

WORLD WAR II: How We Got There and What it Meant for Canada

COURSE: CHC2D

SPECIFIC EXPECTATIONS EXPLORED:

C 2.3 explain the main causes of World War II (*e.g., economic hardship in Germany produced by the Treaty of Versailles and economic depression; invasions by fascist Italy, Nazi Germany, and imperial Japan; the inadequacy of the League of Nations to address international crises*), and analyse Canada's contribution to the war effort (*e.g., with reference to the Battle of the Atlantic, the Battle of Hong Kong, the Italian campaign, D-Day, the liberation of the Netherlands, the liberation of concentration camps, the British Commonwealth Air Training Plan, Camp X; the contribution of individuals such as Paul Triquet and Charles Tompkins; the contributions of women*)

C. 1.4 describe the main causes or some key political developments and/or government policies in Canada during this period (*e.g., Mackenzie King's Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting people with disabilities; social welfare policies; the Dominion Elections Act of 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on different groups in Canada

ABSTRACT: This Resource Pack explores the global political, economic, and social events preceding the Second World War and also explores significant Canadian consequences from this conflict. These lessons emphasize a student-centered approach, enabling learners to do their own research with primary documents. Students will utilize databases to discover their own primary documents and analyze those documents to engage with history through experiential learning. Students will make insightful inferences based on their findings, write their own interpretations of history, and compare their analyses to their peers and secondary literature. This Resource Pack covers the life of Mackenzie King using his digitized diary, the causes of WWII, the Conscription Crisis, and the internment of Japanese-Canadians.

KEY WORDS: evidence; historical perspectives; causes and consequences; ethical dimension; historical significance; continuity and change; primary documents; Mackenzie King; diary; World War II (WWII)/Second World War; Axis; Allies; Treaty of Versailles; Adolf Hitler; League of Nations; appeasement; internment; Japanese-Canadians; conscription; French-English relations

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Primary Historical Thinking Concept Explored: Evidence

Secondary Historical Thinking Concept Explored: Continuity and Change

LESSON 1

TITLE: Analysing the Diary of Mackenzie King

OVERVIEW: In this lesson, students will perform their own primary research using the diary of Mackenzie King (available online¹) in order to learn how and practice making inferences based on evidence from historical texts. Students will first be asked to pull basic information out of the texts (who, what, when, where, why; summaries of events) in order to become familiar with using and understanding the documents and then will have to make deeper, more thoughtful connections supported by evidence between modern day Canada and the Canada Mackenzie King lived.

MATERIALS:

1. Instructions for Teacher
 - a. Materials
 - i. Computer lab access
 - ii. Access to internet
 - iii. Projector technology to model diary database
 - b. Plan of Instruction

¹ PSD 1.1.

2. Primary Source Documents (PSD)
3. Black Line Masters (BLM)

PLAN OF INSTRUCTION:

Step 1: Warm Up

(5-10 minutes)

Introduce the Mackenzie King diary – the Library and Archives Canada website has a thorough introduction to the large size and scope of the diary. It is composed of approximately 30,000 pages and is more than 7.5 million words long.² King's lifelong writings are now available publicly online, and your students are going to make use of this source. It is a fantastic primary source, rich with both historical fact and the thoughts and feelings of one of the most important people in Canadian political history.

Step 2: Discussion

(10 minutes)

Engage in teaching students the difference between an inference and an observation using an entry from the diary of Mackenzie King. Ask students to discuss what they think inferences and observations are, and what some key differences might be. For example, King might have written that he ate bacon and eggs for breakfast one day and went to the gym for a morning workout. An example of an observation would be that he ate breakfast and exercised (restating the events), whereas an inference would be that he enjoys eating a hearty breakfast and feels that physical exercise is important to a healthy life (reading between the lines).

Step 3: Modelling

(15 minutes)

Demonstrate for your class how to find and use the diary database.

Load internet browser on projector (Google Chrome recommended).

Start by heading to this website:

<http://www.collectionscanada.gc.ca/king/index-e.html>

Or...

Google “diary of Mackenzie King”, and look for Collections Canada (Library and Archives Canada) website.

On the left column of the page, select “search the database.”

² PSD 1.1.

Library and Archives Canada
Bibliothèque et Archives Canada

Canada

Library and Archives Canada
www.collectionscanada.gc.ca

Français Home Contact Us Help Search canada.gc.ca

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A Real Companion and Friend:
The diary of William Lyon Mackenzie King

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Introduction

King on the campaign trail, 1926

Under “Search the Databases” heading, select “Research in the database: The diary of William Lyon Mackenzie King”

Library and Archives Canada
Bibliothèque et Archives Canada

Canada

Library and Archives Canada
www.collectionscanada.gc.ca

Français Home Contact Us Help Search canada.gc.ca

Home > Biography and People > A Real Companion and Friend

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A Real Companion and Friend:
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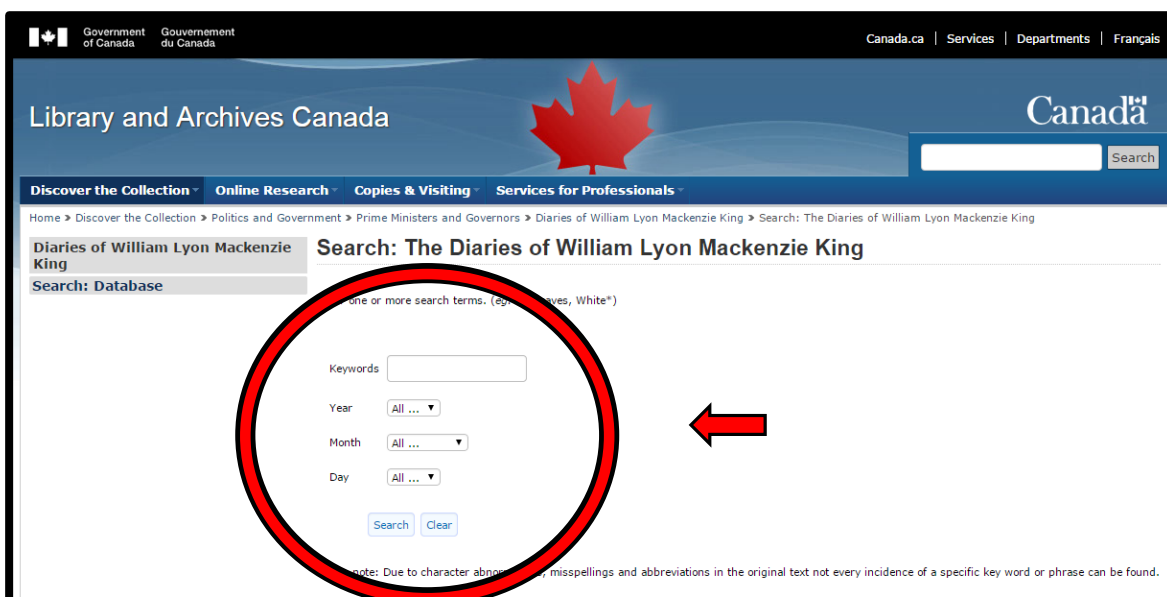
Search the Databases

Research in the database: The Diaries of William Lyon Mackenzie King

- [Archives relating to William Lyon Mackenzie King in Archives](#)
- [The William Lyon Mackenzie King Fonds](#)

King in his library at Laurier House, 1932

You will be directed to this page:



Here you can begin to search the database of Mackenzie King's diary. Students have the ability to type in keywords (if they are looking for a specific event, person, thing, etc.), and can search specific dates by utilizing the dropdown selections next to "Year", "Month", and "Day".

Model how to use this search engine for your class. Pick significant key words to search, look at different years, and/or plug in a specific date. Every student should be capable of doing this on their own by the end of your demonstration.

Another important step is to show students how to print from the archives properly. At the bottom left corner of each diary page is a "print" icon. By clicking this, the option to print the entry will appear – however, it will come up as a 3-page document. The actual entry will be page 2 of this – pages 1 and 3 are only filled with information from the website and empty space. In order to save on paper and ink, it is recommended that you have students specify in the popup window to only print the 2nd page, as it is the only one they will need.

Step 4: Guided practice

(15-20 minutes)

Allow students time to begin to search the database. Work with them to make sure they stay on the right track and are able to maneuver the site well. You may also give them a copy of the September 6th, 1893 entry³ (as they will all need to use this entry) and read it together to guide them through how to analyze documents. Students may want to highlight important information as they read through their entries in order to help them answer the questions later on. They should also fill in some of the less legible letters or words on their diary pages with a pen

³ PSD 1.2.

as some of the printed text may be difficult to read since the diary was typed on a typewriter and later scanned into the database.

Step 5: Independent Activity

(150 minutes)

Assign students the “Mackenzie King Diary Assignment.”⁴ Allow them time to search for the entries they wish to analyse. Printing entries will make them much easier to work with as students can make notes directly on the page. This process will take more than one class period. However, if students are allowed to print the entries they choose, you may not need to have computer access for the full two classes, as they could use the paper copies in any setting. It will be up to your professional discretion and availability of computer lab access to decide whether to have students finishing their analysis in class or a lab.

Step 6: Sharing / Discussing / Teaching

(20 minutes)

Students will hand in their “Mackenzie King Diary Assignment”. While marking them, ensure that you give feedback on their analysis and inference skills. Important things to think about: are they able to read the primary document and understand what information is present? Can they read between the lines and learn things about Mackenzie King’s character? Are they able to make good inferences? Do they ask effective questions? Do they know how to research beyond what they found in the diary by looking at other primary or secondary sources? Do they make good connections between their own lives and King’s life?

ASSESSMENT:

A grading rubric for this assignment is provided.⁵ Once assignments are handed back, a class discussion should be held. Here you have the chance to review and reinforce the concepts that students were asked to explore. You can discuss the overall good things you found within the student assignments as well as other things that the class needs to improve upon.

APPENDICES

PRIMARY SOURCE DOCUMENTS:

PSD 1.1: “A Real Companion and Friend: The Diary of William Lyon Mackenzie King”

PSD 1.2: “Mackenzie King Diary Entry – September 6, 1983”

BLACK LINE MASTERS:

BLM 1.1: “William Lyon Mackenzie King Diary Assignment”

BLM 1.2: “William Lyon Mackenzie King Diary Assignment – Rubric”

⁴ BLM 1.1.

⁵ BLM 1.2.

