

Candidate's name: Joni Hesselgrave

Grade/Class/Subject:	Grade 5/6 Social Studies	School:	Dragon Lake Elementary
Date:	February 28, 2023	Allotted Time:	45 minutes
Topic/Title:	Discrimination & Inequality – The Internment of Ukrainian Immigrants during WWI		


1. LESSON ORIENTATION

Key resources: [Instructional Design Map](#)

<p><i>Briefly, describe purpose of lesson, and anything else to note about the context of lesson, students, or class, e.g. emergent learning needs being met at this time, elements of focus or emphasis, special occasions or school events.</i></p> <p>This lesson is part of a Social Studies unit that has students exploring issues of inequality and why and how they came about. Canada's past discriminatory policies and prejudices will be discussed so that students better understand why inequalities still exist in Canadian society today and what actions can be taken to right the wrongs of the past. Throughout the unit, students will practice their social studies skills by taking part in large and small group inquiry. Students will focus on significance, evidence, continuity and change, cause and consequence, perspective, and ethical judgement. Students will ask questions; gather, interpret, and analyze ideas; and communicate their findings and decisions. Students will work on organizing their ideas and expressing comprehension of the big ideas, essential questions, and curricular content. Various listening, reading, speaking, and writing activities will be undertaken in an effort to prepare students for the end-of-unit inquiry project.</p> <p>In this lesson, students will learn about the War Measures Act and the Canadian internment of Ukrainian immigrants during WWI. As a class, we will read and discuss pages 87-89 of the Pearson Textbook: <i>Inquiring Minds – Canadian Issues and Governance</i>, stopping to ensure students understand what internment is (i.e. imprisonment for political or military reasons) before discussing what the causes and consequences of the internment of Ukrainians in Canada were. Students will be guided to fill in their "Find Out For Yourself" note-taking sheets and we will talk about how an event can have multiple causes and that causes can be immediate (happened right before the event) or underlying (may not seem directly related but led up to the event and may be more important than immediate causes). It will also be noted that an event can have multiple consequences and these effects can be immediate (happening right away) or long-term (lasting for many years). This will present an opportunity to discuss current Canadian/Ukrainian affairs. We will also watch and unpack the following videos: (1) "The Surprising Story of Canada's Enemy Aliens" (4:51), https://www.youtube.com/embed/UY4vTBQTpUA and (2) "The War Measures Act" (1:13), https://www.youtube.com/embed/2bE9o3m9P5k. Students will then work in groups of 2-3 to complete the worksheet, "Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?"</p>
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2. CORE COMPETENCIES

Key resources: <https://curriculum.gov.bc.ca/competencies>

Core /Sub-Core Competencies (check all that apply):	Describe briefly how you intend to embed Core Competencies in your lesson, or the role that they have in your lesson.
<input checked="" type="checkbox"/> COMMUNICATION – Communicating <input checked="" type="checkbox"/> COMMUNICATION – Collaborating <input type="checkbox"/> THINKING – Creative Thinking <input checked="" type="checkbox"/> THINKING – Critical Thinking <input checked="" type="checkbox"/> THINKING – Reflective Thinking <input type="checkbox"/> PERSONAL AND SOCIAL – Personal Awareness and Responsibility	<p> Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact. People who communicate effectively use their skills and strategies intentionally to ensure understanding by their audience. They</p>

- PERSONAL AND SOCIAL – Positive Personal and Cultural Identity
- ✓ PERSONAL AND SOCIAL – Social Awareness and Responsibility

communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

- Students will be active listeners, make connections, and ask clarifying and extending questions when appropriate.
- Students will share their thoughts and ideas and try to connect them to others' thoughts and ideas.

C Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals. People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

- Students will take on different roles and tasks when working in groups and they will work respectfully in their shared space.
- Students will express their ideas and help others feel comfortable to share theirs so that all voices are included.
- Students will work with others to achieve a common goal and will evaluate their group processes and results.

T Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions. People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

- Students will ask questions, gather information, and make judgments based on the evidence they find.
- Students will explore with a purpose in mind & use what they learn.
- Students will tell or show others about their thinking.
- Students will reflect on their work and experiences.
- Students will give, receive, and act on feedback.

