

Learning Experience: 6.2.3 Depression

- KL-024 Give examples of the influence of the natural environment on daily life for various groups during the Depression.

- KH-036 Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements.

- KE-056 Relate stories of the Depression and describe its impact on Canada.
Examples: changes in agricultural practices, development of the social safety net, new political parties...

Description of the Learning Experience

The Great Depression (1929–1939) was a worldwide economic crisis where many people faced debt, poverty, and unemployment. An extended drought made this period particularly difficult for people living in the Canadian West.

Students use images, song, and text from primary and secondary sources to explore what life was like for people living during the Depression, and the impact of the Depression on social reform in Canada.

Vocabulary: depression, economy, relief, social security net (See Appendix D for Vocabulary Strategies.)

6.2.3 Depression

Assessment	Outcomes	Strategies
	KL-024 KE-056	<p>Activate</p> <p>Students listen and respond to a reading from a novel about the effects of the Great Depression in Canada. They discuss what literature can tell us about daily life and the impact of historic events on ordinary people, and the ways in which people cope with hard times.</p> <p>SUGGESTED READING (Excerpts): <i>As for Me and My House</i> by Sinclair Ross. <i>Who Has Seen the Wind</i> by W.O. Mitchell.</p> <p style="text-align: right;"><i>(continued)</i></p> <hr/> <p>Teacher Reflections</p>

6.2.3 Depression

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
	KL-024 KH-036 KE-056	<p>Collaborative groups of students do a Sort and Predict activity using a set of words related to the Depression. Students share their word classifications and, in a guided class discussion, discuss the concept of economic depression (in simple terms).</p> <p>TIP: Students will know the meaning of some of the words in the word list, but may not know all of them. It is not necessary that they understand the workings of the market economy, but they should be clear on the key concepts related to economic depression, including the idea of government responsibility to provide a social security net to citizens (e.g., pensions, relief or welfare, health care...).</p> <p> BLM: Boom and Bust</p>
— or —		
	KL-024 KH-036 KE-056	<p>Students view images related to the Great Depression (e.g., the 1930s drought and dust storms in the West, abandoned farms, families standing in relief lines, soup kitchens, men riding the rails in search of work...). Students analyze what the pictures tell them about life in the Depression, and discuss what they already know about the subject. They generate questions about living conditions in the 1930s, and about the role of government in assisting citizens through hard times.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
— or —		
	KL-024 KH-036 KE-056	<p>Using Think-Pair-Share, students imagine a scenario in which their family suddenly has no source of income, no work, and no access to assistance (social or otherwise). They generate a list of the things that are absolutely necessary in their lives and they cannot live without (e.g., food, shelter, clothing...), and a list of things they have in their lives that they could get along without. Students share their lists with each other and discuss what strategies they would use to help themselves get through an extended period of hard times.</p> <p>TIP: This would be a good opportunity to integrate activities related to media awareness and the impact of advertising on unnecessary consumer consumption.</p>
<p>Teacher Reflections</p>		

6.2.3 Depression

Assessment	Outcomes	Strategies
 	KL-024 KH-036 KE-056	<p>Acquire</p> <p>Using print and electronic resources, collaborative groups of students research conditions and life in the Great Depression (e.g., stock market crash on “Black Tuesday,” prairie drought conditions, falling wages, agriculture, unemployment, relief and social security, work camps, protests, social change...). Students summarize and share the information with the class in the form of an oral narrative.</p> <p>TIP: Economic concepts related to the stock market crash are challenging to understand; highlight the main points of the boom only (refer to pages 100–101 of <i>My Country, Our History</i> for a simplified explanation that may be read with the students and represented as a diagram).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		<p style="text-align: center;">or</p> <p></p> <p>KL-024 KH-036 KE-056</p> <p>Students view a video about the effects of the Depression and drought in the Prairies. They create a Concept Map describing the images they have seen, including the influence of the natural environment, and the impact of the Depression on agriculture and on social security.</p> <p>SUGGESTED VIDEO: CBC, <i>Canada: A People’s History</i>, Episode 13: “Hard Times—1929 to 1940”; recommended segments: “Blown Away” (drought on the Prairies); “Dear Mr. Prime Minister” (letters from impoverished Canadians to Prime Minister Bennett)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<p><i>(continued)</i></p>		
<p>Teacher Reflections</p>		

