

1914-1920



The Camps

A teaching guide for developing understanding
of an historic injustice through film



ARMISTICE
FILMS



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Background sheet: Canada's First National Internment Operations

About *The Camps* Video Series

Documentary film offers a unique and powerful lens into our understanding of historical events. *The Camps* video series explores Canada’s First National Internment Operations from 1914 to 1920. In a series of 33 short videos, filmmaker Ryan Boyko of Armistice Films brings history to life by weaving personal stories, rich historical detail, and dramatic cinematography. Connecting past events to the present, each two- to five-minute video tells the story of the hardships, struggles, and resilience of those who suffered through this largely unknown injustice in Canadian history.

Director’s Statement

My chief aim in creating *The Camps* series was to honour the innocent men, women, and children who were treated unjustly over a century ago, and all those who have suffered the ripple effects since. It was also important to create content that could be easily shared through social media annually to bring awareness to this history leading up to October 28th—National Internment Education Day.

I created the series with a narrative that told the complete story of each camp with a beginning, middle, and end. It was important that a person who had a link to either the Internment Operations or the location as it exists today connected each story to the present. I wanted to experience the history through personal accounts of the impact of Canada’s First National Internment Operations, even 100 years later. The design of each two- to five-minute episode is cinematic and impactful. The 33-episode series allows for students in the classroom to self-teach their classmates about what they took away from each episode. This creates an opening for a larger discussion of what we can learn from these specific stories and how those lessons of the past can be used to combat xenophobia, “alternative facts,” and talk of registering undesirable “others”; this series aims to cultivate empathy in the place of fear.

@armisticefilms @ryanboyko @ryanboykoartist #ThatNeverHappened #TheCamps
#WW1 #WW1Internment #CFWWIRF

Significance of Canada’s First National Internment Operations

Regarded by historians as the “first great wave of immigration” to Canada, roughly 2.5 million newcomers arrived in the new Dominion between 1896 and 1911. A significant proportion of new immigrants arriving in Canada were Ukrainians, who were actively recruited by a government in search of labour to feed its growing resource and agricultural sectors. Like other newcomers, Ukrainians faced many hardships, and struggles in what was often an unwelcoming land. The outbreak of the First World War profoundly further altered the lives of the Ukrainian migrants in ways they could not have imagined when they left their homeland in search of a better life in Canada.

Having emigrated from territories under the control of the Austro-Hungarian Empire, Canada’s adversary during the First World War, Ukrainians and other Europeans came under increasing suspicion. As wartime anxieties fanned the flames of xenophobia, the passage of the War Measures Act provided the legal instrument for an order-in-council by the Canadian government.

This resulted in the internment of 8,579 Canadians labelled as “enemy aliens.” Over 5,000 of these people were Ukrainians. In addition, 80,000 individuals were required to register as “enemy aliens” and to report regularly to local authorities.

The affected communities include Ukrainians, Austrians, Bulgarians, Croatians, Czechs, Germans, Hungarians, Italians, Jews, Poles, Romanians, Serbians, Slovaks, Slovenes various people from the Ottoman Empire which include Alevi Kurds and Armenians, among others of which most were Ukrainian, and most were civilians. This marked the beginning of a traumatic period in Ukrainian Canadian history, one that would leave deep scars long after the last internment camp was closed.

Referred to as Canada’s First National Internment Operations, the period between 1914 and 1920 saw members of Ukrainian families separated and their property confiscated and sold. Thousands of Ukrainian men were consigned to internment camps and years of forced labour in Canada’s wilderness. Some have argued that the infrastructure development programs that received “free” Ukrainian labour benefitted the Canadian government and the captains of industry to such an extent that the internment continued for two years after the First World War had ended. Perhaps most disturbing is the fact that this episode in Canadian history has been largely overlooked by historians.

During the First World War, governments in Canada systematically carried out internment operations. After being labelled enemy aliens during the Second World War, Japanese and Italian Canadians suffered eerily similar fates to that of Canadians of Ukrainian and Eastern European descent during the First World War era. These cases are examples of legally sanctioned injustice where the civil rights of targeted Canadians are denied without just cause, and entire communities are subjected to indignity, abuse, and suffering. While these internment camps are relics of the world wars, the labeling of communities of Canadians as “dangerous foreigners” who pose a threat to Canada continues to be a reality.

Xenophobia in Canadian history is often exacerbated during periods of war or when social anxieties are heightened by economic and political uncertainty and upheaval. This has resulted in the persecution and sometimes unlawful treatment of members of Canadian society who are among the most vulnerable, including the poor; First Nations, Inuit, and Métis peoples; ethno-racial minorities; political dissidents; LGBTQ+ communities; women; and religious minorities. By critically examining Canada’s First National Internment Operations, we can help students understand the myriad forces that give rise to legally sanctioned social injustices and hopefully reduce the likelihood of future injustices. With *The Camps* videos and accompanying resources, students of all ages will have opportunities to learn about the past so that they may be better able to understand their present and actively and constructively contribute to a more socially just future.

About *The Camps* Video Series Educational Materials

The objective of the video series and accompanying educational materials is to raise critical awareness among students of all ages about the largely untold story of Canada’s First National Internment Operations during the First World War. While it is impossible to teach in any course or curriculum all stories and events in Canada’s history, the omission until very recently of the internment of thousands of Ukrainian Canadians, and other Canadians predominantly of Eastern European descent, between 1914 and 1920 has left a gap in our understanding of Canada’s history. It was not until 2006 that the Canadian government officially recognized this legally sanctioned historical injustice. Part of the pledge to redress this wrong is to educate Canadian

youth about First World War internment. These materials are an attempt to recognize those who suffered from this injustice and, through greater awareness, ensure that similar injustices are less likely to be repeated.

By engaging in the educational materials that accompany *The Camps* video series, students will develop a critical understanding of

- the immediate and underlying causal factors that led to Canada’s First National Internment Operations;
- the hardships endured in the camps from the perspective of the internees;
- the immediate and long-term consequences on the individuals interned, as well as their descendants and communities;
- the struggle by Ukrainian Canadians and other Canadians of Eastern European descent impacted by internment for recognition, reconciliation, and redress; and
- the important lessons that can be learned from the study of tragic historical events.

Creating a Trauma-Informed Classroom

Trauma-informed pedagogy

Trauma-informed teaching is sensitive to how trauma impacts learning and behaviour. There are multiple causes of trauma for young people. Sometimes addressing challenging topics in the classroom can touch into trauma that students might be carrying. When a student’s trauma has been triggered, it is very difficult for students to learn. Creating a trauma-informed classroom and pedagogical practice can create safe and productive spaces for learning.

Below are some trauma-informed strategies and resources for learning contexts.

Shape the climate for responsive learning

- create a positive, safe, and encouraging classroom environment
- encourage young people to build healthy relationships with their peers
- acknowledge, normalize, and discuss difficult topics
- create a classroom of respect for each other’s unique identity

Create opportunities for agency and safety

- provide content warnings in advance of addressing difficult material—for example, send out a letter to the school community that you will be discussing the impacts of internment camps
- support student voice and choice around challenging issues—create opportunities for them to provide input, share power, and make decisions around the learning
- affirm both individual and collective strength and resilience in the face of difficult experiences

Seek guidance from involved communities

- practise culturally relevant and responsive pedagogy by centring the voices and experiences of diverse groups and groups that have been historically marginalized and oppressed; ensure that you are centring joy, resilience, and courage as well
- communicate with parents and caregivers when addressing difficult topics

Build capacity to notice, understand, and regulate emotions while learning

- be aware of warning signs of distress: irritability, anger, withdrawal, sadness, acting out
- create structured check-ins to provide space for validating thoughts and feelings
- remind learners that it is “okay to take a break”

Additional resources



Trauma-Informed Pedagogy



The How and Why of Trauma-Informed Teaching



Trauma-Informed Teaching Strategies

Additional information on intergenerational trauma can be found at: <https://www.apa.org/monitor/2019/02/legacy-trauma>.



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www.internmentcanada.ca

Curriculum Connections—Historical Thinking Concepts

Introducing historical thinking

Students are regularly expected to learn about history without being asked to think historically. Thinking historically requires attending to the kinds of questions that historians pose. The study of history comes alive and is more engaging and meaningful for students when they learn how to think like an historian. Historical thinking concepts have already been or are currently being embedded in most social studies and history curriculum across Canada. The most common six concepts are:

- **Historical significance:** What and who should be remembered, researched, and taught?
- **Evidence and interpretation:** Is the evidence credible and adequate to support the conclusions reached?
- **Continuity and change:** How are lives and conditions alike over time and how have they changed?
- **Cause and consequence:** Why did historical events happen the way they did and what are the consequences?
- **Historical perspective:** What does the past look like when viewed through lenses of the time?
- **Ethical judgment:** Is what happened right and fair?

Explanations of the concepts

The *Historical Thinking Project* provides one-page descriptions of each historical thinking concept and offers a summary of key aspects and sample tasks for each concept.



Videos for students

The Critical Thinking Consortium (TC²) developed *six engaging videos* with accompanying lesson plans to introduce students to six historical thinking concepts that enable them to go beyond merely learning historical information to thinking deeply about history.



Links to each video:



Historical significance



Evidence and interpretation



Continuity and change



Cause and consequence



Historical perspective



Ethical judgment

Understanding Critical Thinking

Critical thinking involves thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the qualities of a competent thinker.

Individuals are attempting to think critically when they thoughtfully seek to assess what would be sensible or reasonable to believe or do in a given situation. The need to reach reasoned judgments arises in many different kinds of problematic situations such as interpreting a map or a body of data, trying to improve an artistic performance, making effective use of a piece of equipment, or deciding what course of action or policy to adopt. What makes these situations problematic is that there is some doubt as to the most appropriate option.

Critical thinking is sometimes contrasted with problem solving, decision making, analysis, and inquiry. We see these latter terms for rational deliberation as occasions for critical thinking. In all these situations, we need to think critically about the options. There is limited value in reaching solutions or making choices that are not sensible or reasonable. Thus, the term *critical thinking* draws attention to the quality of thinking required to competently pose and solve problems, reach sound decisions, analyze issues, undertake thoughtful inquiries, and so on. In other words, thinking critically is a way of carrying out these thinking tasks just as being careful is a way of walking down the stairs. Thinking critically is not a unique type of thinking that is different from other types of thinking; rather it refers to the quality of thinking that drives any intellectual effort.

The association of critical thinking with negative or judgmental thinking is misleading, since the use of *critical* is to distinguish it from uncritical thinking—thinking that accepts conclusions at face value without any assessment of their merit. It is more fruitful to interpret the word *critical* in the sense of critique—looking at the merits and shortcomings of alternatives in order to arrive at a reasoned judgment.

A focus on the quality of thinking does not imply that students must arrive at a preconceived right answer in a given situation. For example, it is less important whether students oppose or support a position expressed in a newspaper than how they reach their decision. Regardless of their particular position, we would want students' critically thoughtful responses to be sensitive to any bias, consider alternative points of view, attend to the clarity of key concepts, and assess supporting evidence. The emphasis on the qualities that student responses exhibit focuses teachers' attention on promoting and assessing students' competence in thinking critically. The challenge for teachers is to identify and implement a system of practices that will effectively promote these qualities in their students.

Promoting Critical Thinking

The Critical Thinking Consortium advocates a four-pronged approach to embedding critical thinking into teaching and learning:

- create an atmosphere for thinking by nurturing thoughtful communities at home, at school, and in the classroom that support student thinking
- create opportunities for thinking by framing critical challenges that invite students to think critically about the subject matter

- build capacity for thinking by developing the intellectual tools that enable students to competently think through the task at hand
- provide guidance about student efforts that includes assessing thinking and performance—what students have achieved and their use of the intellectual tools to support their thinking

Nurture thoughtful communities

Developing supportive school, classroom, and home communities where reflective inquiry is valued may be the most important factor in nurturing critical thinking. Students will not master the tools of critical thinking unless their use is reinforced and ongoing. As well, no one person can perfectly embody all the desired attributes of a critical thinker—we must learn to rely on others to complement our own thoughts. Teachers can establish a community of thinkers by instituting the kinds of practices suggested in the following table. Parallel practices are appropriate for parents to implement if they wish to nurture a thoughtful atmosphere at home.