PS Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways. People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where

	<p>people feel safe and have a sense of belonging. A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.</p> <ul style="list-style-type: none"> • Students will demonstrate respectful and inclusive behaviour when exploring and discussing discrimination, prejudice, and inequality. • Students will understand that minority groups in Canada have been treated unjustly and that these injustices have had negative and positive legacies.
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3. INDIGENOUS WORLDVIEWS AND PERSPECTIVES

Key resources: First Peoples Principles of Learning (FPPL); [Aboriginal Worldviews and Perspectives in the Classroom](#)

FPPL to be included in this lesson (check all that apply):	How will you embed Indigenous worldviews, perspectives, or FPPL in the lesson?
<ul style="list-style-type: none"> ✓ Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. ✓ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). ✓ Learning involves recognizing the consequences of one's actions. ✓ Learning involves generational roles and responsibilities. ✓ Learning recognizes the role of Indigenous knowledge. ✓ Learning is embedded in memory, history, and story. ✓ Learning involves patience and time. ✓ Learning requires exploration of one's identity. <input type="checkbox"/> Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations. 	<p>This unit explores hard truths about Canada's history and its effects on First Peoples and other minority groups.</p> <p>Indigenous knowledge and perspectives are integrated throughout the learning and in the materials and resources.</p> <p>The unit's big ideas, essential questions, and learning standards reflect the importance of using an Indigenous lens when approaching historical inquiry, placing significance on the authentic integration of Indigenous knowledge and perspectives in relevant and meaningful ways.</p> <p>Students will be asked to stretch themselves in the exploration of Canada's history and the inequality that has arisen from it, with the intention of promoting a growing understanding of diverse peoples in Canada and the development of educated citizens who reflect on and support reconciliation.</p> <p>These learning outcomes will take patience and time and students will be reminded that social justice education will get easier the more they practice and push themselves out of their comfort zones.</p>

4. BIG IDEAS

Key resources: <https://curriculum.gov.bc.ca/>

(choose course under Curriculum, match lesson to one or more Big Ideas)

<i>What are students expected to understand? How is this lesson connected to Big Idea/s or an essential question?</i>
<p>Canada's policies and treatment of minority peoples have negative and positive legacies.</p> <ul style="list-style-type: none"> • What types of discrimination have immigrants to Canada faced (e.g. cases of discrimination by local, provincial, and federal levels of government)?
<p>Economic self-interest can be a significant cause of conflict among peoples and governments.</p> <ul style="list-style-type: none"> • How does discrimination and prejudice in modern Canadian society compare with that during other periods in Canada's past (e.g. systemic discrimination, overt racism)?

5. LEARNING STANDARDS/INTENTIONS

Key resources: <https://curriculum.gov.bc.ca/> (choose course under Curriculum)

Curricular Competencies: <i>What are students expected to do?</i>	Content: <i>What are students expected to learn?</i>
<p>In this unit, students are expected to DO the following:</p> <ul style="list-style-type: none"> • Use Social Studies Inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions. • Construct arguments defending the significance of individuals/groups, and developments (significance). • Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence). • Sequence objects, images, and events, and recognize the positive and negative aspects of continuities and change in the past and present (continuity and change). • Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence). • Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective). • Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place and assess appropriate ways to respond (ethical judgment). 	<p>In this unit, students are expected to KNOW about:</p> <ul style="list-style-type: none"> • Past discriminatory government policies and actions: <ul style="list-style-type: none"> ○ Ukrainian internment • Global poverty and inequality, including class structure and gender: <ul style="list-style-type: none"> ○ Treatment of minority populations in Canada (e.g. segregation; internment) ○ Unequal distribution of wealth, corruption, lack of judicial process ○ Social justice <div data-bbox="998 798 1421 1165" data-label="Diagram"> </div>

6. ASSESSMENT PLAN

Key resources: [Instructional Design Map](#) and <https://curriculum.gov.bc.ca/classroom-assessment>

<p><i>How will students demonstrate their learning or achieve the learning intentions? How will the evidence be documented and shared? Mention any opportunities for feedback, self-assessment, peer assessment and teacher assessment. What tools, structures, or rubrics will you use to assess student learning (e.g. Performance Standard Quick Scale)? Will the assessments be formative, summative, or both?</i></p>
<p>In this lesson, there will be a class discussion, a guided note-taking activity, and a small group activity wherein students will reflect and answer a series of questions. Students will participate, extend their thinking, and consider different perspectives while engaging in these activities.</p> <p>Students will be given verbal formative feedback and written work will be tracked and handed back with comments so that students know how they are doing, what they can do to improve, and where they should go next.</p>

