda

Warm Up (10 minutes):
• play “Singled Out and Sent Away: A Photographic History” PowerPoint presentation: Appendix 2.4
• Show students each photograph. Have students brainstorm as a class what they think is going on in the photograph before sharing the photo description. Repeat this for the three images. (This activity is an adaptation of the "Photo Activity: Deconstructing the Familiar" lesson created by the United States Holocaust Memorial Museum)

Discussion (12 minutes):
• Draw a concept map on the board with the following question in the middle: "How did the Holocaust effect Jewish people?"
• Distribute one slip of scrap paper to each student and have them answer the question. Their answer could be one word or a statement (2 minutes). Have students hand in their slips.
• Branch out from the question on the concept map to include what students have recorded on their slips. Fill in words or statements when appropriate (10 minutes). Ensure that the following are included in some form and define when necessary:
  - Anti-Semitism - Define as "prejudice and/or discrimination towards Jewish people"
  - Concentration camps - Define as "a camp in which people are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a"
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<td>Exit Slip (Assessment for Learning)</td>
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- constitutional democracy” (as defined by the United States Holocaust Memorial Museum)
  - Loss of property and rights

**Modeling (5 minutes):**
- provide the following scenario for the students: It is World War II and you are a Jewish person living in Germany. You are living in constant fear of being taken away from your family and put into a concentration camp. Your friends are slowly disappearing at an alarming rate. You have the opportunity to leave Germany and seek refugee status in Canada.
- develop your own example letter to show to the class. Ensure that your example evokes emotion, discusses the hardships faced in Europe, and references the images and ideas discussed thus far in the lesson. If you are uncomfortable writing your own letter, an example is included: **Appendix 2.3**
- ensure that you make reference to the emotion, hardships, and references when explaining the piece to the class

**Independent Activity (10 minutes):**
- based on this scenario, have students write a brief letter to Prime Minister Mackenzie King advocating for why he should allow the student to seek refugee status in Canada
- instruct students to write one to two paragraphs at most

**Guided Practice (10 minutes)**
- in groups of 4-5 have students share their brief letters and create a list of the main arguments they would present to the Prime Minister (10 minutes)
- circulate the classroom answering questions and ensuring that students are on task

**Sharing/Discussing/Teaching (50 minutes):**
- Introduce Prime Minister Mackenzie King’s diary entry (March 29, 1938) (5 minutes): **Appendix 2.5**
- in the same groups from the previous activity, students will analyze the Prime Minister's diary entry. Each group will be given a copy of the diary entry. Each group will also be provided with a graphic organizer to complete (20 minutes): **Appendix 2.1** Within each group, the following roles will be fulfilled:
  - The reader: Responsible for reading out the diary entry to the group and identifying which portion of the entry addresses the issue of Jewish refugees
  - The recorder: Responsible for recording all relevant points made during the group discussion on a graphic organizer
  - Supporting Mackenzie King: Responsible for extracting the main points made by Mackenzie King in his diary entry.
  - Supporting the Refugee: Responsible for creating counter arguments for Mackenzie King’s points based on the responses in the initial activity.

- Discuss responses with the class. Be sure the address the following (15 minutes):
  - What part of the diary addresses Jewish refugees to Canada?
  - What perspective is the Prime Minister taking on admitting refugees?
  - What points is the Prime Minister making?
What counter-points could be made?

- Exit Slip: How do you think the attitudes expressed by the Prime Minister in his diary entry will impact refugees to Canada? (10 minutes): Appendix 2.2

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<tr>
<th>Success Criteria</th>
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<tr>
<td>Gain a greater insight into the perspective of the Jewish individuals seeking refuge in Canada through letter activity</td>
<td>writing utensils</td>
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<tr>
<td>Identify the perspective of Prime Minister Mackenzie King towards Jewish refugees during the Holocaust through analyzing his diary entry</td>
<td>lined paper</td>
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<tr>
<td>copies of Prime Minister's diary entry</td>
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<tr>
<td>copies of &quot;Delving in the Diary&quot; handout</td>
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<tr>
<td>copies of Exit Slip</td>
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<td>one slip of scrap paper per student</td>
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<tr>
<td>&quot;Singled Out and Sent Away&quot; Power Point presentation</td>
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<td>chalkboard or white board</td>
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<td>laptop or desktop computer</td>
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Accomodations:
- English Language Learners (ELLs) may struggle with reading the Prime Minister's diary. ELLs may benefit from being placed in a group with supportive students who will assist them in their understanding of the text. They may also be exempt from taking on the role of "The Reader" in this activity if he or she is uncomfortable
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust

Primary Resource Reference:


Course of Study: Canadian History Since 1914, CHC2D1

Unit: Progress of a Nation: 1929-1945
Lesson 2: Seeking Refuge in Canada: Historical Significance (95 minutes)

Enduring Understandings:
- How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?
- How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality?

Overall Expectations: Students will:
- Identity Citizenship and Heritage
- C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

Historical Thinking Concepts:
- Establish Historical Significance
- Use Primary Source Evidence

Overview:
This lesson focuses on the historical significance of Canada’s refugee policies during WWII. Students will examine two newspaper articles, extract the main points and perspective of the articles, and formulate an answer for how this is significant for Canada.

Learning Goals

Question we hope to answer
- How were different groups of refugees treated when entering Canada?
- What is the historical significance of the Canadian government’s refugee policies?

Instructional Strategies:
- Group Work
- Group Discussion
- Discovery/Activity
- Worksheet
- Jigsaw
- Primary Source Readings

Assessment Strategies:
- Question/Discussion (Assessment for Learning)
- Participation (Assessment for Learning)
- Presentation (Assessment for Learning)
- Group Work (Assessment for Learning)
- Graphic Organizer (Assessment for Learning)
- Post-it Activity (Assessment for Learning)
- Observation (Assessment for Learning)

Agenda

Warm Up (10 minutes):
- play the following video: http://www.youtube.com/watch?v=zv3s81dsByo (until the 10:05 mark)

Discussion (15 minutes):
- with the person next to them. Have students brainstorm answers to the following questions (encourage that they be written down)
  1. Are there any issues with the way that this story is portrayed?
  2. What might this event be significant?
- discuss student answers as a class. Record answers on the board.

Modeling (10 minutes):
- handout copies of the “Reveals Internees Robbed in Canada” newspaper article and the “Refuge or Refusal Article Analysis” graphic organizer: Appendix 3.1 and 3.2 (when copying this organizer, double side the sheet with two copies of the organizer. Students will need it for both articles). Project a copy of the article using an LCD projector if available
  - Read the article aloud to the class
  - Guide students to refer to the graphic organizer
  - answer “Who is being discussed?”, and “What points are being made?”
  - ask students to help answer “Why are these events occurring?”

Guided Practice (10 minutes):
- have students complete the remainder of the organizer with a partner
- circulate the classroom answering questions and ensuring that students are on task
### Independent Activity (20 minutes):
- give the class a copy of the "First Load of Refugees at Quebec" newspaper article (only page 1): Appendix 3.3
- have each student fill out the graphic organizer for the article (on the other side of the page with the first organizer)

### Sharing/Discussing/Teaching (30 minutes):
- have each student pair up with another student and share their answers
- have each pair form a group with another pair of students
- have the pairs within each group share what they recorded on the graphic organizer
- hand out 3 post-it notes to each group. Each group is responsible for responding to the following 3 questions on separate post-it notes

1. What did the Canadian government's attitudes towards refugees appear to be?
2. Is this problematic? Why?
3. Why is this significant?
- Create subheadings for each of the three questions on the board and have each group place their post-it note under the corresponding subheading
- come together as a class and discuss the post-it answers. Go through each question by making reference to post-it responses and taking oral responses from the class
- as a class, formulate a group answer to the question "Why is this significant?" by taking into account all of the post-it note answers

### Success Criteria
- Identify how refugees to Canada were treated based on their background by comparing and contrasting the two newspaper articles
- Identify the historical significance of Canadian refugee policies and attitudes through post-it note activity

### Materials:
- copies of "Refuge or Refusal Article Analysis" Handout
- copies of "First Load of Refugees at Quebec" newspaper article.
- Copies of the "Reveals Internees Robbed in Canada" newspaper article
- whiteboard or chalkboard
- post-it notes (3 per group)
- writing utensils

### Accomodations/Reminders:
- English Language Learners (ELLs) may struggle with reading the newspaper articles. ELLs may benefit from being paired with supportive students who will assist them in their understanding of the text.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust

### Primary Resource Reference:

# Course of Study:  Canadian History Since 1914, CHC2D1

## Unit: Progress of a Nation: 1929-1945  
### Lesson 3: Internment: Cause and Consequence (75 minute lesson, 35 minute assessment introduction and 35 minutes of beginning research, two 75 minute work periods and one 75 minutes presentation period)

### Enduring Understandings:
- How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?
- How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality?

### Overall Expectations:
Students will:
- Identity Citizenship and Heritage
  - C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians' attitudes towards human rights (e.g., with reference to changes in Canadians' responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada's signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

### Historical Thinking Concepts:
- Use Primary Source Evidence
- Analyze Cause and Consequence
- Understand Ethical Dimensions of History

### Overview:
Students will be analyzing primary artifacts in order to determine ethical issues surrounding internment and predict some of the long term consequences for these individuals. Students will be introduced to internment and PoW camps in Canada during WWII and will closely analyze Alfred Bader's internment shirt as a primary source. Students will also be introduced to the summative assessment. They will become familiar with the Vancouver Holocaust Education Centre virtual museum as their main resource for their summative. Students will have several work periods to complete their summative research and presentation.