6.2.3 Depression

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
 	KL-024 KE-056	<p>Collaborative groups of students discuss and re-enact the plight of the unemployed during the Depression. Students first brainstorm what the unemployed may have done at that time to cope with job loss (e.g., travelling the countryside in search of work). They imagine themselves as a group of unemployed people in the 1930s, setting out to find work by hitching a ride on the railroad heading east or by walking. Student groups then visit a nearby natural area and search/plan a route headed east in search of work. During their walk, each group gathers information about the local landscape, the location of major natural landmarks, and the routes of the railway or roads in the area. Students sketch a map of their route and the local landscape, including roads or railways, clearly indicating directions and using a scale that reflects relative distances. Students compare their maps and discuss the importance and practical uses of orientation and cartographic skills.</p> <p>NOTE: This activity is designed to help students practise skills of orienting themselves (6-S-208) and map creation (6-S-205). You may choose to ask the students to orient themselves using the sun, and then to verify directions using a compass or GPS location device.</p>
— or —		
 	KL-024 KH-036 KE-056	<p>Students read extracts from primary and secondary sources to gather descriptive information about economic and social trends during the Depression. Students create a Mind Map depicting the impact of the Depression on various groups of people, and ways in which people coped with hard times.</p> <p>TIP: Using a Jigsaw approach, individual groups might focus on different aspects of the Depression (e.g., impact of the Depression on single unemployed people, people in cities, people in rural areas, children, war veterans...).</p> <p>Encourage students to focus not only on the negative aspects of the Depression but also on the popular culture of the period to help them develop a complete picture of life in that period.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Impact of the Depression</p>
<i>(continued)</i>		
Teacher Reflections		

6.2.3 Depression

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KL-024 KH-036 KE-056	<p>Using print and electronic resources, students research the lives and accomplishments of Arthur Meighen, William Lyon Mackenzie King (during his first term of office), and Richard Bennett. Students record information and compare their findings with peers.</p> <p>NOTE: Students will have considered the life and accomplishments of William Lyon Mackenzie King in greater detail in LE 6.2.4 (World War II). Encourage students to highlight King’s actions that are relevant to the period 1920 to 1935.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Prime Ministers 1920–1935</p>
	or	
	KL-024 KH-036 KE-056	<p>Students read or listen to songs from the Depression era (e.g. protest songs or “feel-good” songs as relief from harsh reality). Students discuss what the songs tell us about the Depression, and analyze how popular music expresses the perspective of a particular time and helps people cope with difficulties.</p> <p>TIP: It may be useful to analyze with the class the lyrics to “Brother Can You Spare a Dime,” to highlight the experiences and feelings of many World War I veterans in this period.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Singing the Blues (2 pages)</p>
Teacher Reflections		

6.2.3 Depression

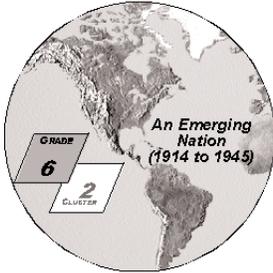
Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
 	KL-024 KH-036 KE-056	<p>Using print and electronic resources, students research political actions taken by citizens to improve life in the 1930s (include: letters to Prime Minister Bennett, the Onward to Ottawa Trek, the creation of the Cooperative Commonwealth Federation, demands for social security, and the role of J.S. Woodsworth and Tommy Douglas). Students summarize the information in the form of a narrative or story to share with the class.</p> <p>TIP: See recommended websites for descriptions of listed events. Prior to student research, discuss the following scenario with students:</p> <p style="padding-left: 40px;"><i>When you go the hospital, when your parents are out of work, when there is no money for food, when you grow old or are unable to work – who takes care of you? Who can help out? When there is a natural catastrophe such as a drought, or a flood, who helps out the citizens?</i></p> <p>Explain to students that this concept of the role of government in taking care of citizens, particularly in bad times, took root in Canada largely as a result of the experience of the Depression, and that this is often referred to as “social security” or a “social safety net.” The concrete image of using a net to break a fall may be useful to explain this concept.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: center;"> BLM: Demanding Social Change (2 pages)</p>
 	KL-024 KH-036 KE-056	<p>Apply</p> <p>Collaborative groups of students design activities for special occasions for a family during the Depression (e.g., a board game using recycled materials, a simple dessert or recipe book, a radio play, card games, songs, a community entertainment night...). Students assume the role of an individual from the 1930s and present their activities in a “Dealing with the Dirty Thirties” day.</p> <p>TIP: Discuss with students the idea that the activities/materials they design should be historically accurate and reflective of the era.</p> <p style="text-align: right;"><i>(continued)</i></p>
Teacher Reflections		