Expectations	<p>Establish classroom norms that may include the following:</p> <ul style="list-style-type: none"> • Students make up their own minds and do not simply take someone’s word for things. • Students propose plausible answers or solutions to questions or problems, rather than simply wait passively to be told the answer. • Students and teachers will provide reasons or examples in support of their observations, conclusions, and actions. • Students and teachers will seriously consider other perspectives on an issue and alternative approaches to a problem before reaching a firm conclusion.
Routines	<p>Implement ongoing practices that may include</p> <ul style="list-style-type: none"> • regularly posing questions and assignments that require critical thinking • using the vocabulary of critical thinking as a matter of course in classroom discussion (for example, ask “What can you infer from this picture about the individual’s state of mind?” or “What assumptions are you making?”) • scrutinizing textbooks, news articles and reports, and other “reputable” sources of information to identify bias, stereotyping, overgeneralizations, inaccuracies, and so on • identifying and defending criteria used to evaluate students’ classroom work and actions, and then asking them to apply these criteria to themselves and their peers
Modelling	<p>Personally commit to practices such as</p> <ul style="list-style-type: none"> • sincerely attempting to base comments and decisions on careful and fair-minded consideration of all sides • providing, if asked, good reasons for decisions and actions • regularly acknowledging different positions on issues (for example, by looking at events from different cultural, gender, or class perspectives)
Interactions	<p>Support communicative practices such as</p> <ul style="list-style-type: none"> • facilitated, whole class discussions that are not dominated by teacher talk but involve widely distributed, respectful interaction among students • individual exchanges with students that probe and support their ability to reach their own conclusions and understand the reasons for their beliefs • respectful and fruitful student-to-student conversations, fostered by teaching students how to offer constructive and focussed feedback
Physical environment	<p>Configure the physical space in ways that may include</p> <ul style="list-style-type: none"> • flexibly arranging student seating so that they can discuss and work comfortably with their peers in various groupings • using U-shaped and circular seating to enable whole class discussions • adorning classroom walls with examples of student thinking and other displays that support thinking • reducing the likelihood of disruptive physical conditions such as uncomfortable temperatures, distracting noise, and unwanted movement

Frame critical challenges

Numerous opportunities to engage and think through problematic situations—what we refer to as critical challenges—will improve students’ ability to think critically. Critical thinking tasks and questions should meet four criteria:

- **Invite reasoned judgment.** A question or task is a critical challenge only if it invites students to assess the reasonableness of plausible options or alternative conclusions. It must require more than retrieval of information, rote application of a strategy, uninformed guessing, or mere assertion of a preference.
- **Be perceived as meaningful.** Trivial, decontextualized mental exercises alienate or bore students. Challenges that students see as meaningful or important help engage students in completing the assigned tasks.
- **Address key aspects of the subject matter.** Critical thinking should not be divorced from teaching subject matter. Students are more likely to learn the content of the curriculum if they are invited to think critically about issues embedded in it.
- **Fall within students’ zone of proximal development.** Students must already possess, or be able to easily acquire with support, the tools needed to address a challenge. Challenges that are far beyond what students already know or what they can readily learn will not be effective.

The following table describes and illustrates four ways to frame critical challenges.

Ways of framing critical challenges	Sample critical challenges
<p>Critique: Assess individual or comparative merits</p> <p><i>Weigh the merits and/or shortcomings of one or more persons, products, or performances</i></p>	<ul style="list-style-type: none"> • Are the results of this experiment to be trusted? • Which of the innovations is the most impressive legacy of ancient Egypt?
<p>Investigate: Pose a thoughtful question or offer a credible interpretation</p> <p><i>Suggest your own probing question, or propose a solution or explanation in response to a problematic situation or question posed by others</i></p>	<ul style="list-style-type: none"> • Think of three powerful and imaginative questions to ask our upcoming classroom guest. • Using corroborating references from elsewhere in the story, explain the author’s message in this section.
<p>Design: Create or revise to meet specifications</p> <p><i>Develop a new product or transform an existing product in light of specified criteria or an altered perspective or focus</i></p>	<ul style="list-style-type: none"> • Create an anti-smoking poster that effectively uses four persuasive techniques. • Rewrite the passages in the story from the perspective of one of the other characters without altering the author’s intent and style.
<p>Perform: Act thoughtfully in real time</p> <p><i>Self-reflectively undertake a course of action to achieve a goal or meet specified criteria</i></p>	<ul style="list-style-type: none"> • Lead a small group through an activity to help them understand the concept of one million. • Role-play the assigned character, expressing at least three feelings.

Teach the intellectual tools

Critical thinkers are competent in the use of five types of tools of thinking: background knowledge, criteria for judgment, thinking strategies, habits of mind, and critical thinking vocabulary. These tools need to be explicitly taught to students, and practised and nurtured over time, for them to become competent critical thinkers.

<p>Background knowledge <i>the information about a topic required for thoughtful reflection</i></p>	<p>Students cannot think deeply about a topic if they know little about it. Two questions to ask in developing this tool are</p> <ul style="list-style-type: none">• What background knowledge do students need for them to make a well-informed judgment on the matter before them?• How can students be assisted in acquiring this information in a meaningful manner?
<p>Criteria for judgment <i>the considerations or grounds for deciding which of the alternatives is the most sensible or appropriate</i></p>	<p>Critical thinking is essentially a matter of judging which alternative is sensible or reasonable. Students need help in thinking carefully about the criteria to use when judging various alternatives. For example:</p> <ul style="list-style-type: none">• Is my estimate <i>accurate</i>?• Is the interpretation <i>plausible</i>?• Is the conclusion <i>fair</i> to all?• Is my proposal <i>feasible</i>?
<p>Critical thinking vocabulary <i>the range of concepts and distinctions that are helpful when thinking critically</i></p>	<p>Students require the vocabulary or concepts that permit them to make important distinctions among the different issues and thinking tasks facing them. These include</p> <ul style="list-style-type: none">• inference and direct observation• generalization and over-generalization• premise and conclusion• bias and point of view
<p>Thinking strategies <i>the repertoire of devices, models, and algorithms that may be useful when thinking through a critical thinking problem</i></p>	<p>Although critical thinking is never simply a matter of following certain procedures or steps, numerous strategies are useful for guiding one's performance when thinking critically. For example:</p> <ul style="list-style-type: none">• Making decisions: Are there models or procedures to guide students through the factors they should consider (for example, a framework for issue analysis or problem solving)?• Organizing information: Would a graphic organizer (for example, webbing diagrams, Venn diagrams, "pro and con" charts) be useful in representing what a student knows about the issue?• Role taking: Before deciding on an action that affects others, should students put themselves in the others' positions and imagine their feelings?
<p>Habits of mind <i>the values and attitudes of a careful and conscientious thinker</i></p>	<p>Being able to apply criteria and use strategies is of little value unless students also have the habits of mind of a thoughtful person. These include:</p> <ul style="list-style-type: none">• Open-minded: Are students willing to consider evidence opposing their view and to revise their view should the evidence warrant it?• Fair-minded: Are students willing to give impartial consideration to alternative points of view and not simply to impose their preference?• Independent-minded: Are students willing to stand up for their firmly held beliefs?• Inquiring or "critical" attitude: Are students inclined to seek out clear and defensible beliefs?

Assess thinking and performance

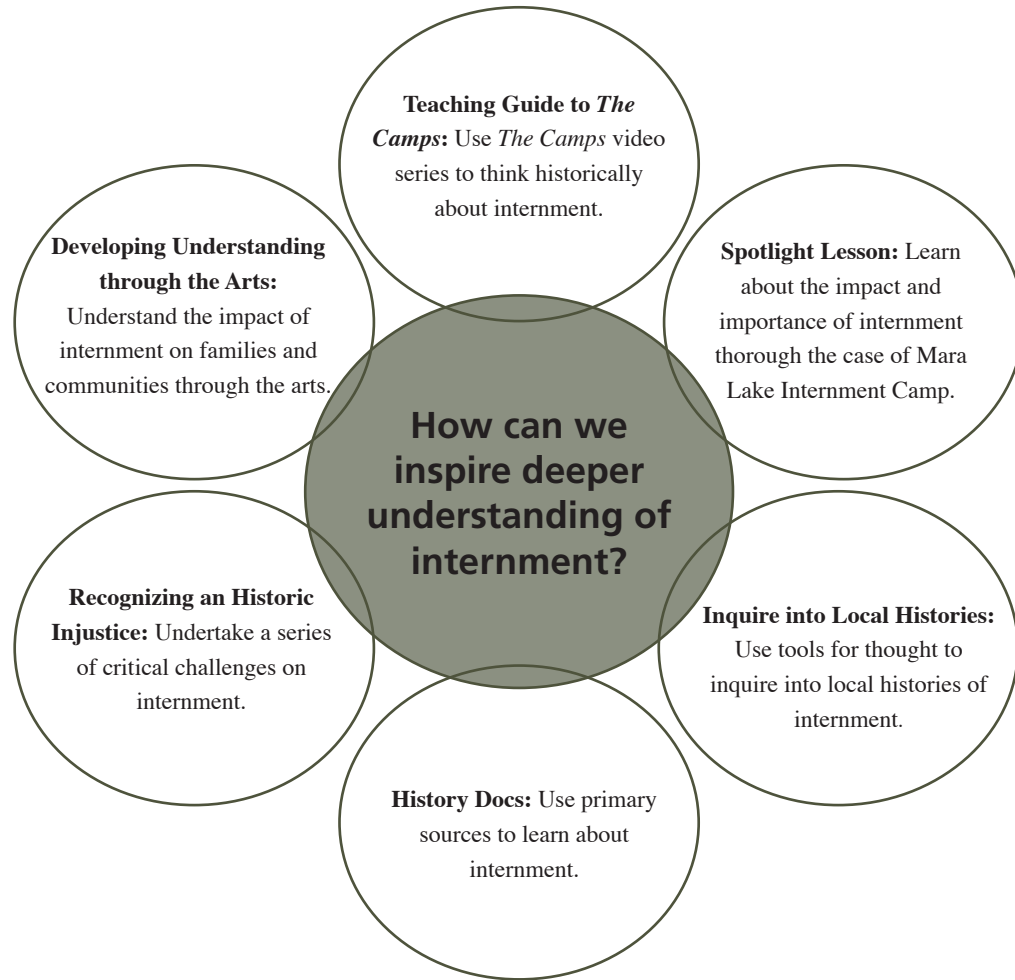
Assessment influences what students consider important and ultimately what students learn. It is not sufficient to focus on the final product that students deliver; we should also attend to the thinking that gave rise to and supports that answer. This is especially important if we want assessment to enhance learning and not simply document achievement.

A key challenge in assessing critical thinking is deciding what to look for. If there is no single correct response, we may well ask, “On what basis, then, can we reliably assess students?” In the case of critical thinking, we would want to see how well students exhibited the qualities of a competent thinker. Thus, the tools for critical thinking become the criteria for assessing students’ thinking. The following table suggests specific assessment criteria related to the five types of critical thinking tools that may be used to evaluate a persuasive essay and a creative work.