### Learning Goals
**Question we hope to answer**
- What was life like for individuals placed in Canadian internment camps during the Holocaust?
- How do primary documents shed light on the lives of internees?

### Instructional Strategies:
- Group Work
- Discovery/Activity Worksheet
- Primary Source Investigation Research

### Assessment Strategies:
- Assignment (Assessment of Learning)
- Presentation (Assessment of Learning)
- Group Work (Assessment for Learning)

### Agenda
- *This activity will be paired with an activity on life after internment in order to critically analyze the cause and consequences of internment in Canada during WWII*

#### Warm Up (10 minutes):
- display the "Where am I, What am I?" Power Point presentation: Appendix 4.6
- Follow the prompts on the presentation slides. Discuss student responses to the questions before presenting the slide with the answer.
- read out the transcript of the diary entry on the slide to students and play the link on the final slide

#### Discussion (10 minutes):
- Ask students what they were surprised by in both the video clip and the images. Record answers on chalk board, white board or SMART board
- Ask students how knowing the context of the images changes their perspective and/or ideas of the images. Recording is optional

#### Modeling (10 minutes):
- explain to students that they will be analyzing Alfred Bader's shirt as a primary resource
- hand out copies of the "Alfred Bader's Internment Shirt" graphic organizer: Appendix 4.1
- go back to the initial slide of the "Where am I, What am I?" power point presentation
- guide students through the questions on their graphic organizers, focusing on the Camp L photograph rather than the
interment shirt. An answer guide for this modeling is included in the appendix: Appendix 4.2

Guided Practice (15 minutes):
• have students work with a partner to complete the graphic organizer. Ask that students do not complete the final question on the organizer (BASED ON YOUR RESOURCE, WHAT COULD BE SOME OF THE LASTING CONSEQUENCES OF INTERMENT?)

Independent Activity (10 minutes):
• have students respond to the final question on the graphic organizer independently

Sharing/Discussing/Teaching (20 minutes):
• with their original partners from the guided practice activity, have each set of partners form a group with another set of partners.
• have students discuss their answers from the graphic organizer and record any additional information from their discussion
• provide each student with a post it note. Instruct the students that they are to record one of their answers regarding ethics or the lasting consequences on the post-it note and place it on the red construction paper target posted on the board (could also be on a bulletin board)
• reconvene as a class and discuss the answers placed on the target

ASSESSMENT
Day 1 (75 minutes)

Minds On (15 minutes):
• Introduce students to the virtual museum www.enemyaliens.ca
• allow students 10 minutes to explore the site. Encourage them to click on images in order to access the "dossier" image library.
• Direct students to the "Camp Boys" tab
• Have students read the "Internment in Canada" page and summarize the main points verbally as a class. If appropriate, read the article to the class and have students follow along (5 minutes)

Action (20 minutes):
• introduce the "Camp Boys" presentation assignment
• hand out copies of assignment sheet, assignment checklist and primary resource graphic organizer: Appendix 4.3, 4.5, 4.7
• divide students into 7 groups (the number of students in each group will depend on the class size). Each group will then be assigned a specific topic related to internment in Canada during World War II. These topics are:
  1. Education
  2. Writing
  3. Arts
  4. Work
  5. Religion
  6. Politics
  7. Morale
• Explain that each group will be responsible for navigating through the website to find information for their specific topic, and investigate the primary sources that are provided
• Explain that each group will be responsible for presenting one primary resource to the class that is associated with their topic. They will be responsible for covering the required points stated
on the assessment checklist. They will also provide a brief summary about their topic.

- Hand out copies of the rubric: **Appendix 4.4**
- Go through the expectations and ask students if they require any clarification
- Respond to any student questions
- Instruct students to begin working on the assignment for the remainder of the instructional period.

**Day Two (75 minutes)**

- this period will be used to conduct the required research on the website
- advise students that by the end of the work period they should have completed the majority of their graphic organizers, with the exception of sections pertaining to long term consequences and ethics. They should no longer require research time after this work period.
- circulate the classroom or computer lab, answering questions and keeping students on task

**Day Three (75 minutes)**

- this period will be used to create the visual component of their presentation and to complete their graphic organizers
- advise students that by the end of the period all graphic organizers should be completed and their visual component should be completed. Any additional work will need to be completed for homework and presentations will begin the next class.
- Encourage students to practice their presentation AT LEAST once
- circulate the classroom of computer lab, answering student questions and keeping them on task
- ensure that a computer and projector are available in your classroom for the next class

**Day Four (75 minutes)**

- group presentations will begin
- the presentation order will be: (first) Education, Writing, Arts, Work, Religion, Politics, Morale (last)
- if required, presentations may continue into the next lesson

---

**Success Criteria**

Will be knowledgeable about particular topic relating to life for individuals placed in Canadian internment camps during the Holocaust after completing research on assigned topic

- Will critically analyze and evaluate a primary resource related to their assigned topic in order to gain a greater understanding of internment and how individuals were affected by it

---

**Materials:**

- copies of "Camp Boys" and Canadian Internees Presentation assignment sheet
- copies of presentation rubric
- Class set of laptops or computer lab
- writing utensils
- copies of "Alfred Bader's Internment Shirt" graphic organizer
- copies of "Camp Boys' Primary Resource" graphic organizer
- copies of "Camp Boys Presentation Checklist"
- red construction paper
- tape or thumb tacks
- scissors
- post-it notes (one per student)
## Accomodations/Reminders:

- English Language Learners (ELLs) may struggle with reading the internet pages and should be placed in groups with supportive native English speakers if required.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust.
- It cannot be expected that all students have access to a computer or the internet. In class time must be made available for students to work in this assignment.

## Primary Resource Reference:

- Bader, Alfred. *Alfred Bader's Internment Shirt from Camp*. Vancouver Holocaust Education Centre. 2012. JPEG.
- Seidler, Marcell. *Barbed wire fence and tower surrounding the parameter of Camp L*. Library and Archives Canada. 2012. JPEG.
### Course of Study: Canadian History Since 1914, CHC2D1

#### Unit: Progress of a Nation: 1929 - 1945

<table>
<thead>
<tr>
<th>Lesson 4: Life After Internment: Cause and Consequence (75 Minutes)</th>
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<table>
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<tr>
<th>Enduring Understandings:</th>
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<th>Historical Thinking Concepts:</th>
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</table>
| How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust? How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality? | Students will; **Identity Citizenship and Heritage**  
C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes) | ○ Use Primary Source Evidence  
○ Analyze Cause and Consequence |

### Overview:

- Students learn about the internees release from internment, their subsequent contributions to Canada and, through primary sources, their perspectives on internment today.
- This lesson is a continuation of lesson 3 where students familiarized themselves with cause
- In this lesson students will examine the consequences of internment camps through primary sources of internee perspectives

### Learning Goals

**Question we hope to answer:**

- Students will realize the importance of, and gain an overview of, consequences
- Realize that there are short-term and long-term causes and consequences of events

### Agenda

**Warm Up (10 minutes):**  
**“How I Got Here” adapted from The Big Six**

- Have students consider the events in their life that lead them to the present
  - Explain that the task is for them to create a timeline of their day to explore why things happen in life
  - Ask Students to make an X in the center of a blank piece of paper and label it “Present”
  - Encourage student to suggest decisions and actions they have made which caused them to arrive at this present place and time
  - Some prompts: The cause that triggered them to come to class (i.e., The bell rang; short-term causes, such as the placement of history on their timetable; and long-term causes and conditions, such as choosing to attend this school, moving to the neighbourhood)
  - Students should record their own personal events on a sheet of paper or in their notebooks
  - As students for some underlying causes or influences that shaped their decisions or actions along the way (i.e., Canadian laws requiring all school-aged children to attend school, Grade 10 history being a compulsory course in Ontario high schools) – Have students record these on their timeline
- Ask students to imagine the consequences of being in class
  - Prompts: Because you are in class right now, what might
<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
<th>Assessment Strategies:</th>
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<tbody>
<tr>
<td>Group Work</td>
<td>Question/Discussion (Assessment for Learning)</td>
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<tr>
<td>Group Discussion</td>
<td>Participation (Assessment for Learning)</td>
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<tr>
<td>Discovery/Activity</td>
<td>Group Work (Assessment for Learning)</td>
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<tr>
<td>Worksheet</td>
<td>Observation (Assessment for Learning)</td>
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<tr>
<td>Primary Source Investigation</td>
<td>Exit Slip (Assessment for Learning)</td>
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</tbody>
</table>

that lead to? You are not likely to get in trouble for skipping class, therefore the decision to be in class has consequences

- Ask students to reflect on how cause and consequence interact in history, using specific examples from their own timelines

Discussion (10 minutes):
As a class view Video: Postscript, which features four chapters of internee perspectives regarding justice, legacy, identity and The Holocaust. 
http://www.enemyaliens.ca/une_nouvelle_vie-new_lives/heritage-legacies/video-eng.html

- Record the following question on chalk board, white board or SMART board and ask students to talk briefly with the person beside them: Adapted from Vancouver Holocaust Education Centre