6.2.3 Depression

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KL-024 KH-036 KE-056	Collaborative groups of students create a collage of images, words, and symbols that summarize the impact of the Depression on various groups of people in Canada, and some of its social and political results (e.g., changes in agricultural practices, development of the social safety net, citizen protests, defeat and election of prime ministers, establishment of the Cooperative commonwealth Federation [CCF]...).
or		
 	KL-024 KH-036 KE-056	Students write and perform either a protest song or a “feel-good” song to help people cope with the effects of the Depression. The song should contain realistic characteristics of songs of the period (i.e., language, style, format) as well as historical references. Students may decide to use the tune of an existing popular song of the 1930s (or a contemporary song) as the background to their lyrics. TIP: Combine this activity with the previous family activities strategy and present songs at the “Dealing with the Dirty Thirties” day. (See first Applying strategy on page 143.)
or		
 	KL-024 KH-036 KE-056	Students write a series of short entries in a personal journal, taking on the role of a person living through the summer and fall of 1932 on a farm in one of the Prairie provinces. Journal entries should include references to the weather, crops, employment, political events, and the impact of the Depression on various people in the family and community. Students read extracts of their journals to their peers in small groups.
<i>(continued)</i>		
Teacher Reflections		

6.2.3 Depression

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KL-024 KH-036 KE-056	Students develop a poster or brochure designed to provide people with realistic guidelines for conserving water and using food economically as they live through a drought. Students apply what they have learned about the consequences of drought on people’s lives in the Depression to develop these guidelines.
— or —		
 	KL-024 KH-036 KE-056	Students write a letter to Prime Minister Bennett from the point of view of an urban or rural citizen of the West living during the Depression. Students share their letters with each other and discuss whether they think this form of citizen protest is effective.
— or —		
 	KL-024 KH-036 KE-056	Students prepare and present a persuasive speech demanding social change, patterned after the speeches of J.S. Woodsworth or Tommy Douglas. Speeches should highlight the need for government to take responsibility for the welfare of the citizens in hard times, and should make reference to specific actions of the government before and during the Depression. Students present their speeches to the class, and assess the historical accuracy and persuasive qualities of each other’s presentations.
Teacher Reflections		



Learning Experience: 6.2.4 World War II

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| KI-012 | Identify contributions of First Nations, Inuit, and Métis peoples to Canada’s war efforts. |
| KH-036 | Identify the prime ministers of Canada from 1914 to 1945 and give examples of their achievements. (Robert Borden, Arthur Meighen, William Lyon Mackenzie King, Richard B. Bennett) |
| KG-041 | Identify major causes and events of the Second World War. |
| KG-042 | Describe Canada’s involvement in the Second World War and identify its impact on Canadian individuals and communities.
<i>Include: internment of ethnocultural groups; the Holocaust.</i> |
| VG-014 | Appreciate the sacrifices that soldiers and other Canadians made during the World Wars. |

Description of the Learning Experience

The events of the Second World War permanently transformed international relations and obliged people in all countries of the world to change their ways of thinking about war, peace, and human rights.

Students learn about the principal causes and events of the Second World War, and develop a consciousness of the indelible impact of global conflict in the 20th century.

Vocabulary: dictatorship, anti-Semitism, holocaust, propaganda, atomic weapons (See Appendix D for Vocabulary Strategies.)