Criteria for assessing thinking

	Evidence of critical thinking in a persuasive essay	Evidence of critical thinking in a creative work
Background knowledge	<ul style="list-style-type: none">• makes use of accurate information• understands the key facts	<ul style="list-style-type: none">• understands the mechanics of the creative medium
Criteria for judgment	<ul style="list-style-type: none">• provides ample evidence• arranges arguments in a logical sequence	<ul style="list-style-type: none">• work is imaginative• work is clear and compelling
Critical thinking vocabulary	<ul style="list-style-type: none">• distinguishes “arguments” from “counter-arguments”• understands what is implied by a “sense of place”	<ul style="list-style-type: none">• represents “point of view”
Thinking strategies	<ul style="list-style-type: none">• uses appropriate strategies for developing persuasive arguments (for example, essay outline, a graphic organizer)	<ul style="list-style-type: none">• uses appropriate strategies for preparing work (for example, a rough sketch, a rehearsal)
Habits of mind	<ul style="list-style-type: none">• demonstrates an openness to alternative perspectives• refrains from forming firm opinions where the evidence is inconclusive	<ul style="list-style-type: none">• is willing to take risks• is open to constructive criticism• commits to high quality

Six Entry Points for Inquiring into Internment



Introduction to Effective Inquiry and Overview of the Resource

This resource provides students with six entry points to inquire into Canada’s First National Internment Operations during 1914–1920 using *The Camps* video series and other primary and secondary sources available on the TC² website. Each entry point can be used individually, or a combination of different entry points may be taken. The six entry points approaches are not designed to be completed in any order or sequence. Below is an introduction to four elements of effective inquiry followed by an overview of the six different entry points for inspiring students to inquire into internment.

Four elements for effective inquiry

When conducting any inquiry, the following elements are always present in some form. These elements are not always followed in a linear process but can be approached as different starting points in an inquiry-based project.¹

1. Asking critical inquiry questions

Questions are at the heart of inquiry. Critical inquiry questions are different from research questions and are evaluative questions that require students to make a reasoned judgment or draw a conclusion rather than describe or explain information. The table below provides examples of both types of question to illustrate the differences. For critical inquiry questions to provoke, inspire, and sustain inquiry they need to satisfy four criteria:

- relevant and meaningful to the students
- significant in the curriculum
- invite reasoned judgment
- focus on a thinking concept (such as the historical thinking concepts)

Research questions (locating answers)	Critical inquiry questions (requiring reasoned judgment)
What happened during the internment era?	What were the most significant events during the internment era?
What are the similarities and differences between internment in the First World War and internment in the Second World War?	Were there more similarities or more differences between the internment operations of the two world wars?
What were the consequences of internment for the Ukrainian and other affected communities in Canada?	Which of the consequences of internment has had the <i>most significant</i> impact on the Ukrainian and other affected communities in Canada?
Why were enemy aliens in Canada interned during the First World War?	Was the internment of enemy aliens in Canada during the First World War <i>ethically justifiable</i> ?

¹ Adapted from: Gibson, L. & Miles, J. (2020). Inquiry doesn’t just happen. In Case, R. & Clark, P. (Eds.). *Learning to inquire in history, geography, and social studies*. The Critical Thinking Consortium.

2. Identifying useful information sources

Information sources in an inquiry project can take many different forms and can be provided by the teacher or identified by the student. Sources might include primary sources from internment such as letters, newspaper articles, reports, and photographs as found in the History Docs collections or secondary sources such as articles, books, and websites about internment. Useful information sources for local inquiry might also include interviews with family or community members or visits to historical sites, archives, memorials, or libraries. When an information source is relevant to the inquiry question it becomes evidence for that inquiry. When you provide useful information sources for students it is important to ensure sources are suitable, relevant and credible, and provide different perspectives.

3. Analyzing evidence and drawing conclusions

When working with evidence teachers can provide students with the tools for analyzing and drawing conclusions as in the examples below in the *Tools for Thought* lessons. Or students can apply their own methods and tools to analyze evidence and draw conclusions. Drawing conclusions involves making claims that are supported by sound arguments and reliable evidence while also considering other possible interpretations.

4. Representing findings and communicating results

Findings from an inquiry project can be communicated in two main forms: a product or performance. Products include assessment tools such as essays, written and visual narratives, letters, op-ed articles, posters, political cartoons, museum displays, web pages, graphic novels, blogs, films, and portfolios. Performances include role-play scenarios, tableaux, debates, discussions, community events, and presentations. Assessment criteria for evaluating student inquiry projects should focus on students' ability to offer plausible conclusions supported by credible arguments and accurate and relevant evidence.

Entry Point 1: Teaching Guide to *The Camps*

This section of the resource provides five generic and adaptable lessons for using *The Camps* video series to learn about Canada's First National Internment Operations. Each lesson is based around an inquiry question that focuses on one or multiple interchangeable videos from the series. In this guide, both the teacher and students can decide which videos from the series are most relevant, inspiring, or interesting. Teachers can also choose to complete as many of the lessons as they wish in any order. Each lesson features at least one historical thinking concept and includes all of the required materials such as background information, activity sheets, and an assessment tool.

The five lesson questions and activities are as follows:

Lesson	Historical thinking concept	Inquiry question and task
1	Historical significance	Question: Why does internment still matter? Task: Decide which aspects of significance are the most useful for explaining why Canada's First National Internment Operations are still important.
2	Cause and consequence	Question: What were the impacts of internment? Task: Distinguish between direct and indirect consequences of the camps.

3	Evidence and interpretation	Question: How do we know about the camps? Task: Identify and classify different forms of evidence found in <i>The Camps</i> videos.
4	Ethical judgment	Question: How should we view the actions of decision makers? Task: Decide whether the actions of internment decision makers were ethically justifiable.
5	Continuity and change	Question: How much have attitudes, beliefs, and perspectives on internment changed over time? Task: Decide how much contemporary attitudes towards internment have changed from those from the internment era.

Entry Point 2: Spotlight Lesson

This two-part lesson focuses on Mara Lake Internment Camp in British Columbia, the focus of episode 1, season 1 of *The Camps* video series. This lesson can be done on its own or in combination with lessons from the *Teaching Guide to The Camps*. In this lesson students use primary sources and a video from *The Camps* series to suggest plausible conclusions about the effects of internment on internees, their families, and the larger community. In the second part of the lesson, students decide which effects of internment everyone in Canada should know about, and then communicate their thinking using the format of their choice.



The Camps: Mara Lake Video

Entry Point 3: Inquire into Local Histories

Meaningful inquiry into local history involves inspiring students to learn more about their family, community, and region. Inquiring into local history is intended to help students bring history to life and direct their own learning by “doing history,” particularly through rich, hands-on project-based inquiry. In this part of the resource, we suggest that students apply the four elements of effective inquiry when undertaking any inquiry into local history.

This part of the resource includes eight *Tools for Thought* lessons, each of which introduces a thinking tool and a related historical thinking concept that can be used to support thinking about local history of internment. Several of these *Tools for Thought* can also be used alongside sources found in the *History Docs* resource outlined below or with more local and relevant sources that might be found through a local library or archive.

***Tools for Thought* for inquiring into local history**

The following lessons can be used to help students develop and apply thinking tools when conducting an inquiry into local history to address different aspects of the four elements of inquiry discussed above.



Tools for Thought local history lessons

- **Creating effective inquiry questions:** Creating effective inquiry questions to learn about people, events, and places in a community
- **Identifying important voices:** Identifying voices and perspectives that should be considered when learning about local histories
- **Selecting important stories:** Using criteria to help select stories or questions for inquiry and investigation
- **Selecting useful sources for inquiry into local histories:** Using criteria to select the most useful sources to support inquiry into local histories
- **Critically reading sources:** Identifying intended and unintended purposes and messages of text and other sources when inquiring into local history
- **Explaining the significance of historical events:** Using criteria to explain the significance of a historically important person, place, event, or idea
- **Judging continuity and change:** Judging continuity and change in the history of a community
- **Paying attention to emotions when learning:** Using a strategy to identify and respond to emotions that may arise when learning about historical experiences or events

Entry Point 4: History Docs

History Docs is a searchable collection of carefully selected primary and secondary source documents about peoples, places, things, and events in Canadian history. The sets can be used

- as information sources to support critical inquiry into topics in history and social studies
- as contexts for developing thinking tools required for critical inquiry and historical thinking

There are five sets of *History Docs* that focus on Canada’s First National Internment Operations:

- Daily life in internment
- Effects of First World War internment for Ukrainians
- Reasons for First World War internment
- First World War internment justified
- Ukrainian life after internment (1920–1946)



History Docs website

Entry Point 5: Recognizing an Historic Injustice

This collection of lessons was originally published in the resource, *Recognizing an Historic Injustice: Canada’s First National Internment Operations, 1914–1920*. Developed in collaboration with the **Canadian First World War Internment Recognition Fund**, the purpose of these lessons is to raise critical awareness among students about the largely unknown story of Canada’s First National Internment Operations, between 1914 and 1920. It was not until 2008 that the Canadian government recognized this legally sanctioned historical injustice. Part of the pledge to redress this wrong is to educate Canadian youth about the First World War internment

era and, through greater awareness, ensure that similar injustices are less likely to be repeated. In addition to highlighting the voices of the individuals and groups affected by the internment, these lessons feature the use of six historical thinking concepts originally developed by Professor Peter Seixas of the University of British Columbia. The use of the historical thinking concepts enables students to go beyond merely learning historical information to thinking deeply about Canada's First National Internment Operations.



Resource website

Entry Point 6: Developing Understanding through the Arts

Developing Understanding through the Arts is a unit for students in Grades 4 to 9 that explores the experiences of Ukrainian and other European immigrants to Canada in the late 1800s and early 1900s and the impacts of internment on individuals, families, and communities. The lesson plans in this resource are self-contained, each focusing on developing understanding through the use of a specific art form.



Resource website

Why does internment still matter?

Critical Challenge

Inquiry question	Why does internment still matter?
Lesson challenge	Decide which aspects of significance are the most useful for explaining why Canada's First National Internment Operations are still important.
Historical thinking concept	Historical significance

Resources

Background sheet: Canada's First National Internment Operations

Activity sheet: Determining historical significance

Assessing my understanding: Determining historical significance

Internet access and technology to watch or display episodes from the documentary series *The Camps*:

Season 1 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmdhHi4uCcVaMJEB0co2Hk7P>



Season 2 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmcVyW-e4MDAwpiq8mO-pek2>



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Launch the activity

Instructions

1. Begin by asking students to make a decision: which events from their lives are the most important? Possible responses might include: “When I started school; when my family moved to a new city.” Invite students in pairs to list five or six important events from their lives.
2. Ask students to think about what criteria or factors they used to decide which events from their lives were the most important. Share ideas as a class.
3. Inform students that criteria can be used to help us to decide the importance or significance of historical events. Use students’ suggestions from the previous step to co-develop the criteria and/or provide the criteria for determining historical significance:
 - how notable the event was at the time;
 - how widespread and lasting the consequences of the event were; and
 - how symbolic or representative of historical issues or trends the event was.

If your students need more practice using the criteria for significance, visit: https://tc2.ca/uploads/PDFs/thinking-about-history/historical_significance_elementary.pdf



4. Invite students to revisit the events from their personal lives, this time using the criteria to guide their thinking. For example, students may note that some events they selected had important and lasting consequences for their lives. Ask students to share their ideas as a class.
5. Inform students that in this activity they will determine what aspects of the criteria are most useful for explaining why Canada’s First National Internment Operations are historically significant using evidence found in *The Camps* videos.
6. If students are unfamiliar with internment, offer a brief description of Canada’s First National Internment Operations and provide students with *Background sheet: Canada’s First National Internment Operations*.
7. Provide students with a copy of *Activity sheet: Determining historical significance*.
8. As a class watch a video from *The Camps* series (see the beginning of the lesson for links to the episodes). Ask students to use the activity sheet to record important aspects, details, and facts from the video. If necessary, consider pausing the video after each minute to allow students to record ideas. Invite students to share their observations with the class and record these ideas for all students to see.

Apply the strategy

9. Invite students to identify which aspect of the criteria could be used to determine the significance of each detail or fact and then use the details and criteria to explain why internment still matters. Share ideas as class.
10. Provide students with another copy of the activity sheet and ask students to select another video from *The Camps* series. Students could watch one new video as a class, or you could invite students to select and watch a new video individually.
11. Invite students to record important details and facts as they watch, and then determine significance using the criteria.
12. Ask students to reflect on their findings and consider which aspect of the criteria was most useful for determining the significance of internment. Invite students to revisit the criteria and consider refining it based on their findings. Share ideas as a class.
13. Invite students to reflect on the choices made by the filmmaker about who was interviewed and what places were shown.
14. Ask small groups to discuss which aspects of the criteria for significance might be useful for explaining the filmmaker's choices. Invite students to share ideas with the class.
15. Provide students with *Assessing my understanding: Determining historical significance* and invite students to self-assess their understanding of determining significance from a video.