  1. What are the key points or ideas expressed by the former internees?
  2. What comment struck you most and why?

- Refocus the group and have students share some responses

Modeling (5 minutes):
- For the Warm Up activity use prompts to guide students through the activity to get them thinking about cause and consequence in relation to history
- Write the guiding question on the board for group discussion for visual learners
- Distribute debriefing handout about internee perspectives for guided practice activity
- Distribute handout for Independent Activity – Give examples of types of questions students might ask

Guided Practice (20 minutes):
The class further debriefs in small groups about the internees’ reflections as a whole, using the work sheet with the questions below as a guide, Appendix 5.1 (Adapted from Vancouver Holocaust Education Centre)

- Justice: Do you think Canada’s wartime internment of refugees was justified?
- Identity: How do the former internees’ comments about their identities, Canadian and otherwise, relate to your own feelings of identity?
- Legacies: How were the individuals affected by their internment experiences?
- The Holocaust: What are your thoughts about the individuals’ comments on the relationship between internment and the Holocaust?
<table>
<thead>
<tr>
<th>Sharing/Discussing/Teaching (15 minutes):</th>
<th>Independence Activity (15 minutes): Appendix 5.2</th>
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<tbody>
<tr>
<td>• Groups will present their recordings to the class</td>
<td>• Students select one of the internees featured in the videos and write questions of their own would you ask the former internees based on at least three consequences they heard in the videos or came up with in the group activity</td>
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<tr>
<td></td>
<td>• Questions can include but are not limited to: Why the internees feel the way they do about Canada? Why they were willing to forgive, or not forgive Canada for internment camps?</td>
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<td></td>
<td>• Students will hand these in at the end of class for assessment as an exit slip</td>
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**Assessment:**
**Assessment for Learning:**
Students will submit the independent activity handout as an exit slip for assessment

---

### Success Criteria

- Will critically analyze and evaluate the primary resources in the four categories in order to gain a greater understanding cause and consequence and of internment and how individuals were affected by it

### Materials

- Writing utensils
- Lined paper / notebooks
- Video Internee Testimony: Postscript
- Copies of Guided Practice Handout
- Copies of Exit Slip

### Accomodations:

- English Language Learners (ELLs) may struggle with understanding the content of the videos. ELLs may benefit from being placed in a group with supportive students who will assist them in their understanding of the video.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust

### Primary Resource Reference:


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19
### Course of Study: Canadian History Since 1914, CHC2D1

**Unit:** Progress of a Nation: 1929 - 1945  
**Lesson 5: Advocacy for Change: The Ethical Dimension (75 Minutes)**

<table>
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<tr>
<th>Enduring Understandings:</th>
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<th>Historical Thinking Concepts:</th>
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</table>
| How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?  
How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality? | Students will:  
C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies; including those affected Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)  
Identity Citizenship and Heritage | ○ Use Primary Source Evidence  
○ Understand Ethical Dimensions of History |

**Overview:**
Students consider how the actions of refugee advocates changed Canada’s policies. Students learn how to identify the ethical stance in primary sources.

---

**Learning Goals**

**Question we hope to answer:**  
- Students learn about the advocacy efforts of individuals and groups - both Jewish and non-Jewish - on behalf of the internees.  
- Students learn how to identify the ethical stance in primary sources.

**Instructional Strategies:**
- Group Work  
- Group Discussion  
- Worksheet  
- Primary Source Investigation

**Agenda**

**Warm Up (20 minutes):**
- Teacher will administer the “Do’s and Don’ts for Refugees” handout: Appendix 6.1  
- Students will be asked to get in groups of 2 or 3 and select one DO and one DON’T from the list  
- Students will be asked to make a campy infomercial demonstrating the expected behaviour of refugees  
- The ethical dimension should be evident  
- Students will then share their infomercial with the rest of the class

**Discussion (10 minutes):**
- Discuss the ethical stance of a few of the infomercials from the warm up.
  - As a class, discuss the meaning of “advocacy.”
  - What are examples of advocacy in students’ own lives?

**Modeling (5 minutes):**
- Teacher should model analyzing ethical dimensions  
- Give students prompts regarding ethical dimension: Pay attention to specific words or phrasing. Who is taking action in the passage? Who is being acted upon?
**Guided Practice (20 minutes):**
- Put students in small groups or 3 or 4 and distribute the two articles, Appendix 6.2 and Appendix 6.3
- Distribute Appendix 6.4 “Spotting Ethical Positions”
- Students will work in groups to answer the questions

**Sharing/Discussing/Teaching (20 minutes):**
- Students will share their findings with the class

**Assessment:**
**Formative Assessment: Assessment As Learning**
Students will submit Appendix 5.4 to gage their understanding of ethical dimension.

### Success Criteria
- Students are able identify the ethical stance in primary sources through Appendix 5.4.

### Materials
- Writing utensils
- Lined paper / notebooks
- Video Internee Testimony: Postscript
- Copies of Primary Sources, Appendix 5.1, 5.2, 5.3
- Copies of Spotting Ethical Position Appendix 5.4

### Accomodations:
- English Language Learners (ELLs) may struggle with understanding the content of the literary exhibits. ELLs may benefit from being placed in a group with supportive students who will assist them in their understanding of the video.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust

### Primary Resource Reference:


**Course of Study:** Canadian History Since 1914, CHC2D1  
**Unit:** Progress of a Nation: 1929-1945  
**Lesson:** UDHR: Continuity and Change (75 minutes)

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<thead>
<tr>
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<th><strong>Historical Thinking Concepts:</strong></th>
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</table>
| How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?  
How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality? | Students will:  
- Identify Citizenship and Heritage  
- C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes) |  
- Use Primary Source Evidence  
- Continuity and Change  
- Understand Ethical Dimensions of History |

**Overview:**  
Students will look at patterns of progress and decline to help them understand continuity and change. Students will examine The United Nations Declaration of Human Rights, The Ontario Racial Discrimination Act, and The BC Social Assistance Act to learn how change can vary in pace and direction and how continuity and change can coexist. Students use the conventions and vocabulary of chronology to demonstrate how continuity and change are interwoven and demonstrate these skills through making a timeline. This lesson is related to the skills learned in lesson 5 that relate to ethical dimension of history.

---

**Learning Goals**  
**Question we hope to answer:**  
- Students learn how change can vary in pace and direction and how continuity and change can coexist through examining three primary sources about human rights  
- Students use the conventions and vocabulary of chronology to demonstrate how continuity and change are interwoven. Students are able to demonstrate turning points on their timelines.

---

**Agenda**  
**Warm Up (10 minutes):**  
- Give students the Universal Declaration of Human Rights (UDHR) handout (Appendix 7.4) and ask them to fill it out by themselves.  
- Have students mingle around the room (Teacher gives a single when to stop, i.e., hand clap, rain stick, music pauses, lights flicker)  
- When the cue is given to stop students will turn to the person closest to them and discuss one answer  
- Students will continue mingling and the exercise will repeat until all the answers have been discussed

**Discussion (10 minutes):**  
- Teacher will administer the UDHR to the class Appendix 7.1  
- Teacher will discuss when Canada signed the UDHR in 1948 and read the articles of Human Rights (Handout #2 Appendix 7.5) that correspond with Handout #1 (Appendix 7.4)  
- Ask students if they are surprised by some of the their own responses? Some of the articles?

**Modeling (5 minutes):**  
- Teacher should model ethics by encouraging students to explain what caused them to make the decisions they did regarding each statement.
Instructional Strategies:
- Group Work
- Group Discussion
- Discovery/Activity Worksheet
- Primary Source Investigation

Assessment Strategies:
- Question/Discussion (Assessment for Learning)
- Participation (Assessment for Learning)
- Group Work (Assessment for Learning)
- Observation (Assessment for Learning)
- Exit Slip (Assessment for Learning)

- Teacher should model continuity and change by discussing an article from the UDHR and examining how issues around that article have changed
- Teacher models key terms such as: chronology, turning points
- Teacher should model how to make a timeline on the chalkboard, whiteboard, SMART board

Guided Practice (40 minutes total):
Part 1: (10 minutes)
- Administer copies of the Ontario Racial Discrimination Act, (Appendix 7.2) and The BC Social Assistance Act (Appendix 7.3)
- Have students compare the changes that are evident in these two acts versus the UDHR
- Have students pay special attention to Section 8 of The BC Social Assistance Act

Part 2: (30 minutes) (Adapted from The Big Six – Creating a Class Timeline)
A.)
- Have students visit the computer lab
- In small groups students pick an issue going on in the world today: i.e., woman’s rights, same-sex rights, religious freedom, etc.
- Instruct them to make a timeline on chart paper of 10-15 events that have occurred (and that demonstrate continuity and change) regarding that issue since the UDHR was passed in 1948
- Provide students with several pieces of chart paper
- Use colourful markers to distinguish elements such as dates, decades, and historical events
- Encourage Students to add relevant personal connections to the timeline (Although indicate that these events must be separate from the 10-15 historical events)

B.)
- Ask Students to consider what still needs to be done to improve the rights and freedoms concerning that issue

Sharing/Discussing/Teaching (10 minutes):
Groups share their timelines with the class

Assessment:
Assessment As Learning
Observe the groups sharing their timelines with the class to see if they were able to understand continuity and change.