6.2.4 World War II

Assessment	Outcomes	Strategies
	<p>KI-012 KG-041 KG-042 VG-014</p>	<p>Activate</p> <p>Collaborative groups of students brainstorm what they know about the Second World War, recording their ideas on chart paper. In a guided plenary session, students share their ideas, and incorrect assumptions about the war are clarified. Students generate questions about the war to guide their inquiry into the topic.</p> <p style="text-align: right;"><i>(continued)</i></p>
<p>Teacher Reflections</p>		

6.2.4 World War II

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KG-041 KG-042 VG-014	<p>Students prepare questions and invite a Canadian veteran who has served in an armed conflict to speak to the class about his or her experience of war. TIP: Speakers may be booked through a local Legion or through the Dominion Institute’s Memory Project website. Guide students in advance as they prepare appropriate questions for the speaker, and try to determine with the speaker the specific topic to be presented to the students. Although the veteran may not have experienced World War II, he or she may still be able to convey to the students the seriousness of war and the need to remember the events and long-term impact of war. Following the guest speaker’s visit, students may write a reflection and may send their thoughts to be posted on the Memory Project website or the Veterans Affairs Canada website.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KI-012 KH-036 KG-041 KG-042 VG-014	<p>Collaborative groups of students visit websites where they may view and analyze a series of images of World War II at home and abroad in order to develop an impression of the effects of “total war.” Students discuss what the images tell them about the events and effects of the war, recording their ideas on chart paper and sharing what they have learned with the class.</p> <p>NOTE: World War II has often been called a “total war,” because it involved armed forces and civilians alike in the war effort. This was particularly true of the main nations involved in fighting on their own territories, such as Britain and Germany, but it was also true of Canada. In the course of this activity, students may begin the creation of electronic portfolios of images of the war to support later research.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
— or —		
 Appendix A Skill 7b	KG-041 KG-042 VG-014	<p>Using a world atlas, collaborative groups of students locate the principal countries of the Axis powers and the Allied powers of World War II. After the groups have had time to locate all the relevant countries, group members point them out on a large wall map so that all groups can verify whether they have correctly identified the countries involved.</p> <p>TIP: After all the countries and places have been identified, groups of students may be asked to create an identifying tag for each of the places, including the country's flag, its name, when it joined the war, and with which group of powers it was allied. Students may identify the Axis Powers and Allied Powers with a colour code to help distinguish them. The European territories occupied by the Axis powers may also be identified on the map, and students may add other important sites as they learn about the events of the war (e.g., Warsaw, London, Dieppe, Pearl Harbour, Hiroshima, Nagasaki...). The map may be used as a visual reference throughout the course of this learning experience.</p> <p style="text-align: center;">  6.2.4 a BLM: World War II Powers (3 pages) </p>
— or —		
 Appendix A Skill 3a	KG-042	<p>Students read and discuss poems or other writings created by survivors or victims of the Holocaust. In a guided discussion, students share what they may have heard about the Holocaust and pose questions to research on the subject.</p> <p>  Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss> </p> <p style="text-align: center;">  6.2.4 b BLM: Poetry of the Holocaust (3 pages) </p>
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Activate <i>(continued)</i>		
or		
	KH-036 KG-041 KG-042 VG-014	<p>Students view images of World War II posters and discuss the purposes of these posters in transmitting strong messages to citizens in times of war. As a class, students share what the posters tell them about the events and consequences of the war.</p> <p>NOTE: This activity offers the opportunity to discuss the role of wartime propaganda as a means of popularizing a given set of beliefs and values about the war, as well as citizens' responsibilities in times of war. Many of these posters had simple aims:</p> <ul style="list-style-type: none"> • to recruit volunteers for the forces • to boost morale and convince people they were doing the right thing by supporting the war • to encourage wartime production • to promote support for government military policies • to ask citizens to be cautious about revealing military information • to provide a moral rationale for combat • to unite the citizenry against a common enemy <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Acquire		
	KH-036 KG-041 KG-042 VG-014	<p>Students read a short informational text on the causes of the Second World War and, using a given list of words, summarize the information in a Mind Map. Students share their Mind Maps and discuss how a combination of many historical, political, and economic factors can combine to cause war.</p> <p>SUGGESTED READING: <i>My Country, Our History</i> by Allan Hux, et al. (pp. 116–120)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: Causes of the Second World War</p>
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
— or —		
	KI-012 KH-036 KG-041 KG-042 VG-014	<p>Collaborative groups of students review a timeline of the major events of World War II. Students select one of the major events to research, summarize, and present to the other members of the class in a format of their choice that includes supporting visual materials.</p> <p>TIP: Help students develop their Internet research skills by developing (with the class) a list of keywords for an Internet search on key events of World War II. Provide students with some pre-selected websites for research purposes, and invite them to find one or two additional websites on their own. Provide them with guidelines to help them select and assess websites, using the BLM “Evaluating Internet Sites.” Although it would not be possible to carry out this process for every Internet research project, it is advisable to carry it out from time to time with students to help increase their web awareness. Further activities and guidelines to help develop web awareness are available from the Media Awareness Network, Web Awareness Canada.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: World War II Timeline (2 pages)</p> <p> BLM: Evaluating Internet Sites (2 pages)</p>
— or —		
	KG-041 KG-042	<p>Students engage in a Literature Circle using books about the Holocaust (e.g., <i>I Am David</i> by Anne Holm, <i>Hana’s Suitcase</i> by Karen Levine, <i>Daniel’s Story</i> by Carol Matas, <i>Number the Stars</i> by Lois Lowry, <i>Anne Frank: The Diary of a Young Girl</i> by Anne Frank...).</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KG-041 KG-042	<p>Students use primary and secondary sources to research the Holocaust, and engage in a “brain-writing” activity. In pairs, students record their notes on the Holocaust (e.g., roots of the Holocaust, main events, consequences...). Student pairs are joined into groups of four or six to combine their notes. Groups then participate in a silent carousel activity to share information with other members of the class in the sequence that follows.</p> <ul style="list-style-type: none"> • Large sheets of chart paper are provided at separate centres or tables. Suggested topics for these sheets are: <ul style="list-style-type: none"> — <i>What is the Holocaust?</i> — <i>Why did this happen?</i> — <i>What happened during the Holocaust?</i> — <i>Where did the events of the Holocaust take place?</i> — <i>What were the consequences of this event?</i> — <i>How did the Holocaust end?</i> — <i>What lessons did human beings learn from this event?</i> • Each group circulates from one sheet to another, and is given approximately two minutes at each station. Consulting their group’s notes as needed, one student in the group records facts about the topic on the chart paper. • At the signal, groups circulate to the next large sheet, adding their points, and reading the ideas recorded by other groups. • Chart papers are posted and students are given a few moments to review the accumulated facts. • Students debrief in a guided plenary session. They discuss the lessons learned about human rights, the consequences of racism and prejudice, the effects of all-out war and total power, and the impact of hate propaganda. • Students complete this exercise by submitting a journal reflection on the discussion. <p>TIP: This is a silent “brain-writing” activity, in which students should be encouraged to stick to the facts, and to let the facts speak for themselves. Students should record information clearly and concisely in point form so that the other groups will be able to understand what was written. Advise students that they will have the chance to discuss the implications of the facts later, once they have viewed what all the groups have added to the sheets.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p style="text-align: right;"><i>(continued)</i></p>