7. DESIGN CONSIDERATIONS

Key resources: [Instructional Design Map](#)

Make brief notes to indicate how the lesson will meet needs of your students for: differentiation, especially for known exceptionalities, learning differences or barriers, and language abilities; inclusion of diverse needs, interests, cultural safety and relevance; higher order thinking; motivations and specific adaptations or modifications for identified students or behavioural challenges. Mention any other design notes of importance, e.g. cross-curricular connections, organization or management strategies you plan to use, extensions for students that need or want a challenge.

It is essential that all students be included in this lesson and work block. Effective UDL strategies (tailored to the classroom and students) will be utilized to ensure that the lesson and its tasks are accessible to all learners.

Lessons will aim for a lively pace, consist of explicit oral and visual instruction, and be interwoven with technology and hands-on activities to engage all learners.

Composite tasks are broken down into steps and parts, and the guided class discussion and group activity are geared toward an intensified understanding of the curricular content and big ideas.

Additional support will be made available to students that need it and groups will be adjusted to meet the needs of specific students.

This lesson, like all of the lessons in this unit, take the following teaching considerations into account:

TEACHING CONSIDERATIONS

- Students may be upset to learn about the history of discriminatory policies and actions of the Canadian government and the racism of private citizens. You may need to point out examples of positive change over time and encourage students to contribute to change through their actions. It might be a good opportunity to introduce Canada's efforts to move toward reconciliation.
- Students may feel self-conscious about identifying with a group that has been historically discriminated against in Canada.
- Students may feel defensive about being part of a group that has contributed to historical injustices in Canada.

Required preparation: *Mention briefly the resources, material, or technology you need to have ready, or special tasks to do before the lesson starts, e.g. rearrange desks, book a room or equipment.*

-Google slideshow presentation (self-made)

- https://docs.google.com/presentation/d/163wX76FiGK-C11IH6d8uPi_BaD26zDvZHfTfTIX_9g0/edit#slide=id.g1eee2b139cf_0_1

-Class set of Pearson Textbooks: *Inquiring Minds – Canadian Issues and Governance* (signed out from DAO)

- Online Teacher Guide and resources found at – pearson5-1@sd28.org pwd:sd28staff
- Sufficient copies of the following companion worksheets, as suggested in the Pearson Teacher Guide:
 - “Find Out For Yourself” - note-taking sheet
 - “Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?”
- Supplemental videos, as recommended in the Pearson Teacher Guide:
 - The Surprising Story of Canada's Enemy Aliens (4:51) <https://www.youtube.com/embed/UY4vTBQTPUA>
 - The War Measures Act (1:13) <https://www.youtube.com/embed/2bE9o3m9P5k>

-Photocopy and scan (in colour) Pearson Textbook pages 87-89 and have ready to display on Smartboard