Success Criteria
- Students are able to demonstrate turning points in history on their timelines.

Materials
- Writing utensils
- Colour markers
- Lined paper / notebooks
- Chart paper
- Copies of Handout #1
- Copies of Handout #2
- Copies of The Universal Declaration of Human Rights
Accommodations:

- English Language Learners (ELLs) may struggle with understanding the content of legal documents. ELLs may benefit from being placed in a group with supportive students who will assist them in their understanding of the video.
- Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust.

Primary Resource Reference:


Course of Study: Canadian History Since 1914, CHC2D1

Unit: Progress of a Nation: 1929-1945

Overall Expectations:
Students will:
- Identity Citizenship and Heritage
  - C3.3 analyze the impact of the Holocaust on Canadian society and on Canadians’ attitudes towards human rights (e.g., with reference to changes in Canadians’ responses to minority groups; more open refugee policies, including those affecting Holocaust survivors and other displaced persons; Canada’s signing of the United Nations Universal Declaration of Human Rights; the evolution of laws against hate crimes)

Historical Thinking Concepts:
- Use Primary Source Evidence

Enduring Understandings:
- How were the views of Canadian society towards Jewish people affected by the anti-Semitic attitudes of the Holocaust?
- How did the views of Canadian society change over the course of World War II in regards to racial discrimination and equality?

Overview:
Students will be concluding the unit through a station activity where they will apply the knowledge that they have learned during the preceding activities to analyze primary documents, answer true or false questions, and develop a content fact sheet. Students will also be referring back to their predictions from the introductory activity and reflecting on what they originally said. They will also attempt to apply their knowledge of this time period to the present through an exit slip activity.

<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Question we hope to answer</th>
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<tbody>
<tr>
<td></td>
<td>• Have our views of internment, refugees and human rights changed?</td>
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<tr>
<td></td>
<td>• Where did internment, anti-Semitism and human rights violations appear outside of Canada during the Holocaust?</td>
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<td>• What other groups were affected by these issues?</td>
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<td></td>
<td>• How could what we have learned about internment, refugees, and human rights be applied to present day?</td>
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<th>Agenda</th>
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Warm Up (15 minutes):
- A selection of images from the picture book “Trust No Fox on his Green Heath And No Jew on his Oath ” (translated from German “Trau keinem Fuchs auf grüner Heid und keinem Jüd auf seinem Eid”) will be displayed: Appendix 8.4. Students will be required to select one of the images with which they will focus their responses on the handout: Appendix 8.8

Discussion (15 minutes):
- Ask students to share their answers to the assigned questions
- Pose the question: Is it ethically wrong to appeal to children? Discuss as a class

Modeling (10 minutes):
- students will be interacting with stations similar to those which were used in the introductory activity.
- distribute copies of “In Past and Present Stations” handout to students: Appendix 8.6. The handout provides appropriate space for the students to records answers and/or findings from the first five stations. Station five will be recorded on a separate exit slip.
- the stations will be set up as followed:
  - STATION ONE: True or false. A selection of true or false questions will be presented at the station: Appendix 8.2.
  - STATION TWO: Documents. Display the document provided on a desk, bulletin board, or classroom wall. Have students read document and answer the questions on the station handout: Appendix 8.5.
  - STATION THREE: Video. Students will listen to a video clip on a laptop and answer the appropriate questions on the handout
  - STATION FOUR: Fact sheet. Students will be asked to generate five “facts” that they have learned through the six main activity lessons. These facts can be compiled to make a reference sheet that can be distributed to the entire class for their personal
STATION FIVE: Exit Slip. Answering the question: Does the discrimination present during the Holocaust still appear in present day in Canada? In what ways?: Appendix 8.7

- Discuss each of the stations with the students. Make reference to the "In Past and Present Stations" handout specifically, providing examples for how to answer the questions

Guided Practice (40 minutes):
- divide students into 5 groups (the exit slip station will be the last station for all groups). Assign each group to a beginning station. Instruct the students to move onto the next station (1 to 2, 2 to 3...4 to 1, etc.) when indicated. You may wish to use an instrument of some sort to indicate that it is time to switch to the next station (ex. a rain stick)
- Appendix 8.1 contains a teacher's guide to the station activity
- have students discover the materials at each station without explaining the stations to them
- Have students work through the first five stations (45 minutes)
- circulate the classroom answering questions and ensuring that students are on task

Independent Activity (15 minutes):
- distribute copies of 3-2-1 exit slip that students completed during the introductory activity: completed Appendix 1.13. Have students read through their exit slip and write a one paragraph response of their answers to what they did not know before and the question they may have had at the beginning of the unit.
- have students resubmit their exit slip along with their paragraph

Sharing/Discussing/Teaching (20 minutes):
- Take up station 1 "True or False" answers (5 minutes): answer key Appendix 8.3
- collect the "In Past and Present Stations" handout
- distribute copies of the exit slip
- have students complete exit slip before leaving class (15 minutes)

Success Criteria
- Self reflect on our views of internment, refugees and human rights by reviewing our predictions from the introductory activity.
- Analyze primary resources from Germany to determine how anti-Semitism and human rights appeared outside of Canada during the Holocaust.
- Analyze a document targeting Japanese Canadians and how they were affected by the views perpetuated towards Japanese people during World War II.
- Hypothesize how these practices may or may not be occurring in present day through the true and false question station

Materials:
- laptop, iPad, or desktop computer
- poster board
- copies of "In Past and Present Stations" handout
- writing utensil
- copies of exit slips
- student predictions from introductory activity
- images and description (included)
- documents (included)
- true or false questions (included)
<table>
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<th>Accomodations/Reminders:</th>
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<td>• ELLs may benefit from being paired with supportive students who will assist them in their understanding</td>
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<tr>
<td>• Depending on the diversity of the backgrounds of students in your class, you must be aware that students who are new to Canada may have entered the country as a refugee. You should also be sensitive towards any students of Jewish heritage who may have a close connection to someone who was involved in the Holocaust.</td>
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<th>Primary Resource Reference:</th>
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Appendix 1.1
Centre 1

Appendix 1.2
Centre 1 (Adapted from The United States Holocaust Museum)

STARS, TRIANGLES, AND MARKINGS

The Nazis and their collaborators required Jews to wear badges on their outer clothing so they could identify them easily. The badge varied from place to place. Those seen here are from: A) France B) Croatia (part of prewar Yugoslavia) C) Poland D) and E) See below. F) The Netherlands G) Poland H) Germany

The Nazis used these triangular patches to identify categories of prisoners in concentration camps. They were generally paired with a prisoner identification number. The color indicated the category of prisoner (red—political prisoner, green—criminal prisoner, black—asocial prisoner, purple—Jehovah’s Witness prisoner, and pink—homosexual prisoner) and the letter generally indicated the country of origin of the prisoner in German (F—Frankreich, or France; U—Ungarn, or Hungary; P—Polen, or Poland, etc.).
Appendix 1.3

Centre 1 (Adapted from BLM 6.3 Message in the Museum from the Big Six)

What story does the exhibit tell?

Who are the main figures?

How are they portrayed?

Does the exhibit portray messages about injustices, tragedies, or crimes?

What is the main message?

How is this message conveyed through the objects and visuals?
Appendix 1.4

Centre 2


– Courtesy Canadian Jewish Congress Charities Committee National Archives

An article entitled “Ask Wider boycott upon German goods, Canadian Jewish Congress also suggests Dominion shun Olympics," Toronto Star, August 10 or 11, 1935–Courtesy Canadian Jewish Congress Charities Committee National Archives

Appendix 1.6
Centre 2 (Adapted from BLM 6.3 Message in the Museum from the Big Six)

What story does the exhibit tell?

Who are the main figures?

How are they portrayed?

Does the exhibit portray messages about injustices, tragedies, or crimes?

Accomplishments? Heroism?

What is the main message?

How does the written text convey these messages?
Appendix 1.7
Centre 2
Former internees discuss Nazism in Germany and Austria.


Appendix 1.8  
Centre 2 Nazism in Germany & Austria: 1933-39

How did life change for the interviewees after the Nazis’ rise to power?

How did your understanding of the rise of Nazism change after viewing the video?

The videos offer collections of individuals who were young at the time of the events described. How does this affect their accounts? How did this affect your response to these accounts?

Based on the interviewee’s comments, why would Jews seek to leave Germany and Austria during the 1930s? What were some of the obstacles to leaving?
Appendix 1.9
Centre 3
Swing Kids - http://www.youtube.com/watch?v=XwKf5rXSBHl

How do the “Swing Kids” demonstrate rebelling against the Nazi regime, as they watched their freedoms being stripped away and the free Democratic society disappearing around them?

What story does the exhibit tell?

Who are the main figures?

How are they portrayed?

Does the exhibit portray messages about injustices, tragedies, or crimes?

Accomplishments? Heroism?

What is the main message?
The Nuremberg Race Laws, implemented in 1935, outlined the Nazis’ racial ideologies integral to the government’s systematic persecution of Jews within Germany. The laws revoked Jews’ citizenship and prohibited them from certain employment and marriage with the rest of the German population. This chart demonstrates the Nazi views that defined Jews as a race and bloodline, rather than a person with religious beliefs. A person with three or four Jewish grandparents was categorized by the Nazis as Jewish, regardless of their religious practices (Vancouver Holocaust Education Centre, 2012).