PSD 1.1:

Library and Archives Canada, *A Real Companion and Friend: The Diary of William Lyon Mackenzie King*, <http://www.collectionscanada.gc.ca/king/index-e.html>

PSD 1.2:

King, William Lyon Mackenzie. "September 6, 1893." 1893. Library and Archives Canada, item numbers: 2-3. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/item.aspx?IdNumber=2&>

BLM 1.1

Name: _____

William Lyon Mackenzie King Diary Assignment

Section A:

- 1) Find the diary entry for Wednesday, September 6th, 1893 (this is the first entry of the diary). Fill in the 5 W's chart.
 - WHO does he talk about; WHAT does he talk about; WHEN was the entry written; WHERE was King when he wrote it/what places does he mention; WHY did he write what he did, what makes it significant.

WHO	
WHAT	
WHEN	
WHERE	
WHY	

2) Find any date in the entry you want. Fill in the 5 W's chart.

WHO	
WHAT	
WHEN	
WHERE	
WHY	

- What is one question your entry left you with? What is something you want to learn more about?

BLM 1.2:

William Lyon Mackenzie King Diary Assignment – Rubric

	50-59% - Level 1	60-69% - Level 2	70-79% - Level 3	80-100% - Level 4
Knowledge/Understanding				
Understanding of concepts: how the diary works	<ul style="list-style-type: none"> • Demonstrates limited understanding of concepts 	<ul style="list-style-type: none"> • Demonstrates some knowledge of concepts 	<ul style="list-style-type: none"> • Demonstrates considerable understanding of concepts 	<ul style="list-style-type: none"> • Demonstrates thorough understanding of concepts
Understanding of relationships: ability to connect diary to today	<ul style="list-style-type: none"> • Demonstrates limited understanding of relationships 	<ul style="list-style-type: none"> • Demonstrates some understanding of relationships 	<ul style="list-style-type: none"> • Demonstrates considerable understanding of relationships 	<ul style="list-style-type: none"> • Demonstrates thorough understanding of relationships
Thinking/Inquiry				
Critical thinking skills: analysing and inquiring; reading between the lines	<ul style="list-style-type: none"> • Uses critical thinking skills with limited effectiveness 	<ul style="list-style-type: none"> • Uses critical thinking skills with moderate effectiveness 	<ul style="list-style-type: none"> • Uses critical thinking skills with considerable effectiveness 	<ul style="list-style-type: none"> • Uses critical thinking skills with a high degree of effectiveness
Research and inquiry skills: utilizing resources and formulating effective questions	<ul style="list-style-type: none"> • Applies few of the skills involved in research and inquiry process 	<ul style="list-style-type: none"> • Applies some of the skills involved in research and inquiry process 	<ul style="list-style-type: none"> • Applies most of the skills involved in research and inquiry skills 	<ul style="list-style-type: none"> • Applies all/almost all of the skills involved in the research and inquiry process
Communication				
Communication of information and ideas: how well ideas are expressed	<ul style="list-style-type: none"> • Communicates information and ideas with limited clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with some clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with considerable clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with a high degree of clarity
Use of language: writing skills and vocabulary	<ul style="list-style-type: none"> • Uses language with limited accuracy and effectiveness 	<ul style="list-style-type: none"> • Uses language with some accuracy and effectiveness 	<ul style="list-style-type: none"> • Uses language with considerable accuracy and effectiveness 	<ul style="list-style-type: none"> • Uses language with a high degree of accuracy and effectiveness
Application				
Transfer of concepts and skills to new contexts: relating the diary to the real world	<ul style="list-style-type: none"> • Transfers concepts and skills to new contexts with limited effectiveness 	<ul style="list-style-type: none"> • Transfers concepts and skills to new contexts with moderate effectiveness 	<ul style="list-style-type: none"> • Transfers concepts and skills to new contexts with considerable effectiveness 	<ul style="list-style-type: none"> • Transfers concepts and skills to new contexts with a high degree of effectiveness
Making connections: between your world and the past	<ul style="list-style-type: none"> • Makes connections with limited effectiveness 	<ul style="list-style-type: none"> • Makes connections with moderate effectiveness 	<ul style="list-style-type: none"> • Makes connections with considerable effectiveness 	<ul style="list-style-type: none"> • Makes connections with a high degree of effectiveness
Employment of internet research skills: use of Archives site and other resources	<ul style="list-style-type: none"> • Poor employment of internet research skills 	<ul style="list-style-type: none"> • Fair employment of internet research skills 	<ul style="list-style-type: none"> • Good employment of internet research skills 	<ul style="list-style-type: none"> • Excellent employment of internet research skills

Comments:

COURSE: CHC 2D**SPECIFIC EXPECTATIONS:**

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Primary Historical Thinking Concept Explored: Historical Perspectives

Secondary Historical Thinking Concepts Explored: Causes and Consequences, Continuity and Change

LESSON 2

TITLE: The Inter-War Years: Exploring Perspectives in History

OVERVIEW: Students will be broken up into groups and will be asked to represent one of the Axis or Allied powers of the Second World War during the time period 1919-1939, the inter-war years. The students' task will be to research the history of their given country and present to the rest of the class on what was happening there during the 1920's and 1930's.

MATERIALS:

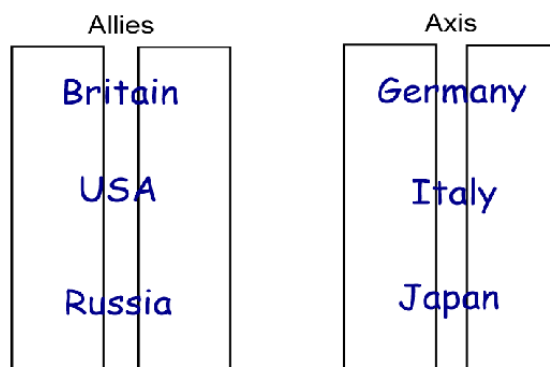
1. Instructions for Teacher
 - a. Materials
 - i. SMARTboard Notebook software to run lesson
 - ii. SMARTboard or projector
 - iii. Large poster paper
 - iv. Markers
 - v. Tablets/laptops in class
 - vi. Internet access
 - b. Plan of Instruction
2. Primary Source Documents (PSD)
3. Black Line Masters (BLM)

PLAN OF INSTRUCTION:**Step 1: Warm up**

(10 minutes)

Begin by creating 6 groups within the class. Whatever method of group assembly works best for your individual class and their learning styles is the recommended method of group

formation. Each group will be assigned a country, one of either: Britain, Russia, the USA, Germany, Japan, or Italy. The group members will “become” that country. Encouraging role play and immersion will make the lesson a more rewarding experience and will emphasize the different perspectives being explored more clearly. Arrange desks into groups (it is recommended that you rearrange desks before students arrive to class) so students are working on either the Allied side or the Axis side:



Step 2: Discussion

(10 minutes)

Ask students what they know about their countries prior to any research. They may be able to list significant people or events that can later be expanded on. Brainstorm these ideas and record them on a blank SMART Notebook page. Hand out “The Inter-War Years” worksheet.⁶ Go through the expectations of the assignment and the guiding questions that are to be researched. Emphasize that it is not to be simply “questions-answer, question-answer” on their poster, but a more general report on what they are learning – the questions are there simply as starting points for research and inquiry.

Step 3: Modelling

(10 minutes)

Teach the inter-war years in France as a guide for what information should be included in their own presentations.⁷ Be sure to include the fields of: economy, military, government, conflicts/struggles, significant individuals, international relationships, and culture, as your students will also have to focus on these areas.

Step 4: Guided practice

(20 minutes)

Work with groups of students to help them get started on the right track for their research. Give them access to the databases listed below⁸ that pertain to the country they are researching. On these sites they will be able to find a plethora of primary documents to use for their research. Probe them with different questions about their countries to get them thinking about what might have been going on between 1919 and 1939, and why those things may have happened. Answer

⁶ BLM 2.1.

⁷ BLM 2.1, 2.2.

⁸ PSD 2.1, 2.2, 2.3, 2.4, 2.5, 2.6.

any questions posed, but encourage students to try and find information themselves from reliable sites online.

Step 5: Independent activity:

(70 minutes)

Allow students time to research and to create posters that include all the information they find on their country. Encourage students to incorporate primary documents, like photographs or posters, onto their display. Students should have text on their posters but should also have more text prepared to verbally present to the rest of the class later on. Continue this part of the assignment on a second day.

Step 6: Sharing/discussing/teaching:

(40-50 minutes)

Allow students to present their findings to the class so everyone can learn about every country. Ensure that other students take notes on their classmates' presentations. Discuss their findings and what they mean in a global context. After each group's presentation summarize the content and add any pertinent information the group may have missed. Once every group has presented individually, initiate a class discussion around the following questions:

- What could the countries that formed alliances offer each other?
- What were their common interests and goals?
- Why would these alliances, the Axis and Allied powers, have formed? Why would they chosen to make pacts with the countries that they did? Who do you think benefitted the most from these international relationships?
- How does the formation of alliances escalate conflicts?

ASSESSMENT:

Students can be assessed on their research and/or oral presentation skills when they comprise and present their posters. Learning skills that can be assessed include collaboration and organization, as students will be working in groups.

APENDICES

PRIMARY SOURCE DOCUMENTS:

- PSD 2.1: "The National Archives" – Britain
- PSD 2.2: "Das Bundesarchiv" – Germany
- PSD 2.3: "The National Library of Russia" – Russia
- PSD 2.4: "National Archives of Japan" – Japan
- PSD 2.5: "National Archives" - USA
- PSD 2.6: "World War II, 1939-1945" – Italy

BLACK LINE MASTERS:

- BLM 2.1: "The Inter-War Years: Exploring perspectives in history" group assignment
- BLM 2.2: "France in the Inter-War Years" lesson

PSD 2.1:

Government of United Kingdom, *The National Archives: Our Online Records*,
www.nationalarchives.gov.uk/records/our-online-records.htm

PSD 2.2:

Government of Germany, *Das Bundesarchiv*, www.bundesarchiv.de/index.html.en

PSD 2.3:

The National Library of Russia, *The National Library of Russia*, www.nlr.ru/eng/opac/

PSD 2.4:

National Archives of Japan, *National Archives of Japan*, www.archives.go.jp/english/

PSD 2.5:

The U.S. National Archives and Records Administration, *National Archives*, www.archives.gov

PSD 2.6:

Florida State University Library, *World War II, 1939-1945*,
guides.lib.fsu.edu/content.php?pid=160895&sid=1360502

BLM 2.1

The Inter-War Years

Exploring perspectives in History

- In Canada, we experienced what we now call “The Roaring Twenties” and “The Dirty Thirties” between 1919 and 1939.
- The rest of the world had a very different history.