6.2.4 World War II

Assessment

Outcomes

Strategies

Acquire *(continued)*

or



KG-041
KG-042
VG-014

Students read a short informational text about Canadian anti-Semitic immigration policies during World War II, and discuss the implications of those policies. Following this discussion, students view the Histori.ca *Heritage Minute* “Pauline Vanier” (which describes her efforts to encourage a more open immigration policy in Canada to assist Jews during the Second World War). Students discuss ways in which the video reflects the consequences of Canada’s closed-door policy to Jewish immigrants. Students research the work of the Vanier family and the gradual opening of doors to Jews in Canada through the War Orphans Project, as well as immigration policy changes. Students share and discuss their research findings with each other, and reflect on the non-military, international responsibilities of nations in times of war.

TIP: Encourage students to think unconventionally regarding international commitments during times of war (e.g., peaceful means of minimizing the effects of war, rather than contributing directly through troops and munitions).

SUGGESTED VIDEO: Histori.ca *Heritage Minute*: “Pauline Vanier”



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: None Is Too Many

or



KG-041
KG-042
VG-014

Students read extracts from the wartime speeches of Sir Winston Churchill and discuss the role of leadership and oratory in boosting the morale and determination of the people in the face of war.

TIP: Remind students that the people of London were subjected to the “Blitzkreig” or lightning war of the Germans, suffering constant air raids and bombardments, and that in the early part of the war it appeared that Germany would successfully conquer all of Europe. Students should also take note of the fact that Adolph Hitler had considerable oratorical powers, which he used to persuade the German people, in particular the youth, of the superiority of the so-called “Aryan” race, and of the importance of establishing military dominance in order to vindicate their race.



Supporting websites can be found at <<http://www3.edu.gov.mb.ca/cn/links/ss>>



BLM: Winston Churchill (2 pages)

(continued)

Teacher Reflections

6.2.4 World War II

Assessment	Outcomes	Strategies
Acquire <i>(continued)</i>		
or		
	KI-012 KG-042 VG-014	<p>Using print and electronic resources, students gather information about the participation of Aboriginal veterans in the wars. They summarize the information they have gathered in the form of a poster that encourages Canadians to recall the significant voluntary contributions of this group of veterans, who often fought in some of the most dangerous positions during the wars.</p> <p>NOTE: Point out to students that Aboriginal participation in Canada’s war efforts was proportionately higher than that of any other group of people in Canada. It is estimated that one in three able-bodied Aboriginal men enlisted in the First World War. More than 7000 Status Indians fought in the two world wars; some estimate that the number would be closer to 12,000 if the Non-Status Indians were included. (Source: Veterans Affairs Canada website.)</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
or		
	KG-041 KG-042 VG-014	<p>Using Think-Pair-Share, students read and respond to Joy Kogawa’s poem about the evacuation of Japanese Canadians during the war.</p> <p>TIP: Ask students this question: “Do you believe that Nazi Germany was the only country to have created work camps and confiscated property from particular groups of citizens?” Without diminishing the extent and severity of the systematic genocide of Jews and others (e.g., Poles, Soviet prisoners of war, the Roma [Gypsies], political opponents of the Nazis, homosexuals, the mentally and physically challenged) during the Holocaust, help students realize that Canada has not been immune to state-sponsored injustices toward specific target groups. Students may discuss how and why times of war can bring out prejudice and distrust, and how war can cause people to treat certain groups as “enemies.” Point out to students that, during World War II, German, Italian, and Ukrainian immigrants were also detained or imprisoned without trial if they were suspected of holding Nazi, Fascist, or Communist views. During the war, there was a great deal of fear throughout Canada about spies and espionage activities.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
		 BLM: What Do I Remember of the Evacuation?
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
		Acquire <i>(continued)</i>
		or