– Courtesy United States Holocaust Memorial Museum

Appendix 1.11
Centre 4 (Adapted from BLM 6.3 Message in the Museum from the Big Six)

What story does the exhibit tell?

Who are the main figures?

How are they portrayed?

Does the exhibit portray messages about injustices, tragedies, or crimes?

What is the main message?

How does the written text convey these messages?
Appendix 1.12

Name: ______________________

EXIT SLIP
Compare the value of testimonies and artifacts such as documents and photographs as sources for understanding the past. Which source do you prefer? Why?
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Name: ______________________

EXIT SLIP
Compare the value of testimonies and artifacts such as documents and photographs as sources for understanding the past. Which source do you prefer? Why?
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

Name: ______________________

EXIT SLIP
Compare the value of testimonies and artifacts such as documents and photographs as sources for understanding the past. Which source do you prefer? Why?
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Appendix 1.13

Name:____________________

EXIT SLIP
List three things you learned, two things you struggled with, and one thing you still want to know.
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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Name:____________________

EXIT SLIP
List three things you learned, two things you struggled with, and one thing you still want to know.
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Name:____________________

EXIT SLIP
List three things you learned, two things you struggled with, and one thing you still want to know.
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**APPENDIX 2.1**

Group Member Names: ____________________________
________________________________

**Delving into the Diary**

<table>
<thead>
<tr>
<th>Supporting Mackenzie King</th>
<th>Supporting Jewish Refugees</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What was his perspective on Jewish refugees coming to Canada? What were his main points? What effect could this have on Canada?</em></td>
<td><em>What would their response be to King’s Points? How would their lives be effected?</em></td>
</tr>
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</table>


<table>
<thead>
<tr>
<th>Name: ____________________</th>
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<tbody>
<tr>
<td><strong>EXIT SLIP</strong></td>
<td><strong>EXIT SLIP</strong></td>
<td><strong>EXIT SLIP</strong></td>
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<tr>
<td>How do you think the attitudes expressed by the Prime Minister in his diary entry will impact refugees to Canada?</td>
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</tbody>
</table>
APPENDIX 2.3

SAMPLE LETTER:

Prime Minister Mackenzie King,

I am writing to you to ask that you please consider accepting myself and my family as refugees in your country. As I am sure you know, the Jewish people are being victimized in Europe as a part of the Nazi regime. My family and I live in constant fear of violence and harassment from Nazi supporters. Just the other day, my children were attacked by fellow students causing bruises, lacerations and broken bones. Sarah cries in the middle of the night, clutching her teddy bear in fear of what may happen to her. She has seen the carts of furniture and belongings wheeled away down the street. She asks me every day if he bed is still there.

Please Mr. Prime Minister, my family desperately needs your help. I worry that they will take us away if we cannot leave soon. I could lose my property, my family, and my life.

Sincerely,

Elliott
APPENDIX 2.4

Singled Out and Sent Away

A Photographic History
Photo Description

A member of the Lithuanian auxiliary police auctions off property of Jews who were recently executed in the nearby Rase Forest. Lithuania, July–August 1941. US Holocaust Memorial Museum, courtesy of Saulius Berzinis
The expulsion of Jews from the towns of Bedzin and Sosnowiec to the nearby Kamionka and Srodula ghettos. Non-Jewish neighbors watch from their balconies and front steps. Credit: US Holocaust Memorial Museum, courtesy of Arnold Shay
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
Tuesday, March 09, 1939. [cont’d.]

(Typewritten - p.338.)

The fact that this article has come to mind in dictating this part of the diary seems to me to lend a significance to it. I found, in reading the article “Public Relations”, some helpful suggestions in relation to modern developments, particularly in the reference to public speaking beforehand, and also to the emphasis of truth in explaining all situations. I believe the world is working more and more away from shams into realities and truth in the relations of classes.

The adoption of brown shirts by Hitler, green shirts, blue shirts, etc., are all significant. They mean the form of dress which a man looking man-like should wear, and which are within the reach of all. The wiping out of distinction between men based upon white collars, uniforms, etc. It is all a part of the same thing that those who wish to abolish titles, etc., are aiming at. The making of a democracy which will reveal the worth of men as based on character, achievement, personality, etc. Our people have not begun to understand what lies at the back of a real revolution that is bringing the world into a finer order. The touch of man with man as this publication, “Public Relations”, notes it, is of the essence of power in dealing with the people. As I wrote on Sunday, the real business is to discover the hero in the ordinary individual who does his duty from day to day.

Attended Council from 12 till 1.30. A very difficult question has presented itself in Roosevelt’s appeal to different countries to unite with the United States in admitting refugees from Austria, Germany, etc. That means, in a word, admitting numbers of Jews. My own feeling is that nothing is to be gained by creating an internal problem in an effort to meet an international one. That we must be careful not to seek to play the role of the dog in the manger so far as Canada is concerned, with our great open spaces and small population. We must nevertheless seek to keep this part of the Continent free from unrest and from too great an internecine of foreign strains of blood, as much the same thing as lies at the basis of the Oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews. Also we would add to the difficulties between the Provinces and the Dominion.

Council was very much of this view though Crerar, Rogers and Ruler and, to some extent, Issley were more favourable to the open door on the humanitarian grounds. One has to look at realities and (p.339) meet these situations in the light of conditions and not theories if the greatest happiness is to be obtained for the greatest number in the long run.

We had another discussion on the public ownership of the National Bank expecting Bennett’s amendment to be on those lines in the light of what he had said in the opening part of his remarks. We held to the view taken yesterday, and I was prepared, in the House this afternoon, to announce the policy of 100% ownership of all shares by the Government.
Canada’s immigration policies ranked immigrants according to their desirable characteristics and placed them in one of four classes. In the first class were British or Americans who were guaranteed entry into Canada. In the Preferred Class were immigrants from western and northern Europe, who were exempt from most restrictions. The Non-Preferred Class were those from eastern Europe and the Baltic States, who were admitted as farmers if they had sufficient money.

The Special Permit Class was comprised of southern Europeans and Jews, who had to get special cabinet permission to immigrate. In 1923, immigration policies were tightened up to severely limit the admission of these non-preferred immigrants, especially Jews. Canada’s doors remained effectively closed to Jews until after the war.

Prime Minister William Lyon Mackenzie King and his cabinet ministers were responsible for maintaining these policies until 1948. The Canadian government was preoccupied with the depression, the war, and feared an anti-Semitic backlash in Quebec towards increased immigration. This diary entry demonstrates Mackenzie King’s opposition to immigration and specifically Jewish immigration.

These are the 2 most important paragraphs from the document:

...Attended Council from 12 till 1:30. A very difficult question has presented itself in Roosevelt's appeal to different countries to unite with the United States in admitting refugees from Austria, Germany, etc. That means, in a word, admitting numbers of Jews. My own feeling is that nothing is to be gained by creating an internal problem in an effort to meet an international one. That we must be careful not to seek to play the role of the dog in the manger so far as Canada is concerned, with our great open spaces and small population. We must nevertheless seek to keep this part of the Continent free from unrest and from too great an intermixture of foreign strains of blood, as much the same thing as lies at the basis of the Oriental problem. I fear we would have riots if we agreed to a policy that admitted numbers of Jews. Also we would add to the difficulties between the Provinces and the Dominion.

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APPENDIX 3.1

Refuge or Refusal Article Analysis

<table>
<thead>
<tr>
<th>Article Title:</th>
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</thead>
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</tbody>
</table>

**Who** is being discussed?

**What** points are being made?

**Why** are these events occurring?

**Where** is this occurring?  **When** is this written?

**Why** is this significant?

**How** does this effect Canada?
APPENDIX 3.2

APPENDIX 3.3

FIRST LOAD OF REFUGEES AT QUEBEC: Many Titled, Rich Children Among 300 From England

SHIP IS PACKED

(Pictures on Page 3.)

Quebec, July 2 (Special).—There came to Quebec today the vanguard of the greatest overseas movement of children this world has ever seen. Flaxen-haired, blue-eyed sons and daughters of England, escaping from a danger that few of them are old enough to comprehend, more than 300 children have arrived in Canada from the British Isles and will go to private homes in the Dominion and the United States, there to remain until the war clouds have cleared over the islands on which they were born.

They came in a ship that was packed with passengers, most of them women and children fleeing from the danger of air raids and threat of attack, seeking haven on a continent still safe from the horrors of war.

These were the first of a great army of children that will cross the Atlantic within the next month or so, but the ones who came today were the sons and daughters, to a large extent, of wealthy English families of the aristocracy and upper middle class, going to the homes of relatives and friends, and accompanied by nurses and governesses. The larger mass of English children, from the cottages of miners and laborers and farmers—to be taken under the care of Canadians who have volunteered to accept them, whoever they may be—is still to reach Canada.

Names Famous Here.