Think like a filmmaker

Reflect and assess learning

Determining historical significance

Video:

Criteria for historical significance	
Notable at the time	<ul style="list-style-type: none"> Was it noticed at the time as having importance? How long did it exist or operate?
Widespread and lasting consequences	<ul style="list-style-type: none"> How deeply felt was it? How widespread was it? How lasting were its effects?
Symbolic	<ul style="list-style-type: none"> Does the event highlight, represent, or symbolize important issues or trends in the past or present?

Detail or information from video	Criteria for historical significance	Why is the internment still important?
	<input type="checkbox"/> notable at the time <input type="checkbox"/> widespread and lasting consequences <input type="checkbox"/> symbolic	
	<input type="checkbox"/> notable at the time <input type="checkbox"/> widespread and lasting consequences <input type="checkbox"/> symbolic	
	<input type="checkbox"/> notable at the time <input type="checkbox"/> widespread and lasting consequences <input type="checkbox"/> symbolic	
	<input type="checkbox"/> notable at the time <input type="checkbox"/> widespread and lasting consequences <input type="checkbox"/> symbolic	

I can identify criteria for determining historical significance.

Evidence:



I've got it

I'm still working on it

I can identify important details, facts and events from a video.

Evidence:



I've got it

I'm still working on it

I can determine the historical significance of events in a video using criteria.

Evidence:



I've got it

I'm still working on it

What were the impacts of the camps?

Critical Challenge

Inquiry question	Why does internment still matter?
Lesson challenge	Distinguish between direct and indirect consequences of the camps.
Historical thinking concept	Cause and consequence

Resources

Background sheet: Canada's First National Internment Operations

Activity sheet: Webbing direct and indirect consequences

Assessing my understanding: Distinguishing direct and indirect consequences

Internet access and technology to watch or display episodes from the documentary series *The Camps*:

Season 1 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmdhHi4uCcVaMJEB0co2Hk7P>

Season 2 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmcVyW-e4MDAwpiq8mO-pek2>



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Launch the activity

Instructions

1. Organize students into small groups and invite them to think of a recent event that happened at school or in their community. Possibilities include
 - doing poorly on an important math test
 - winning a championship game
 - losing a cellphone
 - any other event with many consequences
2. Ask groups to brainstorm as many effects or consequences of their selected event as they can think of. Invite groups to share their ideas with the class.
3. Briefly explain that every important event can have both direct consequences and indirect consequences. For example, a direct consequence of failing a test might be having to study for a make-up test, while an indirect consequence might be having to cancel plans with a friend.
4. Ask groups to categorize the consequences of their selected event as either direct or indirect.
5. Invite students to share their decisions with the class. As students share, discuss the idea that important events can have many direct and indirect consequences that ripple out over time and can affect many people and groups. If students need more practice identifying causes and consequences, visit: https://tc2.ca/uploads/PDFs/thinking-about-history/cause_consequence_elementary.pdf
6. Inform students that in this lesson they will explore and identify the direct and indirect consequences of Canada's First National Internment Operations using videos from *The Camps* series.
7. If the topic of Canada's First National Internment Operations is new to students, consider providing students with *Background sheet: Canada's First National Internment Operations* and using the 5Ws as question prompts: (who?, what?, where?, when?, and why?). Consider inviting students to use previous knowledge about internments or the First World War to suggest possible consequences of internment.
8. Provide students with a copy of *Activity sheet: Webbing direct and indirect consequences*. Show students a video from *The Camps* series and prompt them to note as many consequences of Canada's First National Internment Operations as possible (see the beginning of the lesson for links to the episodes). Encourage students to look and listen for consequences experienced by those directly impacted by the camps as well as family, community members, and descendants. Ask students to write the camp's name in the middle of the activity sheet and then distinguish whether the consequences are direct or indirect. The direct consequences should be



Practise and apply the strategy

written near the camp's name and indirect consequences further away from the camp's name.

9. Provide students with another copy of the activity sheet and ask them to identify direct and indirect consequences from another video in *The Camps* series. The class could watch one new video, or you could invite individuals or small groups to select a video to view.
10. Invite students to share one direct and one indirect consequence identified from their selected video. Encourage students to explain how they categorized each consequence. Discuss as a class the various direct and indirect consequences the camps had for those interned, their immediate families and descendants, their communities, and Canadian society more generally. Invite students to suggest which consequences have had the most deeply felt or long-lasting impact.

Think like a filmmaker

11. Encourage groups to discuss questions such as:
 - What techniques did the filmmaker use to communicate the consequences of the camps?
 - Why might the filmmaker have selected these scenes and interviews to be included?

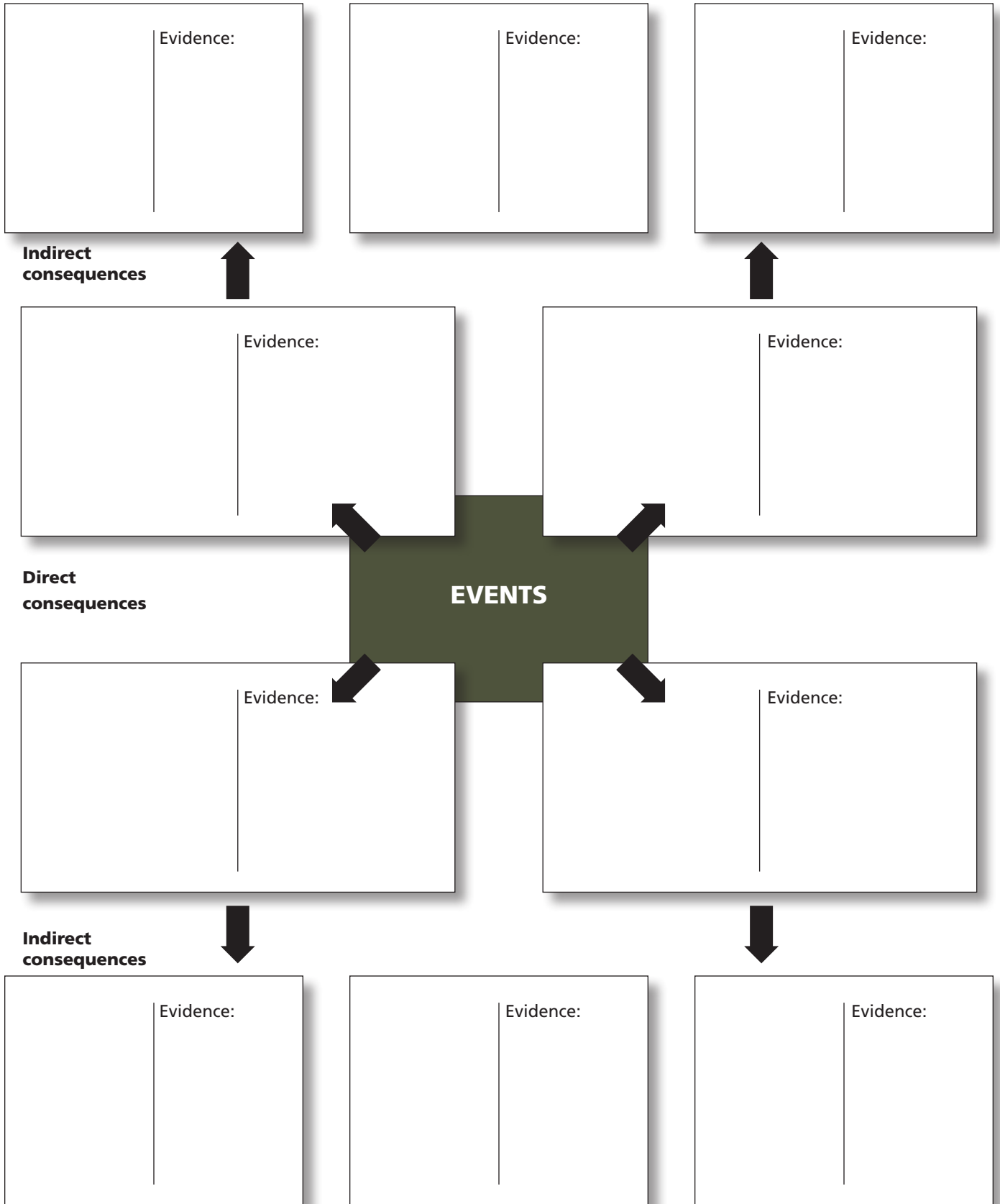
Encourage prospective thinking

12. Encourage students to engage in prospective thinking by using what they have learned to think forward. Organize students into small groups and prompt them to discuss questions such as:
 - How might we address the ongoing consequences and the traumas related to Canada's First National Internment Operations?
 - What important lessons can be learned from understanding more about the consequences of Canada's First National Internment Operations?
 - What actions might we take to prevent similar events in the future?

Assess for understanding

13. Provide students with *Assessing my understanding: Distinguishing direct and indirect consequences* and invite students to self-assess their understanding of distinguishing direct and indirect consequences from a video.

Webbing direct and indirect consequences



Distinguishing direct and indirect consequences

I can describe differences between a direct and an indirect consequence.

Evidence:



I can identify different consequences of internment from a video.

Evidence:



I can distinguish between the direct and indirect consequences of internment.

Evidence:



How do we know about the camps?

Critical Challenge

Inquiry question	How do we know about the camps?
Lesson challenge	Identify and classify different forms of evidence found in <i>The Camps</i> videos.
Historical thinking concept	Evidence and interpretation

Resources

Background sheet: Canada's First National Internment Operations

Activity sheet: Bedroom image

Activity sheet: Classifying historical evidence

Activity sheet: Examining historical evidence

Assessing my understanding: Classifying historical evidence

Internet access and technology to watch or display episodes from the documentary series *The Camps*:

Season 1 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmdhHi4uCcVaMJEB0co2Hk7P>



Season 2 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmcVyW-e4MDAwpiq8mO-pek2>



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Instructions

Launch the activity

1. Organize students into pairs and digitally display or distribute the image from *Activity sheet: Bedroom image*.
2. Explain to students that their task is to identify different objects in the room and then list five words that describe the person living in the bedroom. Invite students to share their observations and inferences about the person, reminding them to use details from the image to support their thinking.
3. Suggest that the objects in the bedroom are examples of traces, or remnants of the life of the person who lives in the room. Traces are a type of historical evidence that can offer clues about the past.
4. Invite students to suggest examples of traces that might be left behind as they live their lives. Encourage students to think about what the traces from their lives reveal about them and their community or school. For example, suggest that an empty water bottle in the recycling bin might act as evidence that they drank water at recess or that the school encourages recycling. Invite students to suggest other examples of trace evidence and the related inferences.
5. Provide students with *Activity sheet: Classifying historical evidence* and briefly explain that there are two kinds of historical evidence: traces and accounts. Instruct students to read the definitions of traces and accounts on the activity sheet and then consider each example from the bottom half of the sheet. Prompt students to classify each piece of evidence listed on the activity sheet as either a trace or an account and provide an explanation. Invite students to share their decisions and thinking with the class.
6. Inform students that in this activity they will classify and examine traces and accounts in a video of Canada's First National Internment Operations. If students are unfamiliar with internment, offer a brief description of Canada's First National Internment Operations and provide students with *Background sheet: Canada's First National Internment Operations*. If students are familiar with internment, invite them to suggest possible traces and accounts that could be used to learn about the camps.