 	KH-036 KG-042 VG-014	<p>Students conduct a WebQuest to gather information about the life and accomplishments of William Lyon Mackenzie King, with the purpose of helping historians determine the legacy or lasting achievements of this prime minister. Students compile their information to create a short illustrated biography in electronic format, using quotes from King's speeches to support key ideas.</p> <p>TIP: A WebQuest is an online inquiry project, where students have a clear task in mind as they visit a series of websites related to the topic. It is advisable that teachers pre-select sites for elementary students. There are many online resources that provide general WebQuest teaching strategies. Discuss with students the fact that, although King led Canada for 22 years through half the Depression and all of the Second World War, historians disagree as to his legacy. He is seen as an ambiguous character, both personally and politically, who often preferred compromise and procrastination to real action. Encourage students to draw their own conclusions based on their research.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p> <p> BLM: William Lyon Mackenzie King</p>
	KI-012 KH-036 KG-041 KG-042 VG-014	<p>Apply</p> <p>Students create an illustrated classroom wall timeline of World War II. Collaborative groups of students select one of the main events of World War II. They summarize and illustrate the key facts for posting on the wall timeline.</p> <p>TIP: Each group selects or is assigned one event to illustrate and summarize, using the information they have gathered in the course of the learning experience. Ensure that all the principal events are covered on the timeline.</p> <p> BLM: World War II Timeline (2 pages)</p>
		<i>(continued)</i>
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KI-012 KH-036 KG-041 KG-042 VG-014	Students create an annotated collage or mural that summarizes Canada’s role and involvement in the Second World War, including the contributions of women, Aboriginal veterans, citizens on the home front, training programs, supplies and munitions, food production, food rationing, conscription, and sacrifices made by military and civilians alike.
or		
	KI-012 KG-041 KG-042 VG-014	Collaborative groups of students select one or two passages from the memories or journals of World War II veterans. Members of each group, with a copy of their selected texts, circulate to other groups to share their readings. After students have had the chance to share readings, each student completes an Exit Slip reflecting on his or her impressions of the Second World War.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
or		
 	KH-036 KG-041 KG-042 VG-014	Students work in pairs to create a concept overview for each of the key concepts of this learning experience. Students share their concept overviews with another pair, and reflect on what they have learned about the causes and effects of the Second World War in this learning experience.  BLM: Concept Overview: World War II
or		
	KG-041 KG-042 VG-014	Students prepare questions and invite a Holocaust survivor to speak to the class. Students write follow-up thank-you letters to the guest for her or his contribution to the students’ understanding of the Holocaust. TIP: Contact the Jewish Heritage Centre of Western Canada, located at 123 Doncaster Street in Winnipeg, for information on their province-wide education outreach program.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
— or —		
 	KH-036 KG-042	Students read the poem “W.L.M.K.” by F.R. Scott, and write a journal response in which they express their own opinion of the legacy of William Lyon Mackenzie King, including historical evidence of his failures and accomplishments as prime minister.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >  BLM: W.L.M.K. by F.R. Scott
— or —		
 	KI-012 KH-036 KG-041 KG-042 VG-014	Collaborative groups of students create a short multimedia presentation about the war and its effects. Students select and annotate four images that summarize the key events of World War II.  Supporting websites can be found at < http://www3.edu.gov.mb.ca/cn/links/ss >
— or —		
 	KI-012 KH-036 KG-041 KG-042 VG-014	Collaborative groups of students design a war memorial or plaque to commemorate the veterans of World War II. Display items as part of a Remembrance Day service or in a gallery display dedicated to war veterans. TIP: Encourage students to view examples of war monuments, and to explore the use of symbols and imagery, quotations, and historical information, in order to help them gather ideas for their design. Also offer students the alternative of creating a monument or plaque to recognize the work and contributions of non-military citizens toward minimizing the effects of the war (e.g., foreign aid workers, human rights activists, medical support workers).
<i>(continued)</i>		
Teacher Reflections		