On the passenger list were aristocratic names that have a close association with Canada: Hon. G. St. L. Ponsonby, son of the Earl of Rosberough, former Canadian Governor-General; Lord Cavendish, son of the Duke of Devonshire and grandson of another Governor-General, Sir Campbell Stuart; Canadian...
<table>
<thead>
<tr>
<th>MEDIUM: (ex. photograph)</th>
<th>DATE OF RESOURCE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>BRIEF DESCRIPTION:</th>
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<table>
<thead>
<tr>
<th>HOW IT RELATES TO INTERNMENT:</th>
</tr>
</thead>
</table>

**Alfred Bader's Internment Shirt**
ARE THERE ANY ETHICAL IMPLICATIONS? WHAT ARE THEY?

BASED ON YOUR RESOURCE, WHAT COULD BE SOME OF THE LASTING CONSEQUENCES OF INTERNMENT?
**APPENDIX 4.2**

**MODELING GUIDE:**

<table>
<thead>
<tr>
<th>Barbed wire fence and tower surrounding the parameter of Camp L</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEDIUM:</strong> (ex. photograph)</td>
</tr>
<tr>
<td>Photograph</td>
</tr>
<tr>
<td><strong>DATE OF RESOURCE:</strong></td>
</tr>
<tr>
<td>No date provided. Would guess approximately 1940</td>
</tr>
</tbody>
</table>

**BRIEF DESCRIPTION:**

- black and white photograph of Camp L (internment Camp) in Quebec City
- several flights of stairs lead up to a wooden platform with roof in the middle of the photograph
- rows of barbwire extend from the left to the right of the bottom of the photograph
- appears to be located on the top of a hill

**HOW IT RELATES TO INTERNMENT:**

- photograph depicts an internment camp in Quebec City

**ARE THERE ANY ETHICAL IMPLICATIONS? WHAT ARE THEY?**

- internment camps have been historically known for hard labour and starvation
- Jewish refugees were placed in internment camps with Nazis
- human rights are violated through placement of individuals in internment camps

**BASED ON YOUR RESOURCE, WHAT COULD BE SOME OF THE LASTING CONSEQUENCES OF INTERNMENT?**

- psychological and physical effects of treatment in internment camps
- feelings of isolation
- will resent the way in which they were treated by Canada in their time of need
APPENDIX 4.3

"Camp Boys" and Canadian Internees Presentation

Your group will be responsible for ONE of the following topics in relation to Canadian internees during the Holocaust. Your group's topic will be assigned to you by your teacher. Please circle or highlight your topic below:

1. Education
2. Writing
3. Arts
4. Work
5. Religion
6. Politics
7. Morale

Your job is to research your topic using www.enemyaliens.ca under the "Camp Boys" tab. Here are your tasks:

✓ Research your topic on the website and use the information you find to make a brief 1-2 minute presentation to the class. Consult the "Camp Boys Presentation Checklist" to make sure you have address all the material that needs to be covered in your presentation.
✓ Select ONE primary document that is related to your topic from the website.
✓ Complete the "'Camp Boys' Primary Resource" graphic organizer using the primary document you have chosen.
✓ Present the information from your graphic organizer to the class

SO, your presentation will include....

• 1-2 minute explanation of your topic and what you learnt from the website
• 5 minutes introducing and explaining your primary resource

For your presentation you will create ONE of the following in order to display your work....

• A PowerPoint
• A Prezi
• A video recording
• A bristol/poster board
## APPENDIX 4.4
"Camp Boys" and Canadian Internees Presentation Rubric

<table>
<thead>
<tr>
<th>Categories</th>
<th><strong>LEVEL 4</strong> (80-100%)</th>
<th><strong>LEVEL 3</strong> (70-79%)</th>
<th><strong>LEVEL 2</strong> (60-69%)</th>
<th><strong>LEVEL 1</strong> (50-59%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Understanding</strong></td>
<td>- thorough, concise summary of assigned topic -demonstrates an understanding of how the assigned topic relates to internment in a broader sense</td>
<td>- provides summary of assigned topic -demonstrates a developing understanding of assigned topic and the way in which it relates to internment as a whole</td>
<td>-provides a summary that focuses on some of the main points - understanding of the topic is present, but few connections are made to internment in a broader sense</td>
<td>-provides brief summary of assigned topic that covers very few of the main points - understanding of the topic is minimal and little to no connections are made to internment as a whole</td>
</tr>
<tr>
<td><strong>Thinking</strong></td>
<td>- applies historical thinking concepts to both the primary resource and information on the assigned topic in a way that demonstrates both understanding of the topic, and inferences beyond the website information - Chose primary resource that relates to the assigned topic and is able to thoroughly explain the purpose of the resource and relationship to the topic - makes realistic predictions about lasting consequences for internees that uses historical evidence to support their opinions</td>
<td>- applies historical thinking concepts to the primary resource and information on the assigned topic - Chose primary resource related to the assigned topic, explains the purpose of the resource and relationship to the topic - makes predictions about the lasting consequences for internees that have some historical support</td>
<td>- explains some of the ethical issues related to the assigned topic and primary resource - Chose primary resource related to the assigned topic and briefly explains its relationship to the assigned topic - makes predictions about the lasting consequences for internees without historical support</td>
<td>- ethical issues in relationship to the assigned topic are briefly mentioned - Chose primary resource - unrealistic predictions about lasting consequences for internees without historical support</td>
</tr>
</tbody>
</table>

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**Historical Thinking**

(Use of Primary resource, cause and consequence, ethical dimensions)
<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation Skills (Speaking, body language, and eye contact)</td>
</tr>
<tr>
<td>- speaks clearly and at an appropriate pace, and projects voice to entire audience</td>
</tr>
<tr>
<td>- Stands up straight, looks relaxed and confident.</td>
</tr>
<tr>
<td>- Establishes eye contact with everyone in the room during the presentation.</td>
</tr>
<tr>
<td>- speaks fairly clearly and at an appropriate pace, and projects voice to entire audience</td>
</tr>
<tr>
<td>- Stands up straight</td>
</tr>
<tr>
<td>- Establishes eye contact with most of audience</td>
</tr>
<tr>
<td>- speaks somewhat clearly. Pace is slightly quick or slow. Projects voice occasionally</td>
</tr>
<tr>
<td>- Sometimes stands up straight</td>
</tr>
<tr>
<td>- Establishes some eye contact with the audience.</td>
</tr>
<tr>
<td>- speech is unclear. Pace is noticeably too fast or too slow. Rarely projects voice</td>
</tr>
<tr>
<td>- Slouches</td>
</tr>
<tr>
<td>- Makes little to no eye contact with the audience</td>
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</tbody>
</table>

Relevant Curriculum Expectations Addressed in this Assessment

A.1. Historical Inquiry

- A.1.3. Assess the credibility of sources and information relevant to their investigation
- A.1.4. Interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry
- A.1.5. Use the concepts of historical thinking when analyzing, evaluating evidence about, and formulating conclusions and/or judgments regarding historical issues, events, and/or developments in Canada since 1914
- A.1.6. Evaluate and synthesize their findings to formulate conclusions and/or make informed judgments of predictions about the issues, events, and/or developments they are investigating
APPENDIX 4.5

Camp Boys Presentation Checklist

My presentation includes the following:

- a summary of the information related to your topic on the enemyaliens.ca
- a brief explanation of the perspectives addressed in the information related to your topic
- a brief explanation of how internment was positively and/or negatively impacting individuals in the camps and some of the long term consequences you could see for these people
- a primary resource taken off of enemy aliens.ca
- a description of the primary resource that addresses all of the points on the "Camp Boys' Primary Resource" graphic organizer
- a PowerPoint, Prezi, video, or Bristol board that presents all of the above information

Since this is a presentation, remember to use your presentation skills!

✓ Eye contact with audience
✓ Project voice to all of the audience
✓ Speak at a pace that is not too fast or too slow
Barbed wire fence and tower surrounding the parameter of Camp L (Quebec City, Quebec).
I am...

- Alfred Bader’s internment shirt from Camp I (Île-aux-Noix, Quebec), circa 1940-1941. Bader arrived in Canada on-board the S.S. Sobieski and was interned for fifteen months before his sponsored release on November 2, 1941.
“INTERNMENT CAMP “N”. Sherbrooke, Quebec.

Place: Sherbrooke, Quebec, Date: 22–2–41 Hour: [blank]

Summary of Events and Information: In spite if the fact that a certain percentage may be heartily Anti-Nazi, it cannot be forgotten that they are German born Jews. Jews still retain much of the same instincts they had 1940 years ago and these in particular are very apt to try and take advantage of privileges which if once given result in demands for more. The combination of this insidious instinct and the well known characteristics of the German habit of breaking every pledge ever made, is not a particularly easy to handle except by maintaining strict discipline and rigid enforcement of Camp rules and regulations. This internee’s exposition has its value and is submitted as an Appendix. Remarks, references to Appendices and initials: [initials] Appendix No. 2.”
What am I?

- War Diary of the Canadian Provost Corps, Camp N (Sherbrooke, Quebec), February 1941. The entry from February 22 reveals the antisemitic attitudes towards the internees who were refugees from Nazi Germany.

Former Internees Speak

APPENDIX 4.7

Names: __________________________________________
_________________________________________

"Camp Boys" Primary Resource

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<thead>
<tr>
<th>TITLE OF PRIMARY RESOURCE:</th>
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<table>
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<tr>
<th>HOW IT RELATES TO TOPIC:</th>
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</table>
ARE THERE ANY ETHICAL IMPLICATIONS? WHAT ARE THEY?

BASED ON YOUR RESOURCE AND RESEARCH, WHAT COULD BE SOME OF THE LASTING CONSEQUENCES OF INTERNMENT?
### Appendix 5.1

**Internee Testimony: Postscript Work Sheet**

Adapted from Vancouver Holocaust Education Centre

| Name: ______________________________ | Date: ______________________________ |

In small groups discuss the internees’ reflections as a whole. Use the questions below to help you explore the different cause and consequences that affect the opinions of the various internees.