Your group’s task is to find out what was happening in your country between the years 1919 and 1939. You will need to focus on the following aspects:

- Economy
- Military
- Government
- Struggles/Conflicts
- Significant individuals
- International relationships
- Culture

Questions to guide your research:

- What was the state of your country following the end of WWI?
- How many casualties did your country suffer in WWI?
- What were your country’s feelings towards war after WWI?
- What type of government did your country have at the end of WWI?
 - Did that system of government last for the entirety of the inter-war period? Why or why not?
- What struggles did the people of your country have to deal with during this time period?
- What international relationships were formed or broken during the inter-war period?
- Where is your country located? How does geography affect history?
- Was your country affected by the Stock Market crash of 1929?
- Who were some important people in the development of your country?
 - What did they do? Why were they significant?
- What are some things that were important to everyday people in your country?
- What new technologies were developed in your country?

You will have to fill out your poster paper with all the information you collect. You will also have to draw a picture (or series of pictures/symbols) to describe your country during the inter-war years.

You will present your findings to the class.

- Tell us what your country was like, what was going on, how people were affected by WWI, and how they managed to overcome difficulties.

The Inter-War Years

The First World War ended in 1919

The Second World War started in 1939

France

- Large parts of WWI were fought in France

- This left the country in rough shape



- The French government had to put a lot of money and manpower into repairing damaged territory

- much of this money came from Germany



- France was given control of the Rhineland to do what they wanted with it
- It was used primarily for agriculture and steel working
- This made many Germans upset – they felt they had been robbed

The Maginot Line

- The French military constructed a line of concrete fortifications and weapons houses along the German border to defend against a direct invasion



- Their success in WWI in trench warfare inspired them to do so

- France suffered a Great Depression of their own starting in 1931
- Reparation money from Germany ran out, and much of the labour force was killed during WWI
- France did not have enough workers to keep their economy going
 - 1,300,000 French people died
 - $\frac{1}{4}$ (325,000) of these were young men under 24 years old
- The country's birth rates suffered because of this
- In 1931, France had about half the number of 19-23 year olds that they would have had if not for the war

Government



- The Popular Front, a radical socialist group, seized control of the government after protests led to riots on February 6th, 1934
- Increased wages for workers, introduced the 40 hour work week, and established mandatory vacation days

- The Popular Front was replaced by a non-socialist government in 1937 after the franc (currency in France) lost 30% of its value

- Hyperinflation:

- an increase in prices and a decrease in the purchasing value of money
- things cost more while money is worth less

- On September 3rd, 1939, France declared war on Germany for its invasion of Poland

- Within 6 weeks, Germany had taken the capital city of Paris, and France was defeated

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C. 1.4 describe the main causes or some key political developments and/or government policies in Canada during this period (*e.g., Mackenzie King's Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting people with disabilities; social welfare policies; the Dominion Elections Act of 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on different groups in Canada

Primary Historical Thinking Concept Explored: Causes and Consequences

Secondary Historical Thinking Concepts Explored: Historical Significance

LESSON 3

TITLE: The Road to the Second World War

OVERVIEW: This lesson takes your class through the history of the Treaty of Versailles, where they will learn about its creation, the effects it had, and the way it was treated (or disregarded) by various countries. Teaching students the policies of appeasement by Britain and France and the failure of the League of Nations will lay a foundation for the understanding of the main causes of the Second World War.

MATERIALS:

1. Instructions for Teacher
 - a. Materials
 - i. Projector to model Treaty of Versailles
 - ii. Chart paper/SMARTboard software
 - iii. Tablets/laptops in class
 - iv. Internet access
 - b. Plan of Instruction
2. Primary Source Documents (PSD)
3. Black Line Masters (BLM)

PLAN OF INSTRUCTION:

Step 1: Warm Up

(20 minutes)

Introduce the Treaty of Versailles document⁹ and discuss why a treaty would be written using legal jargon and in such a formal style. As a class, analyze some of the Articles present in the treaty and define and translate them into lay-terms so that they become easier to understand and work with.

Step 2: Discussion

(15 minutes)

Discuss what the Treaty would have entailed for all the different countries involved in its terms. Create a chart with the headings “Britain”, “France”, “USA”, and “Germany”. As a class, fill in the chart with all the different ways each individual country would have been affected by the Treaty. Discuss with students how they think each of these articles would have affected different people in society (e.g. how would a German business owner have been affected and how would a German factory worker have been affected).

Step 3: Modelling

(15 minutes)

Read through only the first section of the Road to WWII handout (Treaty of Versailles section) with the class.¹⁰ Dividing the reading into smaller sections, or ‘chunking’ the text, allows students to focus less on the process of reading and to focus more on analysis. This strategy helps students to improve literacy because it gives students a chance to practice reading and analysis with a manageable text. When a text is too long for struggling readers, they use all of their cognitive loading on reading and not on analysis. After reading the first section, give students time to answer questions 1 and 2 on the Road to WWII worksheet.¹¹ Discuss answers with the class before moving on.

Step 4: Guided practice

(25 minutes)

Do a read-aloud with the class for the second section of the Road to WWII handout (Hitler’s Actions).¹² A read-aloud activity has students follow along on their copy of the text as someone else reads the text out loud. Have a copy of the text on display and use a pointer device (e.g. pen on SMARTboard or dry erase marker on an overhead) and follow each word as it is read. Encourage students to use a pen or pencil and to do the same on their copy of the text as it is read. This strategy can help students strengthen literacy skills because it allows students to develop an association between word sounds and written words from academic texts that they otherwise would not encounter in daily life. Allow students time to answer questions 3 and 4 on the Road to WWII worksheet.¹³

⁹ PSD 3.1.

¹⁰ BLM 3.1.

¹¹ BLM 3.2.

¹² BLM 3.1.

¹³ BLM 3.2.

Step 5: Independent Activity

(40 minutes)

Continue read-aloud of the Road to WWII handout (Failure of Appeasement section).¹⁴ Allow students time to answer questions 5-7. Have a class discussion on questions 6 and 7. Continue into second class period if necessary. Finish read-aloud of last section of the text (Failure of the League of Nations).¹⁵ Give students time to answer questions 8 and 9. Have a class discussion about question 9 and what it reveals about the inefficiency of the League of Nations. Ask students hypothetically what they think, if anything, could have made the League of Nations efficient.

Step 6: Sharing / Discussing / Teaching

(35 minutes)

By ‘chunking’ the reading of the text and pausing for class discussions, the class will be sharing and discussing throughout the whole lesson. Assign students question 10, which focuses directly on cause and consequence, from the Road to WWII worksheet. Encourage students to make an outline for their answer using evidence from the Road to WWII handout, their answers to questions, and class discussion of questions. Give students time to write a well thought out and compelling argument.^{16 17}

ASSESSMENT:

A marking scheme for each question on the worksheet is provided on the handout. Worksheets can be collected and marked. Different questions are linked to different evaluation categories (i.e. some questions are “Knowledge/Understanding” while others are “Thinking” or “Communication”, etc.). It is up to the teacher’s discretion to link certain questions to whatever categories they feel they pertain to.

APPENDICES**PRIMARY SOURCE DOCUMENTS:**

PSD 3.1: “The Treaty of Versailles”

BLACK LINE MASTERS:

BLM 3.1: “The Road to World War II” handout

BLM 3.2: “The Road to World War II” worksheet

PSD 3.1:

Michael Duffy, *firstworldwar.com: a multimedia history of world war one*

<http://www.firstworldwar.com/source/versailles.htm>

¹⁴ BLM 3.1.

¹⁵ BLM 3.1.

¹⁶ BLM 3.2.

¹⁷ BLM 3.1.

BLM 3.1:

The Road to World War II

World War Two began in September 1939 when Britain and France declared war on Germany following Germany's invasion of Poland. Although the outbreak of war was triggered by Germany's invasion of Poland, the causes of the war are more complex.

Treaty of Versailles

In 1919, Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson from the US met to discuss how Germany should pay for the damage world war one had caused.



Woodrow Wilson wanted a treaty based on his 14-point plan which he believed would bring peace to Europe.

Georges Clemenceau wanted revenge. He wanted to be sure that Germany could never start another war again.

Lloyd George personally agreed with Wilson but knew that the British public agreed with Clemenceau. He tried to find a compromise between Wilson and Clemenceau.

Germany had been expecting a treaty based on Wilson's 14 points and were not happy with the terms of the Treaty of Versailles. However, they had no choice but to sign the document.

The main terms of the Treaty of Versailles were:

War Guilt Clause - Germany should accept the blame for starting World War One

Reparations - Germany had to pay £6,600 million for the damage caused by the war

Disarmament - Germany was only allowed to have a small army and six naval ships. No tanks, no airforce and no submarines were allowed. The Rhineland area was to be demilitarised.

Territorial Clauses - Land was taken away from Germany and given to other countries. Anschluss (union with Austria) was forbidden.



The German people were very unhappy about the treaty and thought that it was too harsh. Germany could not afford to pay the money and during the 1920s the people in Germany were very poor. There were not many jobs and the price of food and basic goods was high. People were dissatisfied with the government and voted to power a man who promised to rip up the Treaty of Versailles. His name was Adolf Hitler.

Hitler's Actions

Adolf Hitler became Chancellor of Germany in January 1933. Almost immediately he began secretly building up Germany's army and weapons. In 1934 he increased the size of the army, began building warships and created a German airforce. Compulsory military service was also introduced

Although Britain and France were aware of Hitler's actions, they were also concerned about the rise of Communism and believed that a stronger Germany might help to prevent the spread of Communism to the West.