Practise and apply the strategy

7. Show the class a video from *The Camps* series (see the beginning of the lesson for links to the episodes). Any video in the series will work; however, we recommend *Season 1 Episode 7—Morrissey* for identifying and examining different types of evidence.
8. Pause the video after an example of evidence is shown. For example, in the S1-E7 Morrissey video at approximately the 1:30 minute mark, you could pause the video after the archaeologist discusses the importance of finding metal cans at the internment camp site. Invite students to decide whether the metal cans (or another piece of evidence) shown in the video are a trace or an account and ask them to provide an explanation. Ask students to suggest what this evidence reveals about life in the camps.

9. Provide students with *Activity sheet: Examining historical evidence* and invite them to watch another video in *The Camps* series. Ask students to pause the video when necessary to note other examples of evidence on the activity sheet. After the video is over asks students to examine their identified example of evidence to determine what questions, inferences, and conclusions can be drawn about the history of the camps using that evidence.
10. Invite students as a class to share their findings and record ideas on the board or on poster paper.
11. As a class discuss the lesson’s inquiry question: How do we know about the camps? Invite students to decide which is most useful for describing the camps: traces or accounts? Ask them to share their decision and provide an explanation.
12. Invite students to think about how the filmmaker made choices about what types of evidence to include in the video to tell the story of a camp. When a story is told in a documentary, which type of evidence is more useful? Which type is more interesting and engaging for the audience?
13. Invite students to think about the different effects or feelings that traces and accounts have on a viewer and ask them to share ideas as a class.
14. Provide students with *Assessing my understanding: Classifying historical evidence* and invite them to self-assess their understanding of classifying traces and accounts in a video.

Think like a filmmaker

Assess for understanding



Source: Judy Wearing

Classifying historical evidence

What is the difference between traces and accounts?

Traces are remnants of the past or by-products of past activities.

Accounts are deliberate recordings or retelling of events, feelings, actions, beliefs, or past conditions.

Example traces

- a replica dinosaur bone
- a page from a personal diary
- a ticket stub from a music concert
- a t-shirt
- a hockey stick

Example accounts

- a book describing the lives of dinosaurs
- a description of treaties told by an Elder
- a documentary movie about a music concert
- a personal diary
- a book about the history of women's hockey in the community

Example of historical evidence from a community

Classification

A book describing the history of the community

- trace
 account
 Explanation:

A photograph of the main street of the community 100 years ago

- trace
 account
 Explanation:

A museum exhibit featuring replicas of the tools used by farm workers in the community 100 years ago

- trace
 account
 Explanation:

A stone tool used by Indigenous peoples who lived on the land where the community is now located

- trace
 account
 Explanation:

Examining historical evidence

Activity sheet

Traces: Remnants of the past, left behind as by-products of the activities of life at the time.

Accounts: Deliberate recording or retellings of feelings, beliefs, actions, events, or conditions.

Name of camp:

Evidence from video	What <i>inferences</i> or <i>conclusions</i> can we draw about the camps from this evidence?	What <i>questions</i> about the camps might this evidence help answer?
<input type="checkbox"/> trace <input type="checkbox"/> account		
<input type="checkbox"/> trace <input type="checkbox"/> account		
<input type="checkbox"/> trace <input type="checkbox"/> account		

I can identify the difference between a trace and an account.

Evidence:



I can identify traces and accounts from a video.

Evidence:



I can use a trace or an account from a video to draw inferences and conclusions about the history of the camps.

Evidence:



How should we view the actions of decision makers?

Critical Challenge

Inquiry question	How should we view the actions of decision makers?
Lesson challenge	Decide whether the actions of internment decision makers were ethically justifiable.
Historical thinking concept	Ethical judgment

Resources

Background sheet: Canada's First National Internment Operations

Background sheet: House of Commons speech on reasons for internment

Background sheet: Nationality and loyalty

Activity sheet: Atlanta schools cheating scandal

Activity sheet: Deciding whether actions are ethically justifiable

Assessing my understanding: Making an ethical judgment

Internet access and technology to watch or display episodes from the documentary series *The Camps*:

Season 1 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmdhHi4uCcVaMJEB0co2Hk7P>



Season 2 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmcVyW-e4MDAwpiq8mO-pek2>



Additional information about the historical thinking concept of ethical judgment: https://tc2.ca/uploads/PDFs/thinking-about-history/ethical_judgment_elementary.pdf



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Launch the activity

Instructions

1. Organize your students into pairs and introduce the concept of ethical judgment by inviting groups to make a decision: would it ever be justifiable for a teacher to change a student's score on an exam without the student knowing?
2. As students share their initial thinking, provide each group with a copy of *Activity sheet: Atlanta schools cheating scandal*. Explain that their task is to use the information to decide if the teachers' decision to change student scores was ethically justifiable given the challenges the teachers were facing.
3. Invite groups to share their decisions, using their thinking to co-develop or present the criteria for determining whether a past action was ethically justifiable:
 - **Valid and sincere action.** Did they act in a valid and sincere manner, given the values of the time? Were their publicly stated objectives the actual reasons for acting as they did?
 - **Reasonable strategy.** Were their actions reasonable, given what they believed at the time? Could the decision makers have achieved their objectives in a more effective and compassionate way?
 - **Respectful of affected groups.** Were they respectful of the legitimate rights and interests—as they were understood at the time—of any affected people? Did the decision makers adequately consider the suffering and loss of rights that various groups might experience?

Prompt students to note the criteria on their activity sheet.

4. Encourage groups to revisit their initial decisions, this time using the criteria to decide whether the teachers' actions were ethically justifiable. As groups share their decisions, use their ideas to explore how each of the criteria could be used to judge past actions.
5. Briefly explain that making decisions about past actions is an aspect of the historical thinking concept of ethical judgment. Explain that the challenge in this lesson will be to decide if the internment of Ukrainian Canadians and other Europeans in the era of the First World War was ethically justifiable.
6. Invite students to make an initial decision: Was the internment of the internment of Ukrainian and other Europeans ethically justifiable? Invite groups to share their thinking, assuring them that they will be able to revisit their thinking throughout this lesson.

If the topic of Canada's First National Internment Operations is new to students, consider providing students with *Background sheet: Canada's First National Internment Operations* and using the 5Ws as question prompts (who?, what?, where?, when?, and why?).

**Practise and apply
the strategy**

7. Provide each group with *Activity sheet: Deciding whether actions are ethically justifiable* and *Background sheet: House of Commons speech on reasons for internment*. Explain that it is important to be aware of both contemporary and historical ethical standards when judging past actions and decisions. While these standards can change over time, it is still appropriate to judge past decisions and actions with sensitivity to the historical contexts.
8. Reveal that the speech is from Canada's Minister of Justice in 1918, an important decision maker in charge of internment operations. Guide groups in looking for details from the speech that could be used to decide whether the internment was a valid and sincere action. Invite groups to share any details from the speech that correspond with this criterion.
9. Encourage groups to look for details in the speech that might correspond with the other criteria. Invite students to share their thinking, and to revisit their decisions from the beginning of the lesson.
10. Optionally, provide each group with *Background sheet: Nationality and loyalty* which offers perspectives from Ukrainian Canadians and other Europeans. Invite students to look for more details and information that can help them decide whether the internment of Ukrainian Canadians in the era of the First World War was ethically justifiable.
11. As a class select and watch one video from *The Camps* series (see the beginning of the lesson for links to the episodes). Ask groups to listen and look for details and information that will help them make their decision. After watching the video, invite students to share their ratings and supporting evidence with class.
12. Invite students to watch another video as a class or suggest they select a video from the series and watch it on their own device, again looking for details and information for each criterion.
13. Ask students to respond to the final question on the activity sheet, which prompts them to assess whether the decision to intern Ukrainian Canadians and other Europeans was ethically justified.
14. Encourage students to revisit their initial decision from the beginning of the lesson and to share why their decision changed or stayed the same.
15. Discuss which filmmaking or narrative techniques used by the filmmaker were most effective for helping viewers decide whether internment was ethically justified.
16. Provide students with *Assessing my understanding: Making an ethical judgment* and invite students to self-assess their understanding.

Think like a filmmaker

Assess for understanding

House of Commons speech on reasons for internment

Excerpt from a transcript of a speech given by Canada's Minister of Justice, the Honourable C. J. Doherty, to the House of Commons on April 22, 1918.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

Speech by Honourable C.J. Doherty
House of Commons
April 22, 1918

At the outset [beginning] of the war the Government had an option to expel [remove] the persons of enemy alien nationality ... at the outset of this war, we took the position, not only that we would allow these people to remain within the country, but I might say at the suggestion—and I might even say upon the insistence—of the authorities of the Mother Country [Great Britain] we took the position that these people, those of them at all events who were of military age, should not be allowed to leave this country. And, taking that position, not only consenting [agreeing] that they should remain but actually preventing their departure, we felt bound so long as they violate no law of this country, so long as they behaved themselves as good citizens within this country, to extend to them the protection of the law We announced to them at the same time that those of them who by act or word showed a spirit of hostility to this country, or who did not

conform [follow] to the laws of this country, would be interned. And large numbers were interned. Some of them for cause. Quite a number of them were interned more largely under the inspiration of the sentiment of compassion [for sympathetic reasons], if I may use the expression, than because of hostility. At that time, when the labour market was glutted [were no jobs], and there was a natural disposition [feeling amongst employers] to give the preference in the matter of employment [to give jobs] to our own people, thousands of these aliens were starving in some of our cities However that may be, a considerable number for cause, and an additional number for the reasons which I have given, were interned, until at one time we had some seven or eight thousand interned aliens We found that the sentiment [feeling] of every man who came into contact with the Austrian who was interned was that he was absolutely not dangerous.

Endowment Council of the Canadian First World War Internment Recognition Fund, *The affirmation of witnesses: The causes and consequences of Canada's First National Internment Operations 1914–1920* (Kingston, ON: Kashtan Press, 2011), p. 20. Reproduced with the permission of Lubomyr Luciuk.

Nationality and loyalty

Background sheet

Excerpt from a letter drafted after a mass meeting of Ukrainian Canadians in Winnipeg, Manitoba, on July 17, 1916.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

Winnipeg, Manitoba
17 July 1916

The Ukrainians ... of Western Canada ... have found themselves heavily handicapped since the outbreak of the war by the fact of their Austrian birth which has led ... the Dominion Government, as well as Canadian employers of labour, to unjustly class them as Austrians, and therefore enemy aliens. Many have been interned, although they are no more in sympathy with the enemy than are the Poles [Polish people], for they are as distinct a nationality [as Ukrainians] ... which hopes to emerge from the war in the enjoyment of a wide measure of national autonomy [independence] ... [yet] Ukrainians in Canada are treated as enemy Austrians. They are persecuted [punished], by thousands they are interned, they are dismissed from their employment, and their applications for work are not entertained [considered]. And why? For only one reason, that they were so unhappy as to be born into the Austrian bondage [territories controlled by Austria-Hungary]..."

Frances Swyripa and John Herd Thompson (eds.), *Loyalties in conflict: Ukrainians in Canada during the Great War* (Edmonton, AB: Canadian Institute of Ukrainian Studies—University of Alberta, 1983), pp. 166–168.

Atlanta schools cheating scandal

Were the teachers' actions ethically justifiable?

In 2011, a government investigation into public schools in Atlanta, Georgia, found evidence of cheating on a standardized test in 44 schools. In total, 178 teachers and administrators were accused of changing students' answers on the tests to make sure that students received high test scores.

When asked to explain their actions, many of the educators described feeling pressured to boost test scores. Higher test scores meant that schools and teachers could be awarded bonus money, while low test scores meant that teachers could receive poor evaluations or even be fired. Low test scores also meant that schools would receive less money or even be shut down. Some educators suggested that their actions did not hurt any students and actually benefitted their entire community.

My initial thoughts: Were the educators' actions of changing test scores ethically justifiable?

<p>The educators were</p> <ul style="list-style-type: none"><input type="checkbox"/> completely ethical<input type="checkbox"/> somewhat ethical<input type="checkbox"/> not very ethical<input type="checkbox"/> not at all ethical	<p>Evidence that supports my decision:</p>
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Criteria for determining whether a past action was ethically justifiable

<p>Criteria 1:</p>	<p>Criteria 2:</p>	<p>Criteria 3:</p>
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My next thoughts: Were the educators' actions of changing test scores ethically justifiable?