**Prompts for Cause:**
- The underlying causes were…
- A contributing factor was…
- The problems were intensified by…
- Ultimately the trigger was …

**Prompts for Consequence:**
- The immediate result was…
- A long-term effect was…
- An unintended consequence was …

**Justice:** Do you think Canada’s wartime internment of refugees was justified?

**Identity:** How do the former internees’ comments about their identities, Canadian and otherwise, relate to your own feelings of identity?

**Legacies:** How were the individuals affected by their internment experiences?

**The Holocaust:** What are your thoughts about the individuals’ comments on the relationship between internment and the Holocaust?
Appendix 5.2

Questions for Internees

Name: _______________________________  Date: _______________________________

Select one of the internees featured in the videos and write questions of your own that you would ask the former internees based on at least three consequences you heard in the videos or came up with in the group activity.

*(Questions can include but are not limited to: Why the internees feel the way they do about Canada? Why they were willing to forgive, or not forgive Canada for internment camps?)*

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<tr>
<th>Three Consequences:</th>
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<tbody>
<tr>
<td>1.)</td>
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<tr>
<td>2.)</td>
</tr>
<tr>
<td>3.)</td>
</tr>
</tbody>
</table>

Name the internee you have selected. What questions would you ask the Internee?
Appendix 6.1

An advisory published by the Bloomsbury House outlining to German refugees the “DO’s and DON’T’s” of living in Britain during the war.

- Photo: The Wiener Library, Published by the Central Office for Refugees in Bloomsbury House

Appendix 6.2

A newspaper article entitled “1,000 Jewish Children, Orphaned By Nazis To Get Homes In Canada,” Victoria Daily Times, May 3, 1947. The article discusses post war changes in Canadian immigration policy, which enabled 1,000 child refugees orphaned by the Holocaust, to enter Canada.
– Courtesy Victoria Times Colonist, a division of Postmedia Network Inc.

An article entitled “Proposes Revision of Immigration Law,” from a Toronto publication, author unknown, January 1947.
The writer reports on a speech given by Constance Hayward, the National Secretary of the Canadian National Committee on Refugees, to the United Nations Society of Canada. Hayward advocates for the expansion of Canada’s immigration policies beyond the acceptance of only first-degree relatives and agriculturalists.

― Source: Library and Archives Canada/Canadian National Committee on Refugees collection/Vol. 5, file 11

Appendix 6.4

Spotting Ethical Position
Adapted from The Big Six

Name:_________________________ Date__________________________

After reading the two passages: “Proposes Revision of Immigration Law,” and “1,000 Jewish Children, Orphaned By Nazis To Get Homes In Canada,” respond to these questions:

1.) How are these passages similar? How are they different?

2.) What specific words or phrases create the differences?

3.) Who is taking action in these passages?

4.) Who is being acted upon?

5.) What ethical messages are conveyed?

6.) Who are the possible heroes, villains, or victims? How do you know?

7.) What message is the author sending? How do you know?
Appendix 7.1

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,
Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,
Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,
Whereas it is essential to promote the development of friendly relations between nations,
Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote
social progress and better standards of life in larger freedom,
Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,
Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,
Now, therefore, The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3
Everyone has the right to life, liberty and security of person.  
Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.  
Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.  
Article 6

Everyone has the right to recognition everywhere as a person before the law.  
Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.  
Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.  
Article 9

No one shall be subjected to arbitrary arrest, detention or exile.  
Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.  
Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.  

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it
was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17
1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right to equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23
1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.
Appendix 7.2

1944.  
Racial Discrimination.  
Chap. 51.  
231

CHAPTER 51.

An Act to prevent the Publication of Discriminatory 
Matter Referring to Race or Creed.

Assented to March 14th, 1944.  
Session Prorogued April 6th, 1944.

HIS MAJESTY, by and with the advice and consent of 
the Legislative Assembly of the Province of Ontario, 
enacts as follows:

1. No person shall,

(a) publish or display or cause to be published or dis- 
    played, or

(b) permit to be published or displayed on lands or 
    premises or in a newspaper, through a radio broad- 
    casting station or by means of any other medium 
    which he owns or controls,

any notice, sign, symbol, emblem or other representation 
indicating discrimination or an intention to discriminate 
against any person or any class of persons for any purpose 
because of the race or creed of such person or class of persons .

2. This Act shall not be deemed to interfere with the free Effect of 
expression of opinions upon any subject by speech or in Act. 
writing and shall not confer any protection to or benefit upon 
enemy aliens.

3. Everyone who violates the provIsIOns of section 1 Penalty. 
shall be liable to a penalty of not more than $100 for a first 
offence nor more than $200 for a second or subsequent offence 
and such penalties shall be paid to the Treasurer of Ontario.

4.- (1) The penalties imposed by this Act may be recovered 
upon the application of any person with the consent of the 
Attorney General, to a judge of the Supreme Court by originat- 

ing notice and upon every such application the rules of practice 
of the Supreme Court shall apply.

(2) The judge, upon finding that any person has violated the provisions of section 1 may, in addition to ordering pay- 

1  
ment
Chap. 81.  

Racial Discrimination Act

In the event of the penalties, make all order enjoining him from continuing such 'jobtion.

(3) Any order made under this section may be enforced in the same manner as all other order or judgment of the Supreme Court.

Short title.  5. This Act may be cited as The Racial Discrimination Act. 1944.
CHAPTER 62.
An Act to provide Social Assistance.

[Assented to 28th March, 1945.]

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:—

1. This Act may be cited as the "Social Assistance Act." Short title.

2. In this Act, unless the context otherwise requires:— Interpretation.
   "Director" means the Director of Welfare appointed pursuant to section 11:
   "Minister" means the Provincial Secretary:
   "Social assistance" means:—
   (a.) Financial assistance:
   (b.) Assistance in kind:
   (c.) Institutional, nursing, boarding, or foster home care:
   (d.) Aid in money or in kind to municipalities, boards, commissions, organizations, or persons providing aid, care, or health services to indigent, sick, or infirm persons, and in reimbursing expenditures made by them:
   (e.) Counselling service:
   (f.) Health services:
   (g.) Occupational training, retraining, or therapy for indigent persons and mentally or physically handicapped persons:
   (h.) Generally any form of aid necessary to relieve destitution and suffering.

3. Social assistance may be granted out of funds appropriated by the Legislature for the purpose to individuals, whether adult
or minor, or to families, who through mental or physical illness or other exigency are unable to provide in whole or in part by their own efforts, through other security measures, or from income and other resources, necessities essential to maintain or assist in maintaining a reasonably normal and healthy existence.

4. Notwithstanding any provisions of the "Municipal Act," or of any other Act relating to municipalities or villages, in respect to suitable provision being made for its destitute and poor, financial aid may be granted out of moneys appropriated for the purposes of this Act to any municipality or village to defray the costs of social assistance, but it shall be a condition precedent to the granting of such aid that the municipality shall provide and maintain social assistance and relative social administrative services on a basis consistent with the standards established by the rules and regulations made pursuant to this Act.

5. No municipality or village shall be relieved by any of the provisions of this Act from any of the duties imposed upon it by law in relation to the relief of the poor or other persons.

6. (1.) If at any time during the continuance of social assistance the recipient thereof becomes possessed of income or resources in excess of the amount previously reported by him on an application form for assistance, it shall be his duty to notify the authority providing assistance of this fact immediately on the receipt of possession of additional income or resources.

(2.) If any person fails to notify as required by subsection (1) he shall be guilty of an offence against this Act.

7. The receipt of social assistance under this Act in the nature of counselling service, health service, or occupational therapy shall not be deemed to be social assistance for the purposes of clause (a) of subsection (1) of section 4 of the "Residence and Responsibility Act."

8. In the administration of social assistance there shall be no discrimination based on race, colour, creed, or political affiliations.

9. Any person who by fraud obtains or attempts to obtain or aids or abets any person to obtain social assistance under this Act to which he is not entitled shall be guilty of an offence against this Act.