8. LESSON OUTLINE

Instructional Steps	Student Does/Teacher Does (<i>learning activities to target learning intentions</i>)	Pacing
<p>OPENING: <i>e.g. greeting students, sharing intentions, look back at what was learned, look ahead to what will be learning, use of a hook, motivator, or other introduction to engage students and activate thinking and prior knowledge</i></p>	<p>Cue ALL students that it is time for Social Studies, referencing the visual schedule.</p> <p>Ask students to retrieve their note-taking sheets, “Find Out For Yourself”, and a pencil. Then, instruct students to have a seat at their desks. Have a student helper hand out the Pearson textbooks, one copy per table. Ask students to move to designated tables if they don’t have a textbook (insufficient copies).</p> <p>When students are seated, organized, quiet, and have eyes on, say:</p> <p>“Today, we will continue learning about Canada’s past and explore further government policies, their causes, and their consequences. We have already discussed the Indian Act and its devastating consequences on First Nations peoples (i.e. the loss of land, title, and rights, reserves, residential schools, Indian agents, the potlach ban, and more). We also discussed policies surrounding Chinese immigration, settlement, and labour (i.e. the Chinese Head Tax), as well as issues of racism, slavery, and the segregation of peoples of African descent, and the treatment of East Asian immigrants (i.e. Komagatu Maru Incident). In this lesson, we will focus on the War Measures Act and the Canadian internment of Ukrainian immigrants during World War I.”</p>	<p>Quick transition to lesson; interactive and lively pace. (5 min)</p>
<p>BODY:</p> <ul style="list-style-type: none"> • <i>Best order of activities to maximize learning -- each task moves students towards learning intentions</i> • <i>Students are interacting with new ideas, actively constructing knowledge and understanding, and given opportunities to practice, apply, or share learning, ask questions and get feedback</i> • <i>Teacher uses learning resources and strategic opportunities for guided practice, direct instruction, and/or modeling</i> • <i>Can include: transitions, sample questions, student choices, assessment notes (formative or otherwise), and other applications of design considerations</i> 	<p>I DO: Display slide 14 from my Google slideshow presentation:</p> <p>https://docs.google.com/presentation/d/163wX76FiGK-C11H6d8uPi_BaD26zDvZHfTfIX_9g0/edit#slide=id.p</p> <div data-bbox="440 1045 1352 1522"> <h3 style="text-align: center;">Internment of Ukrainian-Canadians during World War I</h3> <p>Why Did Canada Intern People During the World Wars?</p> <p>To control the First Nations, Canada confined them to reserves. In World War I and II, Canada used a similar strategy to remove and control certain groups of Canadian citizens and immigrants.</p> <p>World War I began on August 4, 1914, when Britain declared war on Germany. This meant Canada was at war, too. On August 22, Canada enacted the War Measures Act. Under this Act, the prime minister, with a few advisors but without getting approval from Parliament, could restrict where any person in Canada could go, imprison them without a trial, seize their property, and expel them from the country.</p> <p>Ukrainian Internment</p> <p>Prime Minister Borden used the War Measures Act to force 80 000 of Canada's 170 000 Ukrainian immigrants to register as enemy aliens. Over 5000 Ukrainians were confined in internment camps across the country.</p> <p>THINKING LIKE A HISTORIAN</p> <p>Historians use maps to help them understand conflicts in the world. In World War I, Britain, France, and Russia joined by Italy, Japan, and the U.S. fought Germany and Austria-Hungary (joined by Turkey). At the time, Ukraine was split between Russia and Austria-Hungary. How does this map help you understand why many Ukrainian immigrants might have been considered enemies of Canada?</p> <p>Labour Issues</p> <p>There was a severe shortage of work in Canada between 1913 and 1915. Many people were laid off. Ukrainian immigrants were looking for jobs and profits. Worldwide, the Russian Revolution of 1915 had both inspired workers with hope for change and terrified business owners and governments. There was fear that workers would revolt.</p> <p>The Canadian government had encouraged farmers from Eastern Europe to immigrate to Canada. Many Ukrainian immigrants had replaced Asians as cheap manual labour. Now these immigrants were forced to work for free, building roads and railways. Many died in captivity from injuries or disease, and several were shot while attempting to escape.</p> <p>By 1916, the need for soldiers to fight in the war had led to a shortage of workers. The government provided the services of factories, mills, and mines with thousands of Ukrainian internees. Many were not set free from this work until two years after the war ended in 1918.</p> <p>Ukrainian Soldiers</p> <p>During World War I, more than 10 000 Ukrainians enlisted in the Canadian Armed Forces.</p> <p>A 1916 document ordered that, if he was awarded the Victoria Cross, British highest award for bravery to save the most lives, a Canadian soldier must also be a British subject. This meant that only British subjects could be awarded the Victoria Cross. This meant that only British subjects could be awarded the Victoria Cross. This meant that only British subjects could be awarded the Victoria Cross.</p> <p>Ukrainians who had been interned or forced to register as enemy aliens were left confused and disappointed in Canada. They had committed no crime, and yet they had been punished. In 2005, the Canadian government apologized for its treatment of Ukrainian immigrants. It set up a \$10 million fund to be used to honour the suffering of the internees and visa internees.</p> <p>VOICES</p> <p>There are men working away from home every day because the conditions here are very poor, as far as we can get much longer, we are not getting enough to eat... -An openly prisoner at Castle Mountain Internment Camp, writing to his wife, 1915</p> <p>Why did Canada call some Ukrainians enemies and take away their freedom?</p> <p>The Castle Mountain Internment Camp in British Columbia had been designed using the British. The internees built the walls, through which they could see the outside world, working through tiny holes and windows. The colour of the internees' uniforms was also very faded.</p> <p>THINKING LIKE A HISTORIAN</p> <p>Historians use maps to help them understand conflicts in the world. In World War I, Britain, France, and Russia joined by Italy, Japan, and the U.S. fought Germany and Austria-Hungary (joined by Turkey). At the time, Ukraine was split between Russia and Austria-Hungary. How does this map help you understand why many Ukrainian immigrants might have been considered enemies of Canada?</p> <p>THINKING LIKE A HISTORIAN</p> <p>Historians use maps to help them understand conflicts in the world. In World War I, Britain, France, and Russia joined by Italy, Japan, and the U.S. fought Germany and Austria-Hungary (joined by Turkey). At the time, Ukraine was split between Russia and Austria-Hungary. How does this map help you understand why many Ukrainian immigrants might have been considered enemies of Canada?</p> </div> <p>https://www.youtube.com/embed/UY4vTBQTPUA https://www.youtube.com/embed/2bE9o3m9P5k</p> <p>I DO: Display the scanned (full-sized) Pearson textbook pages 87-89 on the Smartboard so that students can better follow along (attached).</p> <p>I DO: Review important vocabulary: enemy alien (a person from an enemy country) and internment (imprisonment for political or military reasons).</p> <p>WE DO: Read the three pages together (teacher and student-volunteers).</p> <p>STUDENTS DO: Listen attentively when not reading.</p>	<p>Interactive, Responsive and lively pace. Redirect students who go off-task as needed. (35 min)</p>