<p>The educators were</p> <ul style="list-style-type: none"><input type="checkbox"/> completely ethical<input type="checkbox"/> somewhat ethical<input type="checkbox"/> not very ethical<input type="checkbox"/> not at all ethical	<p>Evidence that supports my decision:</p>
---	--

I can use criteria and evidence to determine whether a decision or action was ethically justifiable.

Evidence:



I can identify actions of decision makers in the internment era.

Evidence:



I can make a judgment about whether internment decision makers' actions were ethically justifiable.

Evidence:



How much have attitudes, beliefs, and perspectives on internment changed over time?

Critical Challenge

Inquiry question	How much have attitudes, beliefs, and perspectives on internment changed over time?
Lesson challenge	Decide how much contemporary attitudes towards internment have changed from those from the internment era.
Historical thinking concept	Continuity and change

Resources

Background sheet: Canada's First National Internment Operations

Background sheet: Motivations and justifications for internment

Activity sheet: Changing attitudes over time

Assessing my understanding: Identifying continuity and change

Internet access and technology to watch or display episodes from the documentary series *The Camps*:

Season 1 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmdhHi4uCcVaMJEB0co2Hk7P>

Season 2 <https://www.youtube.com/playlist?list=PLX0kdb0mOPmcVyW-e4MDAwpiq8mO-pek2>



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Launch the activity

Instructions

1. Share with students the following story of the marathon runner Katherine Switzer, who was the first woman to officially compete in the Boston Marathon in 1967.

Up until 1972, the Boston Marathon was a men's only competition. In 1967, Katherine Switzer registered for the event using her initials and competed. During the marathon, the race manager assaulted Switzer and tried to grab her bib and stop her from running. Switzer was protected by fellow runners and her manager and was able to finish the race.

2. Invite students to share their initial reactions to this story and ask them to think about what this event tells us about attitudes and beliefs regarding women at the time.
3. Discuss with the class the idea that over periods of time, prevalent attitudes, beliefs, and perspectives can change. Explain to students that many men believed at the time that women were “too weak or fragile” to compete in the marathon. Inform students that it wasn't until 1972 that the Boston Marathon created a women's category in the race and that Switzer's protest race was important in breaking down this sexist barrier. In the 2019 Boston Marathon, over 45 per cent of the participants were women.
4. Ask students to decide the extent of the change between 1967 and the present day using the following scale and share ideas as a class:

How much have attitudes, beliefs and perspectives changed?

1	2	3	4	5
not at all		somewhat		a great deal

5. Inform students that studying history to examine how attitudes, perspectives, and beliefs change and stay the same over time is called *identifying continuity and change*. If your students need more practice using the criteria for continuity and change, visit: https://tc2.ca/uploads/PDFs/thinking-about-history/continuity_and_change_elementary.pdf
6. Explain to students that in this lesson they are going to decide how much attitudes towards First World War internment have changed over time, using *The Camps* video series as evidence.

If students are unfamiliar with internment, offer a brief description of Canada's First National Internment Operations and provide students with *Background sheet: Canada's First National Internment Operations*.

If students are at least somewhat familiar with internment, provide each student with a copy of *Activity sheet: Changing attitudes over time*. Invite students to use the rating scale to make an initial judgment: How much have attitudes towards internments changed over time?



**Practise and apply
the strategy**

7. Organize students into small groups and provide each group with the *Background sheet: Motivations and justifications for internment*, which provides one historian's explanation of the beliefs and attitudes at the time. Provide students with *Activity sheet: Changing attitudes over time*. Briefly explain that the first task is to identify examples and evidence of attitudes, beliefs, or values towards restricting freedoms at the time of internment and then in the contemporary era. Encourage students to read the background sheet first to identify attitudes, beliefs, and perspectives at the time of internment.
8. Invite groups to share their thinking with the class.
9. Continue the thinking by watching a video from *The Camps* series (see the beginning of the lesson for links to the episodes). Encourage students to think about how the people interviewed in the series reveal what may have been thought, believed, or valued during the internment era. Also encourage them to think about contemporary beliefs, attitudes, or perspectives can be observed or inferred from the video. If necessary, pause the video in places to allow students time to record their ideas.
10. After watching the video, prompt students to think about the evidence they have collected and invite them to describe what differences they notice between the internment era and the contemporary era. Ask students to select one important change and one important continuity between the two periods and share ideas as a class.
11. Invite students to watch another video as a class or suggest they select a video from the series and watch it on their own device. Prompt students to use the same activity sheet to record their thinking or provide students with a new copy of the activity sheet. After students have completed this, invite them to share any important continuities and changes across the two time periods.
12. Ask students to revisit their initial decisions about how much attitudes, beliefs, and perspectives to internment have changed over time. Prompt students to decide how much has changed over time, this time using what they've learned in this lesson to guide their decision-making. Discuss ratings and supporting evidence as class.
13. Invite students to apply their learning about changing attitudes towards internment to our contemporary context. Ask students whether they think an event similar to internment could happen today and encourage them to share their thinking. Invite students to suggest what actions might be taken to ensure that similar events don't happen again.
14. Invite students to suggest how the filmmaker was able to show both contemporary and historical perspectives in the videos:
 - Which techniques were the most useful for helping viewers understand the beliefs and attitudes of a different time period?
 - Which filmmaking techniques were most useful for showing that some attitudes and beliefs are consistent across these two periods?

Think like a filmmaker

Self-assess for understanding

15. Prompt students to use *Assessing my understanding: Identifying continuity and change* to self-assess their understanding of identifying continuity and change of attitudes, beliefs, and perspectives across two time periods.

Motivations and justifications for internment

Excerpt from a letter to the editor written by historian Orest Martynowych, published in *The Ukrainian Weekly* on April 9, 1988.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

Immediately after the outbreak of war many more [Ukrainian labourers] were fired because “patriotic” employers and laborers refused to work with natives of enemy states. While some Ukrainian laborers responded to this turn of events by organizing street demonstrations, others headed for the American border in search of work. Robert Borden, the Canadian prime minister, was prepared to let these hungry and unemployed men enter the United States, but the Colonial Office in London insisted that Canada must detain all “aliens of enemy nationality.” The British feared that many of these men, especially those who were military reservists, would drift back to Germany and Austria via the neutral United States. Hence the introduction of internment operations in Canada.

Thus the overwhelming majority of Ukrainian internees were young, single, property-less, unemployed, un-naturalized [without Canadian citizenship]. They were interned while trying to cross the American border or because municipal councils, which were unable or unwilling to provide relief for them, insisted that they represented a threat to civil order. It is necessary to bear in mind that for many of these men internment was the only alternative to starvation. There is evidence that at least some hungry and unemployed Ukrainian laborers sought to be interned and that they were not eager to be released from the internment camp.

Lubomyr Luciuk, *Righting an injustice: The debate over redress for Canada’s First National Internment Operations* (Toronto, ON: The Justinian Press, 1994), pp. 66–67.

I can identify the attitudes, beliefs, and perspectives of people living in different time periods.

Evidence:



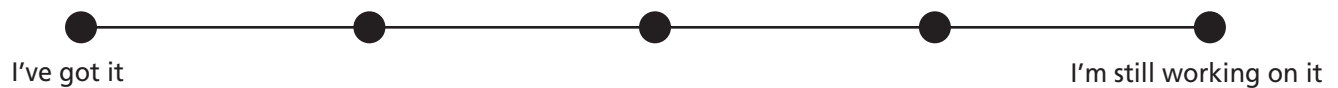
I can identify prominent examples of continuity and change between two time periods.

Evidence:



I can decide how much change there has been in attitudes, beliefs, and perspectives over time and provide an explanation.

Evidence:



What should everyone in Canada know about internment?

Critical Challenge

Inquiry question	What should everyone in Canada know about internment?
Lesson challenge	Use evidence from multiple sources to develop plausible conclusions about the impact of internment and decide what everyone in Canada should know.
Historical thinking concepts	Historical significance, cause and consequence

Resources

Background sheet: Canada's First National Internment Operations

Background sheet: Mara Lake photographs

Background sheet: Censored letter

Background sheet: Letter to an internee

Background sheet: Economic losses

Activity sheet: Using evidence to develop plausible conclusions

Activity sheet: Developing conclusions on the experiences of internees

Activity sheet: Webbing the effects of internment

Activity sheet: Developing conclusions on the impact of internment

Activity sheet: Educating others

Assessing my understanding: Developing conclusions on the impact of internment

Internet access and technology to watch the Mara Lake episode from the documentary series *The Camps*:

<https://www.youtube.com/watch?v=6XVIDDYb8So>



Before beginning, please be aware that this lesson and *The Camps* video series examine Canada's First National Internment Operations. The traumas related to these events may affect generations of the survivors' families, as well as those who have experienced similar historical injustices in other times and places. For more information about addressing such topics with your students, please see page vi of this resource.

Suggested Activities

Part I: How were individuals and communities affected by internment?

Launch the activity

1. Provide the students with *Activity sheet: Using evidence to develop plausible conclusions*. Ask students to read the four statements of evidence and determine which conclusion is most plausible based on the evidence and provide an explanation. Invite students to share their decision and explanation to the class.
2. Ask students to discuss in small groups what makes a conclusion plausible. Invite students to share ideas with the class and co-create criteria for developing plausible conclusions, or provide students with the following criteria for plausible conclusions:
 - based on reliable and relevant evidence
 - developed with logical reasoning
3. Inform students that in this lesson they will examine evidence to develop plausible conclusions about the impact and significance of internment. This lesson will focus on primary sources and *The Camps* video on Mara Lake Internment Camp. If students are unfamiliar with internment, offer a brief description of Canada's First National Internment Operations and provide students with *Background sheet: Canada's First National Internment Operations*.

Practise using evidence to develop plausible conclusions

4. Digitally display or distribute the two photographs found on *Background sheet: Mara Lake photographs*. Provide students with the following two conclusions about the photos and ask students to use their criteria for plausible conclusions to decide which is the most plausible.
 - a. Conclusion 1: Internees developed long-term friendships working outdoors.
 - b. Conclusion 2: Internees experienced harsh and isolated living and working conditions during internment.

Ask students to share their decision and their thinking about how they made their decision.

5. Invite students to return to the photographs and ask them to develop other plausible conclusions about what it was like to live and work in the camps. Share ideas as a class.

Develop conclusions on the experiences of internees

6. Distribute *Activity sheet: Developing conclusions on the experiences of internees* and *Background sheet: Censored letter*. Ask students to read the letter from an internee to identify relevant and specific evidence of what it was like to live and work in the camps. Ask students to record this evidence on the activity sheet. After students have finished recording evidence, prompt them to develop initial conclusions about life in the camps while considering the criteria. Share conclusions as a class. Encourage students to compare the conclusions they developed from the letter to the conclusions they drew from analyzing the photographs of Mara Lake.

Identify who else might have been affected and determine how they were affected

7. Inform students that they will now learn more about the experiences of internment through a short video. Show students the Mara Lake video from *The Camps* video series (see the beginning of the lesson for the link). Invite students to use their activity sheet to identify and record further evidence about conditions and life in the camps as they watch the video. Pause the video at times to allow students to record their ideas. Invite students to use the evidence to develop initial conclusions about what life was like for people in the camps.
8. Invite students to review their initial conclusions about the impact of internment on internees and then ask them to develop revised conclusions on the bottom of the activity sheet that take into account all of the evidence. Share revised conclusions as a class.
9. Organize students into partners and ask them to brainstorm what other people, groups, or communities might have been affected by internment in addition to internees. Encourage students to think about people and groups both during the time of internment but also in the years since. Provide students with *Activity sheet: Webbing the effects of internment* and invite them to create a mind map or web of individuals and groups who were likely affected. Share ideas as a class.
10. Invite students to re-watch *The Camps* video on Mara Lake, and this time ask students to focus on how the internment experience affected family members and communities connected to those interned. Provide students with *Activity sheet: Developing conclusions on the impact of internment* to identify evidence of those experiences and develop initial conclusions about how internment affected people and groups who were not interned.
11. Organize students into small groups and provide them with *Background sheet: Letter to an internee* and *Background sheet: Economic losses*. Invite students to analyze the sources to identify evidence of the impact of the camps on people's or communities' lives. Prompt students to use their activity sheet to record the evidence and then develop initial conclusions about how internment affected individuals and groups. As students learn more about different experiences from the sources, encourage them to revise their initial conclusions by developing more plausible conclusions in the right-hand column of the activity sheet. Share examples as a class.