<p>In 1936 Hitler ordered German troops to enter the Rhineland. At this point the German army was not very strong and could have been easily defeated. Yet neither France nor Britain was prepared to start another war.</p>	
<p>Hitler also made two important alliances during 1936. The first was called the Rome-Berlin Axis Pact and allied Hitler's Germany with Mussolini's Italy. The second was called the Anti-Comintern Pact and allied Germany with Japan.</p>	
	<p>Hitler's next step was to begin taking back the land that had been taken away from Germany. In March 1938, German troops marched into Austria. The Austrian leader was forced to hold a vote asking the people whether they wanted to be part of Germany.</p>
<p>The results of the vote were fixed and showed that 99% of Austrian people wanted Anschluss (union with Germany). The Austrian leader asked Britain, France and Italy for aid. Hitler promised that Anschluss was the end of his expansionist aims and not wanting to risk war, the other countries did nothing.</p>	
<p>Hitler did not keep his word and six months later demanded that the Sudetenland region of Czechoslovakia be handed over to Germany.</p> <p>Neville Chamberlain, Prime Minister of Britain, met with Hitler three times during September 1938 to try to reach an agreement that would prevent war.</p>	
<p>The Munich Agreement stated that Hitler could have the Sudetenland region of Czechoslovakia provided that he promised not to invade the rest of Czechoslovakia. Hitler was not a man of his word and in March 1939 invaded the rest of Czechoslovakia. Despite calls for help from the Czechoslovak government, neither Britain nor France was prepared to take military action against Hitler. However, some action was now necessary and believing that Poland would be Hitler's next target, both Britain and France promised that they would take military action against Hitler if he invaded Poland. Chamberlain believed that, faced with the prospect of war against Britain and France, Hitler would stop his aggression. Chamberlain was wrong. German troops invaded Poland on 1st September 1939.</p>	
<p>Failure of Appeasement</p> <p>Appeasement means giving in to someone provided their demands are seen as reasonable. During the 1930s, many politicians in both Britain and France came to see that the terms of the Treaty of Versailles had placed restrictions on Germany that were unfair. Hitler's actions were seen as understandable and justifiable.</p> <p>When Germany began re-arming in 1934, many politicians felt that Germany had a right to re-arm in order to protect herself. It was also argued that a stronger Germany would prevent the spread of Communism to the west. In 1936, Hitler argued that because France had signed a new treaty with Russia, Germany was under threat from both countries and it was essential to German security that troops were stationed in the Rhineland. France was not strong enough to fight Germany without British help and Britain was not prepared to go to war at this point.</p>	

Furthermore, many believed that since the Rhineland was a part of Germany it was reasonable that German troops should be stationed there.

In May 1937, Neville Chamberlain became Prime Minister of Britain. He believed that the Treaty of Versailles had treated Germany badly and felt that giving in to Hitler's demands would prevent another war. This policy, adopted by Chamberlain's government became known as the policy of Appeasement.

The Munich Agreement, signed by the leaders of Germany, Britain, France and Italy, agreed that the Sudetenland would be returned to Germany and that no further territorial claims would be made by Germany. The Czech government was not invited to the conference and protested about the loss of the Sudetenland. They felt that they had been betrayed by both Britain and France with whom alliances had been made. However, the Munich Agreement was generally viewed as a triumph and an excellent example of securing peace through negotiation rather than war. This famous picture shows Chamberlain returning from Munich with the paper signed by Hitler declaring 'Peace in our time.'



When Hitler invaded the rest of Czechoslovakia in March 1939, he broke the terms of the Munich Agreement. Although it was realised that the policy of appeasement had failed, Chamberlain was still not prepared to take the country to war over ".a quarrel in a far-away country between people of whom we know nothing..." Instead, he made a guarantee to come to Poland's aid if Hitler invaded Poland.

Failure of the League of Nations

The League of Nations was an international organisation set up in 1919 to help keep world peace. It was intended that all countries would be members of the League and that if there were disputes between countries they could be settled by negotiation rather than by force. If this failed then countries would stop trading with the aggressive country and if that failed then countries would use their armies to fight. In theory the League of Nations was a good idea and did have some early successes. But ultimately it was a failure.

The whole world was hit by a depression in the late 1920s. In 1931, Japan was hit badly by the depression. People lost faith in the government and turned to the army to find a solution. The army invaded Manchuria in China, an area rich in minerals and resources. China appealed to the League for help. The Japanese government were told to order the army to leave Manchuria immediately. However, the army took no notice of the government and continued its conquest of Manchuria.

The League then called for countries to stop trading with Japan but because of the depression many countries did not want to risk losing trade and did not agree to the request. The League then made a further call for Japan to withdraw from Manchuria but Japan's response was to leave the League of Nations.

In October 1935, Italy invaded Abyssinia. The Abyssinians did not have the strength to withstand an attack by Italy and appealed to the League of Nations for help.

The League condemned the attack and called on member states to impose trade restrictions with Italy. However, the trade restrictions were not carried out because they would have little effect. Italy would be able to trade with non-member states, particularly America. Furthermore, Britain and France did not want to risk Italy making an attack on them.

In order to stop Italy's aggression, the leaders of Britain and France held a meeting and decided that Italy could have two areas of land in Abyssinia provided that there were no further attacks on the African country. Although Mussolini accepted the plan, there was a public outcry in Britain and the plan was dropped.

The main reasons for the failure of the League of Nations:

Not all countries joined the League - Although the idea for the League of Nations had come from Woodrow Wilson, there was a change of government in the United States before the signing of the treaty and the new Republican government refused to join. As a punishment for having started World War One, Germany was not allowed to join and Russia was also excluded due to a growing fear of Communism. Other countries decided not to join and some joined but later left.

The League had no power - The main weapon of the League was to ask member countries to stop trading with an aggressive country. However, this did not work because countries could still trade with non-member countries. When the world was hit by depression in the late 1920s countries were reluctant to lose trading partners to other non-member countries.

The League had no army - Soldiers were to be supplied by member countries. However, countries were reluctant to get involved and risk provoking an aggressive country into taking direct action against them and failed to provide troops.

Unable to act quickly - The Council of the League of Nations only met four times a year and decisions had to be agreed by all nations. When countries called for the League to intervene, the League had to set up an emergency meeting, hold discussions and gain the agreement of all members. This process meant that the League could not act quickly to stop an act of aggression.




BLM 3.2:

The Road to the WWII

Name: _____

1. The Treaty of Versailles ended World War One. The people who decided the terms of the treaty were known as the 'big three'. Complete the following table.

(/9 marks)

	Country	Name	What he wanted
	France		
	Britain		
	USA		

2. Name three terms of the Treaty that ended World War One. (/6 marks)

3. What year was Hitler elected to power in Germany? (/1 mark)

4. Once he was in power, Hitler did a number of things that were forbidden by the Treaty of Versailles. Complete the following table with four different actions.

(/20 marks)

Date	What Hitler Did	How other countries responded

5. What was appeasement?

(/3 marks)

6. Give three arguments **for** appeasement and three arguments **against** appeasement.

(/6 marks)

7. Look at the source below. What event does it portray? Why is this event historically significant? (/6 marks)



8. What was the League of Nations?

(/4 marks)

9. Look at the following source. What does it portray? How useful is it in explaining the weaknesses of the League of Nations?

(/10 marks)



10. 'World War Two was caused by the Treaty of Versailles.' Do you agree with this statement? Explain your answer with reference to the Treaty, Hitler's foreign policy, failure of the League of Nations, and Appeasement.

(/25 marks)

Answer on separate sheet of lined paper.

COURSE: CHC2D

SPECIFIC EXPECTATION:

C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., Mackenzie King's Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting people with disabilities; social welfare policies; the Dominion Elections Act of 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on different groups in Canada

Primary Historical Thinking Expectation Explored: The Ethical Dimension

Secondary Historical Thinking Expectation Explored: Evidence

LESSON 4

TITLE: How do we Remember? The Internment of Japanese Canadians

OVERVIEW: This lesson will focus on the internment of Japanese Canadians in the Second World War and how Canadians remember and judge this event. Students will use a variety of primary sources to evaluate the fairness of the treatment of Japanese-Canadians and will use their empathy to make this topic relevant to their own lives. It connects directly to the specific curriculum expectation C1.4 exploring how Japanese-Canadians were impacted by key political developments.

MATERIALS:

1. Instructions for Teacher
 - a. Materials
 - i. Laptop
 - ii. Projector technology
 - iii. Basket / bin
 - b. Plan of Instruction
2. Primary Source Documents (PSD)
3. Black Line Master (BLM)

PLAN OF INSTRUCTION

Step 1 and Step 2: Warm Up and Discussion

(20-25 minutes)

This lesson is intended to take two 75 minute periods over two days. It is up to the teacher's discretion to decide where to split the lesson, but it is recommended to stop after Step 2: Guided Practice is completed. The lesson will begin with students analyzing primary

documents displayed one at a time to the class.¹⁸ Do not tell the students what these pictures are from and allow them to piece together an idea of what they are analyzing as a class. The teacher can use whatever method they prefer to display pictures (e.g. PowerPoint, SMARTboard, Prezi, transparencies on an overhead). Students will be asked to analyze each photo in an informal discussion with spiralling questions following Bloom's Taxonomy such as:

- What do you see? (Knowledge)
- Where do you think this picture was taken? What clues led you to believe that? (Comprehension)
- How do these pictures relate to Canada and the Second World War? (Analysis)
- How would you classify these pictures? (Application)
- What facts can you compile from each of these pictures? (Synthesis)
- Does this look like somewhere you would want to live? (Evaluation)

Once students analyze each of the photographs, explain that these were all images of internment camps that Japanese-Canadians were forced to relocate to between the years 1941-1949. Hide the printed location on pictures with either PowerPoint or SMART notebook software with a clip art box, this way the teacher can reveal the location of each photo after student analysis. Look at other pictures and discuss how the Canadian government also claimed and sold Japanese-Canadians' worldly possessions after internment.¹⁹

Step 3: Guided Practice:

(30-45 minutes)

Students will be given a copy of an article on the treatment of Japanese-Canadians published by the Canadian Race Relations Committee and will read the article subheading section by section.²⁰ The sections are as follows:

- Section One: Begins at the top of page one and stops at "The Outbreak of War," subheading.
- Section Two: Starts at "The Outbreak of War," subheading and continues until "The End of War," subheading at the bottom of page one.
- Section Three: Begins on the bottom of page one with the "The End of War," subheading and finishes at the "Seeking Justice," subheading.
- Section Four: Begins at the "Seeking Justice," subheading and continues until the "Lesson Learned from History," subheading.

After each section, the students will stop reading and as a class, discuss what was just read. The discussion questions used will follow the same model as the introduction using questions based on Bloom's Taxonomy to engage students with critical thinking. The purpose of pausing and asking/answering questions between each section of text is to help further understanding of the content (students reflect on smaller, more manageable portions of text) and to help boost literacy skills. Breaking texts into smaller sections, also as known as 'chunking', is a great strategy to improve reading comprehension. Chunking allows students to work with

¹⁸ PSD 4.2, 4.3, 4.4, 4.6, and 4.7.

¹⁹ PSD 4.1, 4.5, and 4.8.

²⁰ BLM 4.1.

smaller texts ensuring that all of the students' cognitive loading is not spent on reading the text and can also be used on analysis.

Listed below are some sample questions that could be asked. The teacher will use their own discretion on what questions to ask; expanding on sections that students are engaged with and increasing or decreasing the difficulty level of the questions based the abilities of the class. It is important to always adjust and personalize lessons and activities to the class ensuring they are challenging to encourage students to grow, but not so challenging that students grow frustrated and stop working.