I DO: At the “Thinking Like...a Historian” section, lead the class in the following discussion—as suggested by the Pearson Teacher’s Guide:

Investigate: Why Did Canada Intern People During the World Wars? [pages 87–93]

Focus on Ethical Judgment

Discussion

Thinking Like...an Historian [page 87]

- Read aloud the following sentence from page 87 of the student resource: “World War I began on August 4, 1914, when Britain declared war on Germany.” Write *Britain* in on one side of the board and *Germany* on the other.
- Have students examine the map on page 87. Ask:
 - What is the map about? (e.g., which countries fought on each side in WWI)
 - What does each colour mean? (e.g., purple shows the Neutral Powers—the countries not in the war; orange shows the Central Powers—the countries aligned with Germany; green shows the Allied Powers—the countries aligned with Britain)
 - Which countries supported Britain and which supported Germany in 1914, when the war started? (e.g., allies of Britain: France, Ukraine, Russia; allies of Germany: Italy, Austria-Hungary, Turkey, Ukraine)
- Add these countries to the board to create two lists: the allies of Germany and the allies of Britain.
 - You may need to point out that part of Ukraine was allied with Germany (dark orange) and part was allied with Britain (dark green).
 - Note that the map may be misleading for some students. The date of the map is 1914, when World War I began. At the time, Italy was allied with Germany and Austria-Hungary, but it had not yet entered the war. When it did enter the war (in 1915), it fought alongside Britain, not Germany. More than 600 000 Italians died fighting for the allied cause.
- Explain that in 1914 Canada was its own country, and could make many decisions on its own. It was also, however, part of the British Empire. Britain had the power to declare war on Germany on behalf of all countries in the British Empire.

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True Patriot Love? **1**

- During the war, Canada had many citizens who had emigrated earlier from countries that Canada fought during World War I. How might the war have affected the everyday lives of these citizens? For example, how might it affect their relations with their neighbours, classmates, or work colleagues?

Literacy Connections

I DO: Probe student thinking with the questions above: How might the war have affected the everyday lives of these citizens? How might it have affected their relations with their neighbours, classmates, or work colleagues?

STUDENTS DO: 2-minute Pair & Share—talk to those they are sharing a textbook with before coming back to share with the class in two minutes.

WE DO: Discuss as a class and then continue reading the remaining pages (student and teacher reading).