Part II: What should all people in Canada know about internment?

12. In the Mara Lake video, Andrea Malysh, an internee descendant, expresses anger that she had never learned about internment. In this second part of the lesson, students will identify three conclusions about the impacts of the camps that they believe all Canadians should know. Provide students with *Activity sheet: Educating others*. Provide them with the following criteria for making decisions for selecting significant conclusions that all Canadians should know:
 - important for understanding the event

Decide what consequences of internment all Canadians should know and communicate your conclusions

- meaningful to those who were affected by the event
- helpful to ensure it doesn't happen again

13. Ask students to review their revised conclusions from Part I of the lesson and determine which conclusions best meet the criteria for selecting important conclusions. Organize students into small groups and ask them to share their most important conclusions. Invite groups to share their top conclusions with the class.

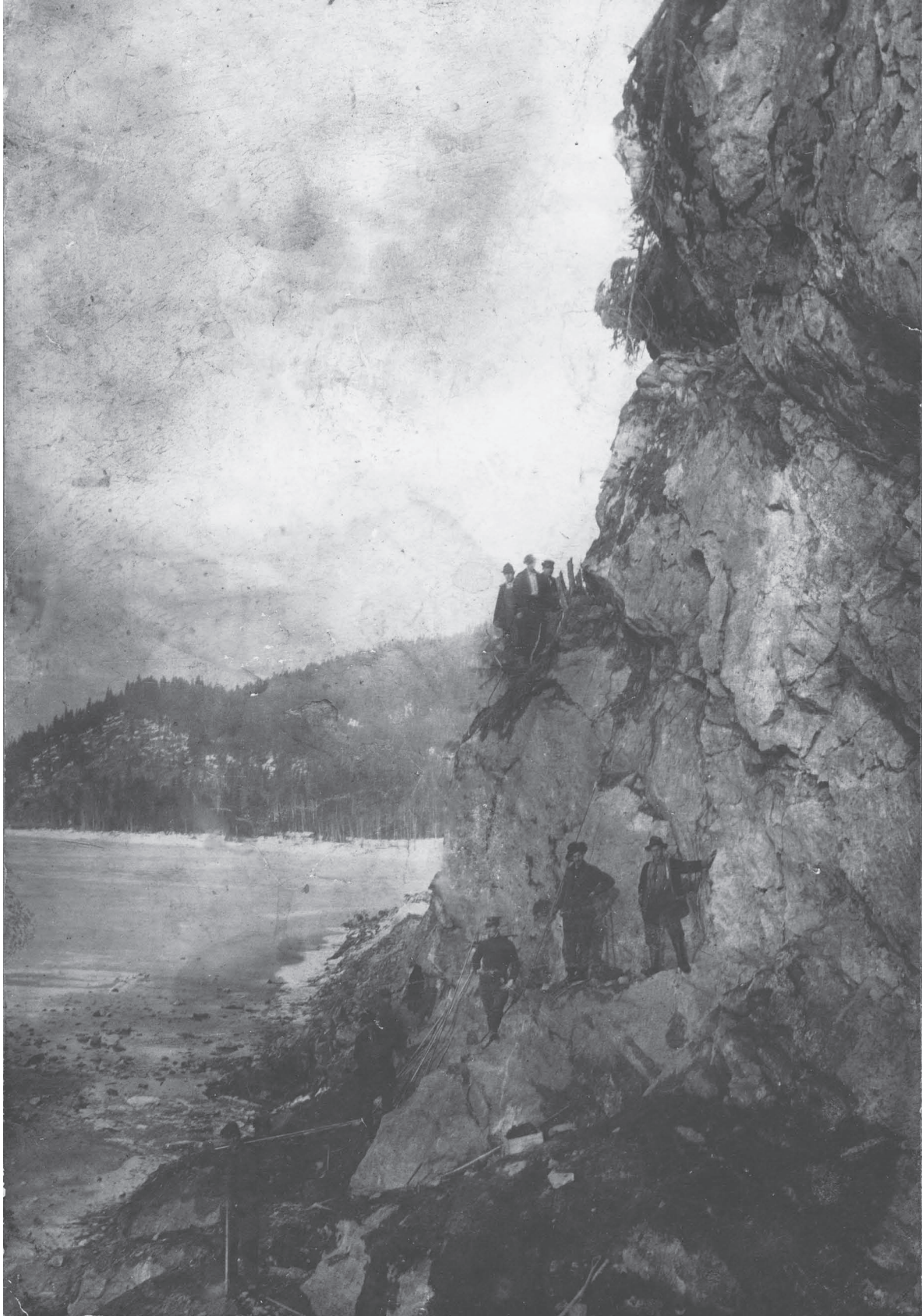
14. Invite students to communicate their conclusions using a method of their choice. For example, students could write a letter to the editor of a local newspaper, write a social media post, or curate a set of images and captions that communicates their conclusions via social media. Encourage students to provide evidence for their conclusions. Invite students to share their conclusions with the class to get feedback before making them public.

15. Briefly introduce the five key elements of film (narrative, cinematography, sound, editing, and mis-en-scene). Invite students to suggest which element plays the most important role in communicating the impact and significance of internment.

16. Prompt students to use *Assessing my understanding: Developing conclusions on the impact of internment* to self-assess their understanding of drawing conclusions and communicating that learning to others.

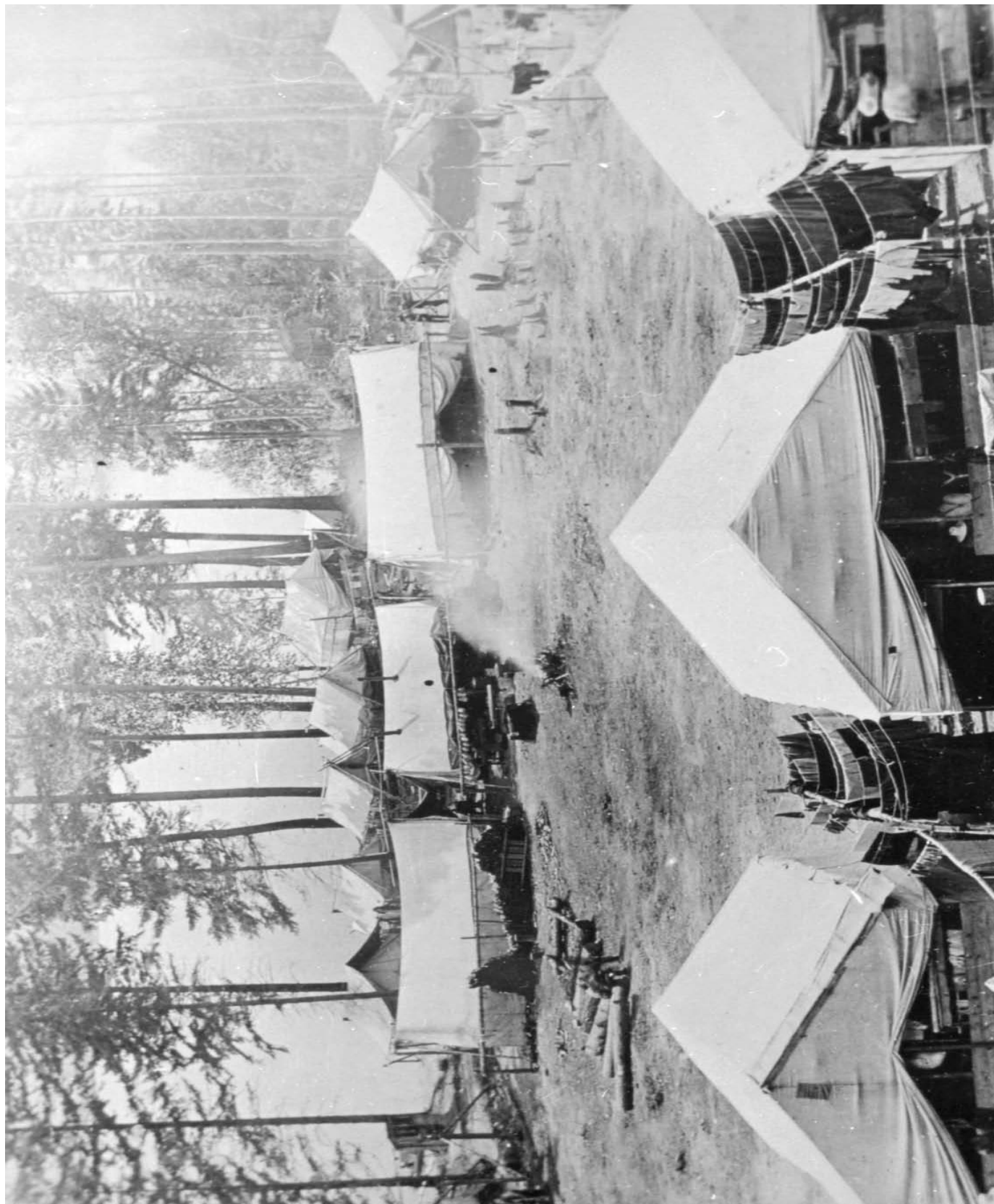
Think like a filmmaker

Self-assess for understanding



Internees working on building roads

Used with permission from Enderby & District Museum & Archives



Camp at Six Mile, Mara Lake

Used with permission from The Sicamous & District Museum & Historical Society

Letter sent by internee Nick Olynik to his wife on October 28, 1915 from the Castle Mountain Internment Camp.

28 October 1915

I am glad to have received your welcome letter. I am very glad to hear from you that you are back from hospital and that you are in better health though you say you are very weak. I believe you but I cannot help you. As you know yourself, there are men running away from here every day. The conditions here are very poor, so that we cannot go on much longer. We are not getting enough to eat—we are as hungry as dogs. They are sending us to work, as they don't believe us, and we are very weak. Things are not good. The weather has changed for some time past and it is wet and muddy. Also in the tents in which we sleep, everything is wet. We get up at 5 o'clock in the morning and work till 10 o'clock at night. Such conditions we have here in Canada, I will never forget. Men have escaped from here—28 now.

Nick Mudry ran away yesterday. You might tell his wife. But I must wait till the end because I have been here 10½ months already. I don't wish to lose money I have earned here. My dear wife, please try to find somebody to help you because you are not able to go to work. I am sure you are very weak, and I would advise you to write a letter to the Camp Commandant asking for support. If they refuse to give it to you, ask them to release me so I could support you as you need. I have nothing else to write you, only to wish you better health.

—Nick Olynik

“We Cannot Go on Much Longer,” a censored letter from Nick Olynik, from the National Archives of Canada, Record Group 24, vol. 4729, file 3.

Letter to an internee

Background sheet

Letter from nine-year-old Katie Domytruk to her father H. Domytruk, who was arrested in Edmonton in March 1916.

*Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.
The use of [sic] means that the words have been quoted exactly as they were written in the original document, including errors in spelling or grammar.*

My dear father:

We haven't [sic] nothing to eat and they do not want to give us no wood. My mother has to go four times to get something to eat. It is better with you, because we had everything to eat. This shack is no good, my mother is going down town every day and I have to go with her and I don't go to school at winter. It is cold in that shack. We your small children kiss your hands my dear father. Goodby [sic] my dear father. Come home right away.

[Signed]
Katie Domytruk

Endowment Council of the Canadian First World War Internment Recognition Fund, *The affirmation of witnesses: The causes and consequences of Canada's First National Internment Operations, 1914–1920* (Kingston, ON: Kashtan Press, 2011), p. 17.