Sample questions:

- How many Japanese-Canadians lived in British Columbia? (Knowledge)
- How many fishing boats were seized after the Pearl Harbour attack? (Knowledge)
- How challenging do you think it would be to pack all your belongings in 24 hours? (Application)

Step 4: Independent Work:

(30-45 minutes)

Students will be given newspaper articles²¹ and the accompanying question sheet.²² The newspaper articles are from the city of Chilliwack, British Columbia which is roughly 50 km away from Vancouver. Show students the map of British Columbia²³ and discuss how the proximity of Chilliwack to the coast, where the majority of Japanese-Canadians lived, could impact public opinion (e.g. would someone living in Nelson, B.C, which is located in the north of the province, have the same opinion as someone living in Chilliwack? Why do you think geography affects opinions? etc.).

Explain to the students that the newspaper articles are primary documents and that they will be historians investigating the past through evidence analysis. Encourage students to make notes on their copies of the articles and to look at other aspects of the newspaper page, such as advertisements or other articles, to create a fuller understanding of the era it was written. Allow students to work alone or in pairs, whichever they prefer.

Step 5: Sharing / Discussing / Teaching

(10-15 minutes)

See assessment section below. As a class discuss student answers to the exit card question. Emphasize things like what was the most common response? Are we missing anything important? What else should we remember? What does the internment tell us about Canada in WWII?

ASSESSMENT

(10-15 minutes)

Pose the following question to the students: “What do you think the most important thing to remember about the internment of Japanese Canadians is?” Ask them to record their answers on a piece of scrap paper. Students will write their names on the paper so the teacher can later see how students have grasped the concepts from the lesson. Once students have written their answers, they will crumple their answers and throw them into a basket somewhere in the room

²¹ PSD 4.9, 4.10, and 4.11.

²² BLM 4.2.

²³ BLM 4.3.

(encourage trick shots for fun). The teacher will then read aloud everyone's answers (omitting student names) to show students what they as a class believe.

Students will also hand in their answers to the activity sheet. It will be a formative assessment, but students will receive written feedback. This will allow the teacher to see how well students can pull information out of text sources. When the sheet is returned to the students, they will be told to keep it as some of the questions will appear on a summative assessment either in the form of a unit test or final exam.

APENDICES

PRIMARY SOURCE DOCUMENTS:

PSD 4.1: "Seized Fishboats of Japanese-canadians Near Robson"

PSD 4.2: "Winter at Tashme internment camp, B.C."

PSD 4.3: "Dining hall at Bayfarm Internment Camp, British Columbia."

PSD 4.4: "Keeping warm in winter at Tashme."

PSD 4.5: "Interior view of a cabin"

PSD 4.6: "Women's dormitory, Hastings Park"

PSD 4.7: "Internment camp for Japanese-Canadians"

PSD 4.8: "Unidentified Japanese-Canadian fisherman whose boat has just been interned"

PSD 4.9: "Berry Co-Op Seeks to Keep Former Jap Farms Going"

PSD 4.10: "Tashme Camp Japanese Divided on Latest Order"

PSD 4.11: "Looking for Action."

BLACK LINE MASTERS:

BLM 4.1: From Racism to Redress: The Japanese Canadian Experience

BLM 4.2: The Chilliwack Progress – Research Activity

BLM 4.3: Map of British Columbia

PSD 4.1:



Visual Records Catalogue. "Seized Fishboats of Japanese-canadians Near Robson." 1942. British Columbia Archives, accession number: 193501-001. http://www.bcarchives.gov.bc.ca/sn-1C156DC/cgi-bin/text2html/.visual/img_txt/dir_114/c_05267.txt.

PSD 4.2:



Internment Camp Collection. "Winter at Tashme internment camp, B.C." Public Archives of Canada, JCCC Archives. Accessed November 30, 2014.
<http://www.sedai.ca/archive/photos/collections/internment-camps/>.

PSD 4.3:



Internment Camp Collection. "Dining hall at Bayfarm Internment Camp, British Columbia."
Public Archives of Canada, JCCC Archives. Accessed November 30, 2014.
<http://www.sedai.ca/archive/photos/collections/internment-camps/>.

PSD 4.4:



Internment Camp Collection. "Keeping warm in winter at Tashme." 1943, Public Archives of Canada, JCCC Archives. Accessed November 30, 2014.
<http://www.sedai.ca/archive/photos/collections/internment-camps/>.

PSD 4.5:



Internment Camp Collection. "Interior view of a cabin." Lemon Creek, British Columbia. Public Archives of Canada, JCCC Archives. Accessed November 30, 2014. <http://www.sedai.ca/archive/photos/collections/internment-camps/lemon-creek-cabin-interior/>.

PSD 4.6:



Internment Camp Collection. "Women's dormitory, Hastings Park." 1942, Vancouver, British Columbia. Public Archives of Canada, JCCC Archives. Accessed November 30, 2014. <http://www.sedai.ca/archive/photos/collections/internment-camps/womens-dormitory-hastings-park/>.

PSD 4.7:



Long, Jack. "Internment camp for Japanese-Canadians." 1945. National Film Board of Canada, National Archives Canada. Accession number: 1971-271, reproduction number: PA-142853.http://data4.collectionscanada.ca/netacgi/nphbrs?s1=japan&l=20&Sect1=IMAG E&Sect2=THESOFF&Sect4=THESOFF&Sect5=FOTOPEN&Sect6=HITOFF&d=FOTO &p=1&u=http://www.collectionscanada.gc.ca/archivianet/02011502_e.html&r=10&f=G.

PSD 4.8:



“Unidentified Japanese-Canadian fisherman whose boat has just been interned.” 1941. British Columbia. Canada Department of National Defence, Library and Archives Canada. Accession number: 1967-052. http://data4.collectionscanada.ca/netacgi/nphbrs?s1=japan&l=20&Sect1=IMAGE&Sect2=THESOFF&Sect4=THESOFF&Sect5=FOTOPEN&Sect6=HITOFF&d=FOTO&p=1&u=http://www.collectionscanada.gc.ca/archivianet/02011502_e.html&r=15&f=G.

PSD 4.9:

“Berry Co-Op Seeks to Keep Former Jap Farms Going.” *The Chilliwack Progress*, April 15, 1942. <http://www.theprogress.newspapers.com/image/43156093/?terms=japanese>

PSD 4.10:

“Tashme Camp Japanese Divided on Latest Order.” *The Chilliwack Progress*, March 21, 1945. <http://theprogress.newspapers.com/image/43340279/>

PSD 4.11:

“Looking for Action.” *The Chilliwack Progress*, March, 11, 1942. <http://www.theprogress.newspapers.com/image/43155609/?terms=japanese>

BLM 4.1:

Canadian Race Relations Foundation. *From Racism to Redress: The Japanese Canadian Experience*. 2003. <http://www.crr.ca/divers-files/en/pub/faSh/ePubFaShRacRedJap.pdf>

BLM 4.2:

Name: _____

The Chilliwack Progress – Research Activity

Instructions: Read the articles “Looking for Action,” “Tashme Camp Japanese Divided on Latest Order,” and “Berry Co-Op Seeks to Keep Former Jap Farms Going,” and answer the following questions on a separate piece of paper.

Success Tips: Make notes as you read on the newspaper articles. Underline or highlight sentences you think are important. This will help you answer the questions below.

- 1.** How does the “Looking for Action,” article refer to Japanese-Canadians? Would you be comfortable if a newspaper referred to your heritage in the same way? Explain your reasoning and include evidence from the text to support your answer.
- 2.** The author believes that there is a ‘fifth column’ (this means a group of spies) among Japanese-Canadians, does he/she support this claim with any evidence?
- 3.** Do you think it is fair to punish a whole group of people for the actions of a few people in that group? Explain why you believe group punishment is justified in some circumstances or explain why you think group punishment is unfair.
- 4.** What does the “Berry Co-Op...” article tell you about what happened to the possessions of Japanese-Canadians during internment?
- 5.** What can you infer about the treatment of women at the time from the “Berry Co-Op...” article?
- 6.** The “Tashme Camp...” article outlines the two choices given to Japanese-Canadians at the end of the war. What are the two options **and** do you think these options were fair?
- 7.** Do you think the treatment of Japanese-Canadian citizens during WWII would have been different if they were not a visible minority? What does this reveal about Canadian society in the 1930s-1940s?
- 8.** List some other interesting things you noticed about the newspapers (ex: what did other articles focus on, what did advertisements look like). What do these things tell you about Canada during WWII?

BLM 4.3:



Travel.bc.ca, "Map of BC and Regional Maps of BC." 2014.
<http://chilliwack.travel.bc.ca/map/>.

COURSE: CHC2D

SPECIFIC EXPECTATION:

C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., Mackenzie King's Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting people with disabilities; social welfare policies; the Dominion Elections Act of 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on different groups in Canada

Primary Historical Thinking Expectation Explored: Historical Significance

Secondary Historical Thinking Expectation Explored: Continuity and Change

LESSON 5

TITLE: Conscription and its Divisiveness

OVERVIEW: In this lesson students will be divided into predetermined groups and argue for and against conscription based on research using mainly primary documents. Students will get to engage with evidence, evaluate the evidence and discuss what their findings reveal about French-English relationships during the Second World War.

MATERIALS:

1. Instructions for Teacher
 - a. Materials
 - i. Laptop
 - ii. Projector Technology
 - iii. Hat or basket
 - iv. Bell/Gavel/ Noise maker
 - v. Timer
 - vi. Access to computer lab
 - b. Plan of Instruction
2. Primary Source Documents (PSD)
3. Black Line Masters (BLM)

PLAN OF INSTRUCTION

Step 1: Warm Up

(10 minutes)

Get students to write their names on a piece of paper and place it in the hat or basket. Introduce the idea of conscription and define what it means. Announce to the class that Canada is

now in a state of war and is desperate for more soldiers to contribute to the war effort. Select student names out the hat or basket, aim for about 10-20% of the class, and inform the students that they have been conscripted to the Canadian army.

Step 2: Discussion

(10-15 minutes)

Ask the students who have been ‘conscripted’ how they feel about their new situation. Ask the rest of the class how they feel having escaped conscription. Once students have established their feelings, ask them if their feelings would change in a different circumstance. The teacher can create any number of circumstances for the students to explore. Examples of circumstances to ask students to consider:

- You have a family member who volunteered for war, does this change your support or opposition to conscription?
- Canada is being attacked domestically, does this change your support or opposition to conscription?
- Canada is fighting a dictator who plans to conquer and enslave North America, does this change your support or opposition to conscription?