10. Every person who is guilty of an offence against this Act shall be liable, on summary conviction, to a fine of not more than two hundred dollars or to imprisonment for not more than three months, or both such fine and imprisonment.
### Appendix 7.4

**Universal Declaration of Human Rights – Warm Up Hand Out #1**  
Adapted from the University of Illinois at Chicago Library Resource Centre

Name: __________________________ Date: __________________________

<table>
<thead>
<tr>
<th>Read each statement. Indicate with a check [✓] whether you strongly agree (SA), agree (A), are uncertain (U), disagree (D) or strongly disagree (SD) with the statement.</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>1.) Men and women who have the same job responsibility should receive the same pay.</td>
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<td>2.) Magazines that advertise harmful products, like cigarettes and alcohol, should not be sold.</td>
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<td>3.) People should be able to practice any religion they want.</td>
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<td>4.) People should be able to marry whomever they’d like, regardless of nationality, religion, race.</td>
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<td>5.) Everyone who works deserves a paid holiday.</td>
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<td>6.) A newspaper should be able to print whatever information it wants.</td>
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<td>7.) A killer who has tortured his victim should be tortured as punishment.</td>
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<td>8.) A person who has a police record of disrupting public events should be put in jail before future events to protect people.</td>
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<td>9.) People should not have to work without wages and without rights.</td>
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<td>10.) All people – young and old, rich and poor, literate and illiterate, powerful and powerless – should be treated equally under the law.</td>
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<td>11.) Everyone should be able to own a small piece of land.</td>
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<td>12) School textbooks that focus on</td>
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<td>the weaknesses of minority ethnic group and minority religious</td>
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<td>groups should not be allowed in schools.</td>
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<td>13.) People who want to move from one part of the country (i.e.,</td>
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<td>country to the city) should be able to.</td>
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<td>14.) All trials should be open to the public.</td>
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<td>15.) Police should be able to enter any home, apartment, school,</td>
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<td>or business if they think that a search is necessary.</td>
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<td>16.) All children – rich and poor, urban and rural, well and</td>
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<td>ill – deserve a good education.</td>
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<td>17.) All Adults should be able to vote the way they wish.</td>
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<td>18.) Workers should be able to decide if they want to join</td>
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<td>unions or not. No one should be forced to join a union.</td>
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<td>19.) During times of war and economic troubles, citizens should</td>
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<td>not criticize government policies</td>
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<td>20.) Poor people from the countryside should be given the</td>
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<td>opportunity to sell products on the street to earn a living</td>
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</table>
**Appendix 7.5**

*Universal Declaration of Human Rights – Warm Up Hand Out #2*
Adapted from the University of Illinois at Chicago Library Resource Centre

<table>
<thead>
<tr>
<th>Statement related to UDHR article</th>
<th>Statement related to UDHR article</th>
<th>Statement related to UDHR article</th>
<th>Statement related to UDHR article</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 related to UDHR article 23</td>
<td>6 related to UDHR article 19</td>
<td>11 related to UDHR article 17</td>
<td>16 related to UDHR article 26</td>
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<tr>
<td>2 related to UDHR article 19</td>
<td>7 related to UDHR article 5</td>
<td>12 related to UDHR article 26</td>
<td>17 related to UDHR article 21</td>
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<tr>
<td>3 related to UDHR article 18</td>
<td>8 related to UDHR article 11</td>
<td>13 related to UDHR article 13</td>
<td>18 related to UDHR article 23</td>
</tr>
<tr>
<td>4 related to UDHR article 16</td>
<td>9 related to UDHR article 4</td>
<td>14 related to UDHR article 10</td>
<td>19 related to UDHR article 19</td>
</tr>
<tr>
<td>5 related to UDHR article 24</td>
<td>10 related to UDHR article 1 &amp; 7</td>
<td>15 related to UDHR article 12</td>
<td>20 related to UDHR article 22</td>
</tr>
</tbody>
</table>
APPENDIX 8.1

FOR TEACHERS:  
STATION GUIDE

STATION ONE: Provide the true or false questions on the "True or False?" page. Have students record their answers to each question on their handout. If they believe that an answer is "false" have them complete the "Reasoning" section on the handout to explain their answer. The questions may go beyond what was covered in class lessons, and is meant to be informative rather than an assessment of learning.

STATION TWO: Display the document provided on a desk, bulletin board, or classroom wall. Have students read document and answer the questions on the station handout.

STATION THREE: Set up one laptop, ipad, desktop computer, or other device that is capable of playing the video clip. Load the following link: http://www.cbc.ca/archives/categories/war-conflict/prisoners-of-war/canadas-forgotten-pow-camps/both-sides-of-the-wire.html. This video is titled "PoWs: Both Sides of the Wire" and is taken from the CBC Digital Archives. Students will listen to the clip once, will consult their questions, and then listen to the clip a second time in an attempt to answer the questions. The clip can be repeated as many times as required in the allotted time.


STATION FOUR: Students will be responsible for generating "FIVE FACTS" that they learned in the previous activities over the course of the six preceding lessons. Students may collaborate to make one list of five facts, but they must each record this list on their individual handout. If desired, create a master list of the information that the student generate for this station and give this list to the students to keep in their notes.

STATION FIVE: Print out copies of the exit slips to distribute to each student. Have the students complete their exit slip and submit it before the end of class.
APPENDIX 8.2

STATION ONE RESOURCES:

    True or False?

1. Over thirty countries have used internment camps to detain "enemy aliens" or other undesirable persons in their country in the last 150 years.

2. "The War Measures Act" (which granted the government extreme power over property, arrests, and censorship during certain crises) was only used during World War I in Canada.

3. All people are guaranteed rights under the "Universal Declaration of Human Rights".

4. Human rights violations do not occur in Canada in the present (Present = 2000-now).

5. "The War Measures Act" could still be put in place in present day if there was a crisis occurring that matched the criteria in the Act.
APPENDIX 8.3

TEACHER ANSWER KEY

True or False?

1. Over thirty countries have used internment camps to detain "enemy aliens" or other undesirable persons in their country in the last 150 years.

ANSWER: True

2. "The War Measures Act" (which granted the government extreme power over property, arrests, and censorship during certain crises) was only used during World War II in Canada.

ANSWER: False. "The War Measures Act" was used in Canada during World War I, World War II and during the FLQ (Front du Liberation du Quebec) Crisis.

3. All people are guaranteed rights under the "Universal Declaration of Human Rights".

ANSWER: True.

4. Human rights violations do not occur in Canada in the present (Present = 2000-now).

ANSWER: False. As recently as August of 2013, the United Nations was investigating acts of violence against Indigenous women in Canada that was in violation of their human rights.

5. "The War Measures Act" could still be put in place in present day if there was a crisis occurring that matched the criteria in the Act.

ANSWER: True
Description: This image was taken from a German picture book "Trust No Fox on his Green Heath And No Jew on his Oath". The book was used as a form of propaganda to promote anti-Semitism.
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APPENDIX 8.5

STATION TWO:

ORDERS FROM THE B.C. SECURITY COMMISSION
Notice to Vancouver Japanese

Persons of Japanese origin residing in Vancouver should terminate, not later than the 30th April, 1942, all leases or rental arrangements they may be working under. They must also be prepared to move either to Hastings Park or to work camps or to places under the Interior Housing Scheme at twenty-four hours notice. No deferments whatsoever on business grounds may be made to the above orders.

APPENDIX 8.6

FOR STUDENTS

In Past and Present Stations

Station One:

Record your answers to the true or false questions below by circling your answers. If you think that the statement is FALSE, provide a brief explanation why under "Reasoning".

ANSWERS:

1. TRUE FALSE
   Reasoning:

2. TRUE FALSE
   Reasoning:

3. TRUE FALSE
   Reasoning:

4. TRUE FALSE
   Reasoning:

5. TRUE FALSE
   Reasoning:
Station Two:

1. What is the purpose of this document?

2. What is issuing this document and who is the intended recipient (audience)?

3. Is there an ethical issue being addressed? Explain.

Station Three:

Watch the brief video clip from the CBC Digital Archive "PoWs: Both Sides of the Wire" then answer the following questions:

1. What controversy is being discussed in the video clip?

2. How do the actions of the Canadian government- in regards to their choice to intern both groups in "Camp B"- say anything about how Canada viewed these groups? Explain.

3. What perspective did Rabbi Erwin Schild take towards being interned in "Camp B"?
Station Four:

As a group, list five pieces of information that you learned about internment camps, Jewish refugees, and human rights:

1.

2.

3.

4.

5.
APPENDIX 8.7

<table>
<thead>
<tr>
<th>Name: __________________________</th>
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<tbody>
<tr>
<td><strong>EXIT SLIP</strong></td>
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<tr>
<td>Does the discrimination present during the Holocaust still appear in present day in Canada? In what ways?</td>
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APPENDIX 8.8

Warm-Up Activity

Choose ONE of the five images and answer the following:

1. What is going on in the image? Describe the scene.

2. How might this relate to what we have learned in this unit?

*FLIP OVER THE IMAGE AND READ THE DESCRIPTION ON THE BACK

3. What perspective(s) is being represented in this image? Explain.

4. How might this image influence the public's views based on what you read in the description?
About the Authors

Samantha Elliott

Samantha Elliott is a Bachelor of Education student at Queen's University in Kingston, Ontario. She earned her undergraduate degree from Trent University in 2013 and received an Honours Bachelor of Arts. She has a major in English literature and a minor in History. Her main area of historical interest is British Victorian History and she enjoys exploring the way in which this aspect of history is reflected in classic Victorian novels. Elliott believes that students are most engaged with the material that they are learning when they are discovering new information through individual and peer activities. The six historical thinking concepts support this method of historical discovery and teach students how to be critical of the world around them. These thinking concepts are relevant beyond the history classroom and can be practically applied to the way in which teachers and students approach all knowledge and information on a day-to-day basis.

Angela Van Delft

Angela Van Delft is currently earning her Bachelor of Education degree at Queen’s University. She is an Alumni of Queen’s University where she earned a Bachelor or Arts Honours degree in drama. As a teacher, Van Delft wants to become familiar with the students in her class, the knowledge and experience they have, and what they want to accomplish so that she can customize a curriculum that reflects their interests and learning requirements while being flexible enough to encourage group discovery. She is interested in special education and practicing educational methods that teach to multiple intelligences. The six historical thinking concepts encourage a style of teaching that supports group discovery and critical thinking. It is her hope that students will become further engaged with history as they learn to use these six concepts as a means to explore and analyze the past.