Excerpt from a May 9, 1993 *Ukrainian Weekly* newspaper article written by journalist Christopher Guly.

Comments in brackets are not part of the original document. They have been added to assist the reader with difficult words.

The Ukrainian Weekly

9 May 1993

A just-released confidential report to the Ukrainian Canadian Congress (UCC) estimates that between 3,300 and 5,000 Ukrainian Canadians suffered economic losses totalling anywhere from \$21.6 million to \$32.5 million (in 1991 dollars) while they were interned following the outbreak of the first world war The study, titled "Economic Losses of Ukrainian Canadians Resulting from Internment During World War I" was prepared by Price Waterhouse in January 1992.

It [the Price Waterhouse report] estimates that the majority of Ukrainian Canadians interned between 1914 and 1920 were unemployed or destitute prior to their imprisonment and did not pose a military threat to Canada. Each Ukrainian was interned for an average of 1.5 years.

Although most Ukrainian Canadians were not interned, most were forced to register as enemy aliens. As a result, they lost the right to vote, lost the right to naturalize as Canadian citizens and were restricted in their ability to serve in the Canadian military... earnings were ... estimated and deducted from the minimal salaries they received The average rate of pay for a Ukrainian Canadian would have been \$557 annually.

... It further estimates that Ukrainian Canadian internees would have earned between \$1.9 million and \$2.8 million [combined earnings of all internees] in 1917 dollars had there been no internment.

Mr. Bardyn [spokesperson for the UCC] maintained that the UCC's redress package [i.e., what the UCC is asking of the Government] extends to the entire community, based on wide-ranging discriminatory measures waged against it by the government. For instance, the Ukrainian ethnic press was censored, Ukrainians were deprived of naturalization rights [i.e., gaining citizenship rights] for 10 years after the war and the War Time Elections Act prohibited enemy alien immigrants naturalized after 1902 from voting.

He added that this wartime violation of Ukrainian Canadians' civil rights also negatively affected their language and culture, let alone the humiliation suffered by the community.

—Christopher Guly

Christopher Guly, "Report details Ukrainian Canadian losses during internment" in Lubomyr Luciuk (ed.), *Righting an injustice: The debate over redress for Canada's First National Internment Operations* (Toronto, ON: The Justinian Press, 1994),

Using evidence to develop plausible conclusions

Activity sheet

Consider the four evidence statements and determine which conclusion is the most plausible.

Evidence statements

1. Children aged 8–12 spend on average 4–6 hours per day on their phones, computers, or other screens.
2. Approximately 70 per cent of 12-year-olds have their own smartphone.
3. Screen time more than doubled for young people between 2015 and 2019.
4. Young people on average are watching less television today than in 2015.

Potential conclusions

- A. Young people are increasingly living their lives through screens.
- B. Young people have replaced watching television with using their smartphone.

Which conclusion is the most plausible based on the evidence?

- A
- B

Explanation:

Developing conclusions on the experiences of internees

Criteria for a plausible conclusion:

- based on relevant and reliable evidence
- developed with logical reasoning

Source	Evidence of experiences and conditions in the camps	Initial conclusions about how the camps affected internees
Revised conclusions:		



Developing conclusions on the impact of internment

Criteria for a plausible conclusion:

- based on relevant and reliable evidence
- developed with logical reasoning

Group or individual affected	Evidence of experiences or conditions	How did internment affect this group? My initial conclusions	How did internment affect this group? My revised conclusions

Educating others

Criteria for selecting significant conclusions about the impact of internment that all Canadians should know. The conclusions should be

- important for understanding the event
- meaningful to those who were affected by the event
- helpful to ensure it doesn't happen again

Identify three important conclusions about how internment impacted individuals and communities that you believe all Canadians should know and provide an explanation for your choice.

Conclusion	Explanation
1.	
2.	
3.	

Developing conclusions on the impact of internment

I can identify relevant evidence about life in the camps.

Evidence:



I can develop plausible conclusions about the impact of the camps both on internees and on their families and communities.

Evidence:







I can determine significant impacts of internment and communicate that learning to others.

Evidence:



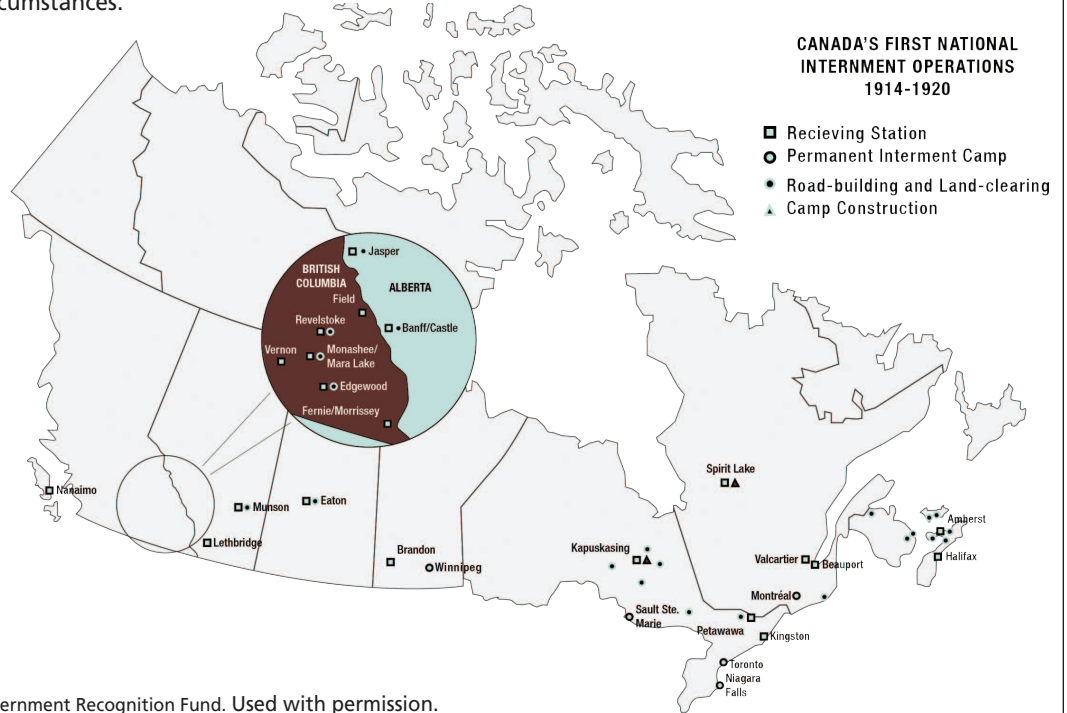
Canada's First National Internment Operations—A

<p>What?</p>	<p>Canada's First National Internment Operations</p> <p>Even though there was never any evidence of disloyalty on their part, thousands of people living in Canada were imprisoned needlessly and forced to do heavy labour in 24 internment camps located in the country's frontier hinterlands. Tens of thousands of others, designated as "enemy aliens," were obliged to carry identity documents and report regularly to the police. Many were subjected to other state-sanctioned indignities, including disenfranchisement, restrictions on their freedom of speech, movement and association, deportation, and the confiscation of what little wealth they had, some of which was never returned.</p>	 <p>Camp Otter Yoho National Park. Source: Lubomyr Luciuk, ed., <i>In fear of the barbed wire fence: Canada's First National Internment Operations and the Ukrainian Canadians, 1914–1920</i> (Kingston, ON: Kashtan Press, 2001), p. 60.</p>
<p>When?</p>	<p>First World War and the post-war period (1914–1920)</p> <p>During Canada's First National Internment Operations between 1914 and 1920, the families of those labelled "enemy aliens" were separated, their property was confiscated and sold, and thousands of men were consigned to internment camps and years of forced labour in Canada's wilderness. "I say unhesitatingly that every enemy alien who was interned during the war is today just as much an enemy as he was during the war, and I demand of this Government that each and every alien in this dominion should be deported at the earliest opportunity.... Cattle ships are good enough for them." Herbert S. Clements, MP (Kent West, Ontario), 24 March 1919</p>	 <p>25 degrees below under Rundle Mountain, Banff. Source: Lubomyr Luciuk, ed., <i>In fear of the barbed wire fence: Canada's First National Internment Operations and the Ukrainian Canadians, 1914–1920</i> (Kingston, ON: Kashtan Press, 2001), p. 71.</p>
<p>Who?</p>	<p>Canadians of European descent</p> <p>The affected communities include Ukrainians, Bulgarians, Croatians, Czechs, Germans, Hungarians, Italians, Jews, various people from the Ottoman Empire, Polish, Romanians, Russians, Serbians, Slovaks, and Slovenes, among others, of which most were Ukrainians and most were civilians. "I was one of the thousands of Ukrainian Canadians rounded up as 'enemy aliens' and put in concentration camps between 1914–1920. I was born in Canada. I lived in Montreal with my parents, brother, John, and sisters, Anne and Nellie. She was just two-and-a-half when we buried her near the Spirit Lake internment camp. Canada's Ukrainians were not disloyal. Our imprisonment was wrong. We were Canadians. Those who, like my parents, had come from Ukraine to Canada, came seeking freedom. They were invited here. They worked hard. They contributed to this country, with their blood, sweat and tears." Mary Manko Haskett, 30 January 1994</p>	 <p>Women and children at the Spirit Lake internment camp, Quebec. Source: Ukrainian Canadian Civil Liberties Association.</p>
<p>Why</p>	<p>Wartime anxiety, intolerance, and xenophobia</p> <p>This happened even though the British Foreign Office informed Ottawa that these eastern Europeans were "friendly aliens" who should be given "preferential treatment." These men, women, and children suffered not because of anything they had done but only because of who they were and where they had come from.</p>	 <p>Great War Veterans Association parade and rally in Winnipeg, Manitoba, June 4, 1919. Source: Archives of Manitoba, Winnipeg Strike 5 (N12296).</p>

Canada's First National Internment Operations—B

Where?

Nearly 9,000 men, women and children were interned in 24 camps across the country. Most internees were men, but some were women and children, who were held at Spirit Lake (near Amos, Quebec) and at Vernon, British Columbia. These civilian internees ("second class") were separated from genuine German and Austrian prisoners of war and then transported to the country's frontier hinterlands, where they were forced to do heavy labour under trying circumstances.



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Location of camp	Date of opening	Date of closing
Montreal, Quebec	13 August 1914	30 November 1918
Kingston, Ontario	18 August 1914	3 November 1917
Winnipeg, Manitoba	1 September 1914	29 July 1916
Halifax, Nova Scotia	8 September 1914	3 October 1918
Vernon, British Columbia	18 September 1914	20 February 1920
Nanaimo, British Columbia	20 September 1914	17 September 1915
Brandon, Manitoba	22 September 1914	29 July 1916
Lethbridge, Alberta	30 September 1914	7 November 1916
Petawawa, Ontario	10 December 1914	8 May 1916
Toronto, Ontario	14 December 1914	2 October 1916
Kapuskasing, Ontario	14 December 1914	24 February 1920
Niagara Falls, Ontario	15 December 1914	31 August 1918
Beauport, Quebec	28 December 1914	22 June 1916
Sault Ste Marie, Ontario	3 January 1915	2 January 1918
Spirit Lake, Quebec	13 January 1915	28 January 1917
Amherst, Nova Scotia	17 April 1915	27 September 1919
Valcartier, Quebec	24 April 1915	23 October 1915
Monashee–Mara Lake, British Columbia	2 June 1915	29 July 1917
Fernie–Morrissey, British Columbia	9 June 1915	21 October 1918
Banff–Cave and Basin, Castle Mountain, Alberta	14 July 1915	15 July 1917
Edgewood, British Columbia	19 August 1915	23 September 1916
Revelstoke–Field–Otter, British Columbia	6 September 1915	23 October 1916
Jasper, Alberta	8 February 1916	31 August 1916
Munson, Alberta–Eaton, Saskatchewan	13 October 1918	21 March 1919