After discussing and exploring hypothetical circumstances, ask the class what they can remember about the conscription crisis of the First World War. Brainstorm and write student ideas on a display (chalk board, SMART board, overhead projector, etc.). Brainstorming ideas about the First World War will activate students’ prior knowledge and will help promote the historical concept of Continuity and Change as students will be asked to later compare the way conscription was handled in the First and Second World Wars.

Step 3: Modelling

(30-45 minutes)

Explain to the students that they will be researching and conducting a debate on conscription. The class will be divided into predetermined groups arguing either for conscription from the perspective of English-Canadians or arguing against conscription as French-Canadians and/or conscientious objectors. The students will pretend to debate in 1942 before the plebiscite and cannot use any evidence from after 1942 (e.g. the fact that not many of the Canadians who were conscripted actually saw battle cannot be used to support conscription).

Hand out the research instructions, graphic organizer, and debate format.²⁴ Explain to the students the structure of the debate and have the class follow along on the debate outline sheet.²⁵ Hand students the debate rubric as well and clarify what the success criteria are for this activity.²⁶ Students will receive both an individual and overall group assessment for their debate. Student’s individual assessment will be derived from their research graphic organizer, their self-reflection evaluation, and teacher observation of the student during research periods and presentations. Group assessment will be based off student evaluations, presentations, and teacher observation.

²⁴ BLM 5.1, 5.2.

²⁵ BLM 5.2.

²⁶ BLM 5.3.

Show the students a newspaper article from 1939²⁷ on a projection screen and read the article as a class, getting volunteers to read a paragraph at a time. Although this is a history lesson, read-alouds are a great literacy strategy that helps to improve students' reading ability. Read-alouds allow students to encounter rare words and have rare words defined by other students or the teacher increasing vocabulary. Read alouds are great practice for students who have lower literacy skills and the short paragraph division makes the reading less intimidating.

Ask students to indicate what they think the most important aspects of the article were and highlight them on the display. Ask students why they think this is important information to get further analysis. Next ask students, based on their analysis, what side of the conscription debate they think the author supports (the article is pro-conscription) and how it would help support or refute their argument. Display the package "An Amish Mennonite at War,"²⁸ which shows an anti-conscription position, and complete the same process with students to ensure they understand strategies that will help them analyze documents they encounter during their research time.

Step 4: Guided Practice

(150 minutes)

Students will be given time to research their topics in a computer lab/library setting (most schools have a computer lab in the library available for use). The teacher should be constantly circulating throughout the library and computer lab to answer student questions and to ensure the groups stay on task.

Step 5: Independent Activity

(50-55 minutes)

Follow the debate structure outlined.²⁹ Use a timer to monitor each section of the debate (a countdown clock displayed on a screen at the front is recommended so students can see time winding down, but the teacher could use a classroom clock). Let students know when they have 30 second left in each segment by raising your arm. The debate is scheduled to take 42 minutes but it will most likely take longer as students may need to be quieted and calmed between argument segments to ensure students are listening and being respectful to their classmates.

Step 6: Sharing / Discussing / Teaching

(20 minutes)

Once students have finished the debate, discuss what their arguments reveal about the relationship between French and English Canada. Remind students of their brainstorming on the conscription crisis of WWI and get students to compare and contrast WWII conscription. Ask students for examples of other historical or current situations that demonstrate tension and cooperation between the two groups. Ask students what the French-English relationship reveals about Canadian politics (e.g. compromise, cultural groups working together, tension between minority and majority groups) and the idea of the Canadian cultural 'mosaic'.

²⁷ PSD 5.1.

²⁸ PSD 5.5.

²⁹ BLM 5.2.

ASSESSMENT:

(10-15 minutes)

Students will fill out a self and group evaluation form after the debate. Distribute the evaluation.³⁰ Encourage students to be honest and reassure that only the teacher will see responses about group work and reiterate that there will be separate group and individual assessments and therefore separate grades (group marks will be weighted much lower than individual marks).

APPENDICES**PRIMARY SOURCE DOCUMENTS:**

PSD 5.1: “The Conscription Crisis”

PSD 5.2: “Canada Hesitates Over Wider Draft”

PSD 5.3: “A Plebiscite!”

PSD 5.4: “Justifies His Stand”

PSD 5.5: “An Amish Mennonite at War”

PSD 5.6: “Department of National War Services – Instructions”

PSD 5.7: “Department of National War Services”

BLACK LINE MASTERS:

BLM 5.1: “Research Organizer”

BLM 5.2: “Debate Structure”

BLM 5.3: “Individual Rubric for Teacher Evaluation”

BLM 5.4: “Group and Self-Evaluation Form”

PSD 5.1:

“The Conscription Crisis.” *The Globe and Mail*, September 19, 1939.http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

PSD 5.2:

Phillip, P.J. “Canada Hesitates Over Wider Draft.” *The New York Times*, January 11, 1942.http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

PSD 5.3:

“A Plebiscite!” *The Globe and Mail*, January 23, 1942.http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

PSD 5.4:

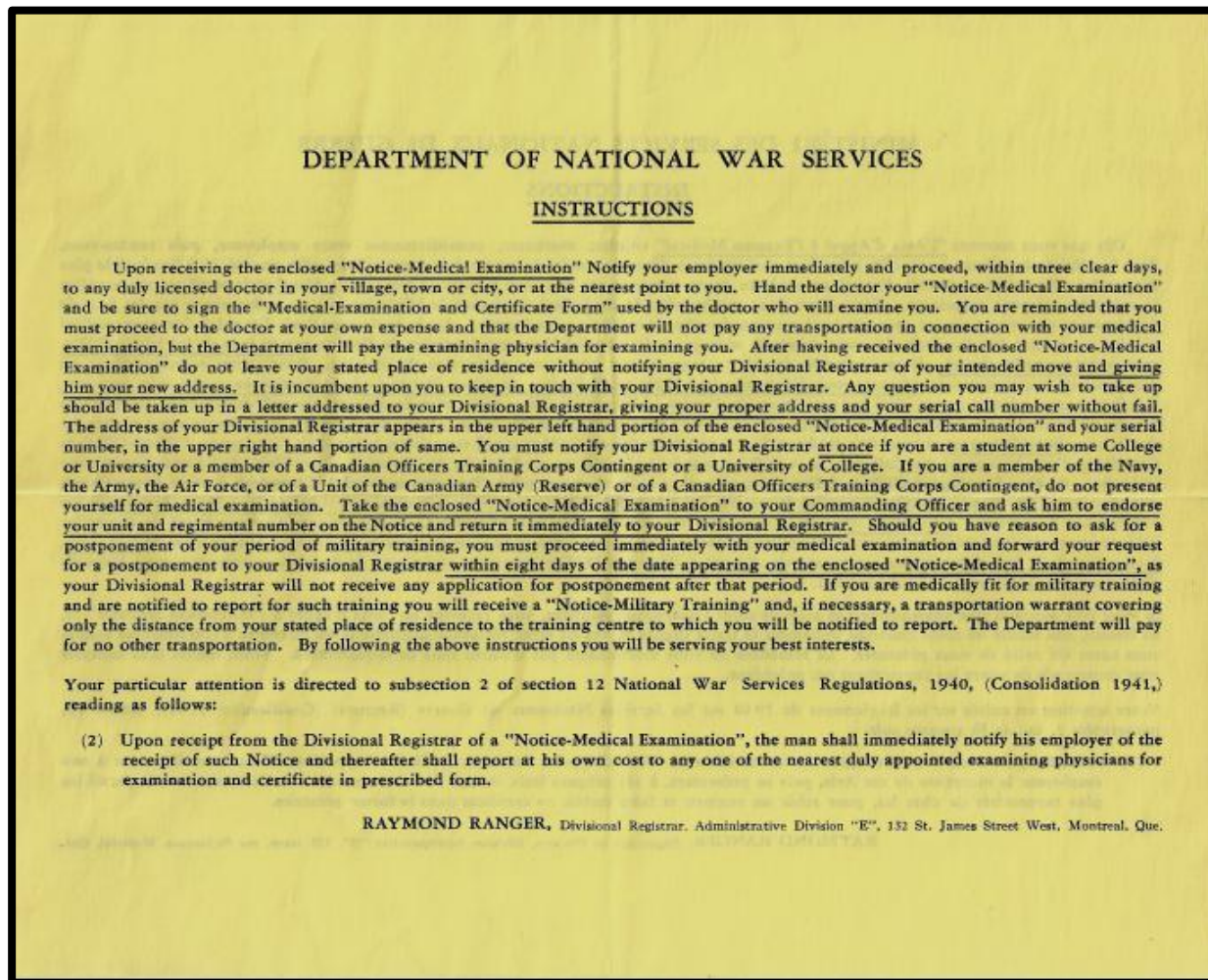
“Justifies His Stand.” *The Hamilton Spectator*, April 25, 1942.http://www.warmuseum.ca/cwm/exhibitions/newspapers/canadawar/conscription_e.shtml

³⁰ BLM 5.4.

PSD 5.5:

Ley and Lois Smith War, Memory and Popular Culture Research Collection. "An Amish Mennonite at War." London, Ontario. The University of Western Ontario Archives. <http://wartimecanada.ca/sites/default/files/documents/Gascho.pdf>

PSD 5.6:



National War Services, Divisional Registrar, Administrative Division "E". "Department of National War Services – Instructions." Montreal, Quebec.
<http://wartimecanada.ca/document/world-war-ii/conscription/instructions-conscripts>

PSD 5.7:

DEPARTMENT OF NATIONAL WAR SERVICES

IMPORTANT—READ VERY CAREFULLY

1. After you have been enrolled at a District Depot or Basic Training Centre of the Department of National Defence *{Army}*, pursuant to a "Notice-Military Training" to be addressed to you by the Divisional Registrar whose address appears thereon, if you are found medically fit, you will not be permitted to transfer to the Royal Canadian Navy or the Royal Canadian Air Force.
2. You may, however, apply for enlistment in either of these two Services between now and the date you are to report to an Army District Depot or Basic Training Centre. Your application will be dealt with promptly by the Royal Canadian Air Force or Royal Canadian Navy. If you are found acceptable by the Service to which you apply, you will be enlisted at once. If you are not found acceptable for medical or other reasons you will be so advised immediately.
3. If you wish to apply for enlistment for general service in the Canadian Army you may do so at any time before or after reporting to a District Depot or Basic Training Centre of the Department of National Defence *{Army}*.
4. For your guidance, the following main requirements of the Royal Canadian Navy, the Canadian Army *{Active}* and the Royal Canadian Air Force are —
 - {a} Royal Canadian Navy*
The Royal Canadian Navy are in need of young men who are medically fit, with at least High School entrance, for Seamen and Stokers. There are also vacancies for Engine Room Ratings and Technicians.
 - {b} Canadian Army*
The Canadian Army is in need of physically fit men with High School education or vocational training for service in the technical or non-technical arms. Tradesmen and men with aptitude for trade training are required in considerable numbers.
 - {c} Royal Canadian Air Force*
The R.C.A.F. are in need of young men with a high degree of physical fitness with at least two years High School for aircrew duties. Men are also needed with less rigid physical requirements, with previous training unnecessary, for aeronautical trade courses, ground radio and general trades courses.