6.2.4 World War II

Assessment	Outcomes	Strategies
Apply <i>(continued)</i>		
or		
 	KG-041 KG-042 VG-014	<p>Collaborative groups of students read the Preamble to the Charter of the United Nations. Reflecting on how the nations of the world felt an urgent need to take action to prevent any further world wars, students create their own version of the Preamble, stating in their own words the rationale for the creation of the United Nations and adding historical facts to support this rationale. Students prepare their Preamble in the form of a large illustrated poster, which is displayed for all to view and discuss.</p> <p>NOTE: Students will be studying the role of the United Nations in greater detail in a later learning experience. The purpose of this exercise is to help students focus on some of the lessons learned—and possible positive consequences—of the world wars.</p> <p> BLM: Preamble to the Charter of the United Nations</p>
or		
 	KG-041 KG-042 VG-014	<p>Students select, illustrate, and present a poem or other writing by a survivor or victim of the Holocaust.</p> <p>NOTE: The Holocaust Hope Site, located at <www.hopesite.ca/remember/remember_toc.html>, states the following: <i>To build hope out of the deep pain of the Holocaust, and to ensure that it is never forgotten, first we must learn: what is the reality?</i> Encourage students to focus on building hope through empathy, and through commitment to honouring human rights.</p> <p> Supporting websites can be found at <http://www3.edu.gov.mb.ca/cn/links/ss></p>
Teacher Reflections		

Cluster 2—Connecting and Reflecting

Using their “An Emerging Nation” portfolio, students reflect on the impact of the major events between the years 1914 to 1945, and describe what they can do to promote positive changes within their local community and/or in Canada.



6.2.4 BLM: Cluster 2—Connecting and Reflecting
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Teacher Reflections