NOTE: Do not fail to notify AT ONCE the Divisional Registrar from whom you received this "Notice-Medical Examination" of your enlistment in or rejection by the Navy, Army or Air Force. If you hold a discharge certificate, mail it or bring it to the Divisional Registrar. It will be returned to you after it has served its purpose.

RAYMOND RANGER, Divisional Registrar, Administrative Division "E", 132 St. James Street West, Montreal, Que.

War, Memory and Popular Culture Archives. "Department of National War Services." London, Ontario. The University of Western Ontario Archives.
<http://wartimecanada.ca/document/world-war-ii/conscription/instructions-conscripts>

BLM 5.1:

Name: _____

Debate Research Organizer

Task: You will be debating the use of conscription in Canada during the Second World War. If you are in the *pro-conscription group*, you will be debating from the perspective of an English-Canadian. If you are in the *anti-conscription group*, you will be debating from the perspective of a French-Canadian or conscientious objector.



Instructions:

1. Students will research the conscription issue in Canada using a variety of primary and secondary sources. Some good places to start your research include:
 - a. The Canadian War Museum website – www.warmuseum.ca
 - b. A Country By Consent history project – www.canadahistoryproject.ca
 - c. Library and Archives Canada – Mackenzie King diaries – <http://www.collectionscanada.gc.ca/king/023011-4050.02-e.html>
 - d. Your textbook
 - e. The library's book collection
 - f. The primary sources available in class
2. Students are encouraged to investigate the strengths and weaknesses of their opponents' arguments as well as evaluate their own group's strengths and weaknesses. You should research both sides of the debate to make your argument and rebuttal stronger.
3. Record your research onto the sheet provided. It will help you to develop your argument and use evidence to support your claims.
4. Determine who in your group will deliver which arguments and rebuttals.

Argument	Source and Evidence
Argument #1:	Source:
	Source:
	Source:

Argument #2:

Source:

Source:

Source:

Argument #3:

Source:

Source:

Source:

Opposing Team's Suspected Argument #1	Rebuttal – with evidence
Opposing Argument #2	Rebuttal – with evidence

Other Notes:

BLM 5.2:

Debate Structure

Opening Statement	Timing
For Conscription: opening statement	3 minutes
Against Conscription: rebuttal	1 minute
Against Conscription: opening statement	3 minutes
For Conscription: rebuttal	1 minute
Argument #1	
For Conscription: argument	4 minutes
Against Conscription: rebuttal	1 minute
Against Conscription: argument	4 minutes
For Conscription: rebuttal	1 minute
Argument #2	
Against Conscription: argument	4 minutes
For Conscription: rebuttal	1 minute
For Conscription: argument	4 minutes
Against Conscription: rebuttal	1 minute
Argument #3	
For Conscription: argument	4 minutes
Against Conscription: rebuttal	1 minutes
Against Conscription: argument	4 minutes
For Conscription: rebuttal	1 minutes
Closing Statement	
For Conscription	2 minutes
Against Conscription	2 minutes

Total Debate Time: 42 minutes

BLM 5.3:

Individual Rubric for Teacher Evaluation

DEBATE RUBRIC	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Knowledge & Understanding -historical accuracy -diverse sources	-student provides exceptionally detailed and historically accurate information in main arguments -student uses multiple sources and uses a mix of both primary and secondary sources	-student provides proficient details and historically accurate information in main arguments -student uses multiple sources and has some primary evidence but relies mainly on secondary sources	- student provides adequate information that is accurate but needs more details in main arguments -student uses less than 3 sources and does not have a mix of primary and secondary sources	-student provides few details or inaccurate or irrelevant information in main arguments -student relies on one or two sources and does not use primary evidence
Thinking & Inquiry -connecting evidence -quality of rebuttals	- skilfully draws connections by using evidence that overwhelmingly supports argument - clear and thorough preparation for opponents points with strong, evidence based rebuttals	- makes connections by using evidence that effectively supports argument - student has prepared for points by opponent and responds proficiently	- student presents some evidence to support arguments and conclusions - adequate preparation for opponents' arguments but needs stronger rebuttals	- student offers little to no evidence to support argument - student seems totally unprepared for opponents' points and make few rebuttals
Communication -clarity of ideas -delivery	- student exceptionally expresses ideas clearly and concisely to audience in confident manner - student skillfully varies pitch, tone, and appropriate language to convince audience	- student speaks clearly to audience - student uses appropriate language, volume and tone to convince audience	- student needs to speak more clearly to convey argument - adequate use of volume and tone to convince audience, but student uses mostly informal language to convince audience	- often hard to hear student or student seems does not appear to pay attention to debate -student uses monotone voice and informal language
Application -research organizer -skills and work habits	- student submits an exceptional organizer that is detailed, concise, and well organized -student uses time efficiently and stays on task for both research periods	- student submits a complete organizer that is clear and well organized -student uses time well without reminders to stay on task	- student submits an organizer that is complete but needs more detail -student requires prompting to stay on task and complete research	-student submits an organizer that is missing information, details and clarity -student does not work independently and requires constant prompting

BLM 5.4:

Name: _____

Evaluation Form

Complete the evaluation form honestly – no one but Ms./Mrs./Mr. _____ will read your answers.

Self-Evaluation:

	Level 4	Level 3	Level 2	Level 1
Research	-I completed my research organizer using a wide variety of sources including both primary and secondary sources. -I made arguments based on evidence and that were completely original and unique.	-I completed my research organizer using some primary and secondary sources -I made arguments based on evidence that were well supported.	-I completed my research organizer but used mostly secondary sources. -I made arguments based on evidence but my arguments needed more support to make a strong argument.	-I completed some of my research organizer and used mostly secondary sources. -I made arguments based on weak evidence.
Time Use	-I stayed on task in the library the entire period and did not distract anyone else. -I did not need to be reminded to keep doing my work.	-I stayed on task most of the time in the library and sometimes distracted other students. -I may have needed one reminder to stay on task.	-I stayed on task some of the time in the library and found myself often talking with other students about unrelated things. -I needed some reminders to help stay on task.	-I did not use my time efficiently and mostly spent my time hanging out with classmates talking about unrelated things. -I needed constant reminders to stay on task.
Leadership	-I respectfully encouraged and led our group during preparations for the debate. -I encouraged every group member to contribute ideas to our team's work.	-I encouraged our group to become organized and helped prepare for the debate. - I allowed others to also contribute ideas to the group.	-I did not try to help my group organize material for the debate. -I sometimes discouraged others from contributing or 'shot down' other's ideas.	-I did not help my group organize and made it more difficult for my group to prepare for the debate with distractions. -I discouraged others from sharing their ideas and disrupted my group disrespectfully.
Group Work	-I contributed essential ideas to our group. -I worked extremely well and respectfully with everyone.	-I contributed many well thought ideas to my group. -I worked well with everyone and was polite and friendly.	-I contributed some ideas to my group. -I worked with most people in the group but not everyone.	-I did not contribute ideas to my group. -I did not work well with most people.

Comments:

Group Evaluation: Rate your group's work habits on the scale, 5 represents 'excellent' and 1 represents 'needs improvement'. If there is anything you feel necessary to let me know about your group work experience **PLEASE** include it in the 'comments' section.

Communication:	1	2	3	4	5
Research:	1	2	3	4	5
Collaboration (team work):	1	2	3	4	5
Group attendance:	1	2	3	4	5
Efficient use of time:	1	2	3	4	5
Distribution of presentation work:	1	2	3	4	5
Overall:	1	2	3	4	5

Comments:

COURSE: CHC2D**SPECIFIC EXPECTATION:**

C1.4 describe the main causes of some key political developments and/or government policies in Canada during this period (*e.g., Mackenzie King's Five Cent speech; the formation of the Cooperative Commonwealth Federation or Social Credit; the establishment of the Canadian Broadcasting Corporation [CBC] or the National Film Board [NFB]; provincial Sexual Sterilization Acts targeting people with disabilities; social welfare policies; the Dominion Elections Act of 1938; Quebec women receiving the vote; wartime propaganda; the decision to intern Japanese Canadians; the 1944 Racial Discrimination Act*), and assess their impact on different groups in Canada.

Primary Historical Thinking Concept Explored: Continuity and Change

Secondary Historical Thinking Concept Explored: Historical Perspectives

LESSON 6

TITLE: Mackenzie King and Your Life

OVERVIEW: This lesson has students try journaling for a period of 3 days and then analyze the diary of Mackenzie King. The students will answer questions that compare their entries to King's to see the similarities and differences between their lives and how Canada has changed.

MATERIALS:

1. Instructions for Teacher
 - a. Materials
 - i. Laptop
 - ii. Projector Technology
 - b. Plan of Instruction
2. Primary Source Documents (PSD)
3. Black Line Masters (BLM)

PLAN OF INSTRUCTION**Step 1: Warm Up**

(7-10 minutes)

Start off with introducing the idea of journaling. Show students the video from BLM 6.5.³¹ Discuss how journaling can help you better understand yourself and become more reflective and critical of your own actions. Segway into how arguably the most famous Canadian Prime Minister, William Lyon Mackenzie King, kept a very detailed journal for most of his adult life and throughout his time leading the nation through some challenging periods. Tell students

³¹ BLM 6.5.

of how his entire journal is available through an online archive and how great of a source it is when studying Canadian history.

Step 2: Discussion

(7-10 minutes)

Discuss with students who they think William Lyon Mackenzie King was. Brainstorm ideas on a display (chalkboard, SMARTboard, or chart paper, etc.) about who King was, what he accomplished, any of his 'quirky' habits and anything else the students can contribute. Once students have an idea of where and how to contextualize King in Canadian history and in their studies the teacher should transition to modelling.

Step 3: Modelling

(15 minutes)

Explain to students their journaling activity. Hand out the instruction sheet³² and allow the students to read the sheet on their own. Display a copy of the instruction sheet at the front of the room and go into greater detail about each of the instructions while fielding any questions students have about the assignment. The purpose of having students ask clarification questions as a group is to eliminate repetition of instructions and to ensure that all students, especially those who are introverted or unlikely to seek clarification on their own, have a clear idea of the expectations.

Display a sample journal entry and read it aloud to the class.³³ Ask the students to analyze the sample according to the instruction sheet to see if it meets all of the expectations. Mark the sample as students offer input to improve it (the first sample will be a level 2 example).

Display a second example³⁴ for the students and have them analyze the sample according to the instruction sheet again. The second sample will be a level 3 example and encourage students to make their journal entries similar.

Step 4: Guided Practice

(30-45 minutes)

Give students time to write their own sample journal entry of 250-300 words. Students can choose any day from the week to write about as long as they are trying to meet the expectations of the assignment. Encourage students to have a peer read over their entry when they are finished. The teacher should circulate at this time to ensure that students are on the right track and are understanding the expectations.

Reiterate the expectations of the assignment and how students should be journaling and either watching or reading the news the next few evenings at home. This lesson will be postponed until the students are finished their journaling by the date decided by the teacher and class. During the break while the class moves onto other material/lessons the teacher should remind the class daily to keep working on their journals and give any 'extra' time on other days to work on the journals in class.

³² BLM 6.1.

³³ BLM 6.2.

³⁴ BLM 6.3.

Step 5: Independent Activity

(75 minutes)

Students will have to write 3 journal entries over the next 5 days (this can be adjusted by the teacher depending on the class and school schedule). Students will have to write the majority of their journals outside of class and need to either watch or read Canadian news and include it in their journals. Students will bring all of their journal entries to class on a predetermined day. Students will work in class to finish the last portion of the assignment.

The teacher will use their discretion on whether to print copies of King's diary³⁵ for students or to book a computer lab so students can read the entries online. The students will compare and contrast their journal entries to 3 journal entries from King using their assignment sheet.³⁶ The goal of this activity is to show students how their lives can relate to political leaders and to show students how, even after 70 years, daily events like casual conversation, are common and important to individuals.

Step 6: Sharing / Discussing / Teaching

(15 minutes)

Ask students if they were surprised with the commonalities between their daily lives and King's life. Brainstorm things that were similar on a list on display in the front of the class and create a list of events that were dissimilar from the students' and Kings' entries. Create a discussion asking students why they think their lives are similar/differ from King's journals. The students should have answered most of these questions in their responses during the independent activity of this lesson, but the discussion will reinforce answers and help students to reflect even more on continuity and change in the study of history.

ASSESSMENT

Students will hand in their journals and their compare and contrast answer sheet for evaluation. This assessment from this assignment can be used as formative or summative at the discretion of the teacher. Students will be evaluated based on the rubric provided with the instruction sheet.³⁷

APPENDICES**PRIMARY SOURCE DOCUMENTS:**

PSD 6.1: "Mackenzie King Diary Entry – May 7, 1939"

PSD 6.2: "Mackenzie King Diary Entry – July 4, 1944"

PSD 6.3: "Mackenzie King Diary Entry – August 7, 1945"

BLACK LINE MASTERS:

BLM 6.1: "Journaling Activity"

BLM 6.2: "Level 2 Journal Example"

³⁵ PSD 6.1, 6.2, and 6.3.

³⁶ BLM 6.4.

³⁷ BLM 6.5.

BLM 6.3: “Level 3 Journal Example”

BLM 6.4: “Journal Rubric”

BLM 6.5: “*Journaling: How Scribing Thoughts Can Reduce Stress and Improve Health*”

PSD 6.1:

King, William Lyon Mackenzie. “May 7, 1939.” 1939. Library and Archives Canada, item numbers: 20244-20247. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzie-king/Pages/item.aspx?IdNumber=20244&>

PSD 6.2:

King, William Lyon Mackenzie. “July 4, 1944.” 1944. Library and Archives Canada, item number: 27024. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzieking/Pages/list.aspx?PageYear=1944&PageMonth=7&PageDay=4&>

PSD 6.3:

King, William Lyon Mackenzie. “August 7, 1945.” Library and Archives Canada, item numbers: 28652-28654. <http://www.bac-lac.gc.ca/eng/discover/politics-government/prime-ministers/william-lyon-mackenzieking/Pages/list.aspx?PageYear=1945&PageMonth=8&PageDay=7&>

Journaling Activity

Instructions:

Part One: For this activity you will need to write 3 journals that are a minimum of 300 words in length. You will need to write your journals outside of class. Your journal entries should include the following information:

1. The time and date of your entry
2. Daily routines (e.g. meals or exercise)
3. People you interacted with (e.g. your classmates or family)
4. A news event you heard about
5. Personal reflection/ how you felt about the day

Part Two: The second part of the activity will be done in class. You will be given 3 entries from William Lyon Mackenzie King's to compare and contrast to your journal entries. Answer these questions including all of your own journal entries and King's entries. Record your answers on a separate piece of paper.

1. **a)** What time did you journal at? Why did you choose to write at this time?
b) What time did King journal at? Why do you think King wrote at this time?
2. **a)** Who were the people you spoke with, what is your relationship?
b) Who were the people King spoke with, what is their relationship?
3. **a)** What is going on in Canada currently?
b) What was happening in Canada during King's entries?
4. **a)** What did you journal about? What is important in your life?
b) What did King journal about? What is important in his life?
5. **a)** Based on the news you watched or read, how has Canada changed since King's journals?
b) Based on your personal opinion (supported with examples and evidence), how has Canada changed since King's journals?
6. What changes about Canada do you enjoy? Is there anything you wish was still the same as King's time?

BLM 6.2:

Level 2 Journal Example

December 3, 2014

I woke up today and ate breakfast. I had a granola bar because I slept in and didn't have time. I almost missed my bus and that sucked cause I had to run down my driveway. First period was supper boring and I wanted to sleep instead. I talked to Jessi all class and then Ms. Lang got all mad and told us to be quiet but she doesn't get it I needed to talk to Jessi then because her and Sam just broke up and she was so sad and so angry and I needed to talk to her to calm her down. She cried before and after class but Ms. Lang was being mean and she almost cried in class which woulda sucked and been so embarrassing so im glad she didn't actually cry.

I read a news story on my phone from twitter about a guy who was 15 and had a stroke when he was at hockey practice from CBC. I thought that was crazy that someone my age could have a stroke. My grandma had a stroke a couple years ago but she was okay.

Today I felt bored. Everything was kind of lame but okay, like not bad but just kind of annoying. I really didn't want to go to school today but I was happy I got to see Jessi and talk to her. I think I was also way too hungry to do anything first period so tomorrow will be better if I eat before school.

Word Count: 257

BLM 6.3:

Level 3 Journal Example

December 3, 2014 – 9:45pm

Today was an interesting day at school to say the least. There was a fire drill during third period but it wasn't planned by the principal, so I guess someone must have pulled it as a joke or accidentally. Either way, we had to stand outside for like ten minutes and I didn't have my coat because I was in gym in my t-shirt and shorts. Our gym teacher, Mr. Lapointe, brought us over to the Mac's store across the street because it was too cold outside. Anita from science class was inside Mac's too and she bought a bag of ketchup chips and shared them with the whole class which was really nice.

The rest of school was pretty normal – nothing else exciting happened. I came home and my parents decided we were going out for dinner because they didn't feel like cooking which was cool with me and Ryan. I changed into nicer clothes and had an awesome dinner of pesto pasta at St. Luca's. Ryan ordered off the kid's menu and got chicken fingers and fries! What a weirdo, he's like 17 now and still eats like he's 8. At dinner my family mostly talked about our plans for Christmas break. PS. We're going to Florida to see my grandparents WOO!

When I got home I decided to read my newspaper article for the day. It didn't really have to do with Canada, but it was really interesting and sad so I decided to read it anyways. The article was in the Globe and Mail and talked about the 43 missing students in Mexico. It sounds like they were all killed for protesting! That is really scary because I think people should be able to voice their opinions without getting attacked. It made me upset for all those people and their families in Mexico but it also made me really grateful to be Canadian.

Overall, today was a good day. Even though the fire alarm was annoying it was kind of fun getting a random break hanging out Macs. Dinner was delicious and it only made me more excited for Christmas break. The news story was upsetting and I want to know more about what happened.

Word Count: 369

BLM 6.4:

Journal Rubric

Level	Level 4 (80-100%)	Level 3 (70-79%)	Level 2 (60-69%)	Level 1 (50-59%)
Knowledge and Understanding				
Understanding of relationships in diary and your life: ability to connect diary to today	Demonstrates thorough understanding of concepts	Demonstrates considerable understanding of relationships	Demonstrates some understanding of relationships	Demonstrates limited understanding of relationships
Thinking and Inquiry				
Critical thinking skills: analysing and inquiring; reading between the lines	Uses critical thinking skills with a high degree of effectiveness	Uses critical thinking skills with considerable effectiveness	Uses critical thinking skills with moderate effectiveness	Uses critical thinking skills with limited effectiveness
Research into news events: how well thought out and integrated is the news into the student's journal	The student creatively and seamlessly integrates news research into their journaling	The student integrates news research into their journaling effectively	The student introduces news into their journal, but it is not integrated with the other ideas of the journal entry	The student mentions news in their journal but does not integrate the information into the journal entry
Communication				
Communication of information and ideas: how well ideas are expressed	Communicates information and ideas with a high degree of clarity	Uses language with considerable accuracy and effectiveness	Communicates information and ideas with some clarity	Communicates information and ideas with limited clarity
Use of language: writing skills and vocabulary	Uses language with a high degree of accuracy and effectiveness	Uses language with considerable accuracy and effectiveness	Uses language with some accuracy and effectiveness	Uses language with limited accuracy and effectiveness
Application				
Transfer of concepts and skills to new contexts: relating the diary to the real world	Transfers concepts and skills to new contexts with a high degree of effectiveness	Transfers concepts and skills to new contexts with considerable effectiveness	Transfers concepts and skills to new contexts with moderate effectiveness	Transfers concepts and skills to new contexts with limited effectiveness
Making connections: between your world and the past	Makes connections with a high degree of effectiveness	Makes connections with considerable effectiveness	Makes connections with moderate effectiveness	Makes connections with limited effectiveness

BLM 6.5:

Sean McConathy. *Journaling: How Scribing Thoughts Can Reduce Stress and Improve Health*.
Video, 3:00. Posted by "Sean McConathy," November 23, 2013.
<https://www.youtube.com/watch?v=RIJUCO7iNNM>.