I DO: After all the pages have been read, guide students in the process of taking notes on their “Find Out For Yourself” worksheets (see Pearson Teacher Guide, below). Emulate the columns of the worksheet on the whiteboard and probe students to think about what event/action/policy

should be added (i.e. Ukrainian Internment). Then have students think about what caused this event/action/policy (i.e. WWI and Allied vs Enemy forces, fear, and the War Measures Act). Finally, have students think about what the consequences of this internment were (i.e. Ukrainian immigrants had to register as enemy aliens and lost their right to vote; 5000 Ukrainian men were forced to leave their homes and were imprisoned in internment camps throughout the country where many died from injuries and disease, or were shot trying to escape; and the forced labour of Ukrainian internees who had to perform hard, dangerous labour for free).

Student Activity

What Were the Causes and Consequences of the Ukrainian Internment? [pages 87–89]

- Ask students what they think *internment* means. Develop a definition something like “imprisonment for political or military reasons.” You may want to explain how this is different from imprisonment for committing a crime.
- In a place where all students can see, write “What were the causes and consequences of the Ukrainian internment?”
- Provide each student with a copy of GLM: Web of Causes and Consequences. Have students add “Ukrainian Internment” to the line labelled “Event.”
- Point out that an event can have multiple causes and that causes can be immediate (happened right before the event) or underlying (may not seem directly related but led up to the event and may be more important than immediate causes).
- Point out that an event can have multiple consequences and these effects can be immediate (happening right away) or long-term (lasting for many years).



IMMEDIATE CAUSES <ul style="list-style-type: none"> • Canada and Austria-Hungary were on opposite sides in World War I. • Some Ukrainian immigrants were considered enemy aliens. • The War Measures Act gave the prime minister the power to imprison people without trial. 	UNDERLYING CAUSES <ul style="list-style-type: none"> • Austria-Hungary controlled part of Ukraine. • Many Canadians were racist against Eastern Europeans. • The Canadian government feared revolution by Ukrainian workers.
IMMEDIATE CONSEQUENCES <ul style="list-style-type: none"> • 5000 Ukrainian men were imprisoned in camps. • Internees were used as free labour. • Many died from injuries and diseases. Some were shot. 	LONG-TERM CONSEQUENCES <ul style="list-style-type: none"> • Ukrainian Canadians felt bitter and confused. • Eventually, the Canadian government apologized. • Memorials were built.

STUDENTS DO: Fill in their note-taking sheets.

I DO: Check for understanding; ask if there are any questions/concerns.

STUDENTS DO: Relay understanding; raise questions and/or concerns.

I DO: Answer student questions and concerns. Then, play and unpack the following two videos, pausing to clarify or address difficult or hard-to-understand content:

- The Surprising Story of Canada’s Enemy Aliens (4:51)
<https://www.youtube.com/embed/UY4vTBQTpUA>
- The War Measures Act (1:13)
<https://www.youtube.com/embed/2bE9o3m9P5k>

STUDENTS DO: Listen attentively.

I DO: Address any questions that arose from the videos and clarify anything that was confusing or missed during the lesson.

I DO: Briefly discuss current Ukrainian/Canadian affairs (i.e. reasons for Russia's invasion of Ukraine and Canada as a place of refuge for Ukrainians fleeing the war).

I DO: Prepare students for the small-group inquiry by conducting a whole-class mini-inquiry (below)—as suggested by the Pearson Teacher's Guide:

Mini Inquiry

LM 3-12: Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust? [page 87]

A Modelled Inquiry

Engage and Question



- Write the inquiry question at the centre or top of the board: Was the Canadian internment of Ukrainians during World War I right and just or wrong and unjust?
- Write *Right and Just* on the left side of the board and *Wrong and Unjust* on the right side of the board.
- Read aloud the following two statements about the Ukrainian internment. Before you do, ask students to listen carefully to decide if the authors of each one believe the Ukrainian internment to be right and just or wrong and unjust.
 - First Person: "In World War I, the Canadian government took more than 8000 people away from their homes and families, confiscated their possessions, forced them to live in substandard conditions, and made them do hard labour as though they were slaves for up to six years—all because they were Ukrainian."
 - Second Person: "During World War I, the Canadian government had no choice but to detain alien enemies associated by heritage with the Austro-Hungarian Empire in order to protect Canadian citizens."
- Ask: How are the two statements similar? How are they different? Help students see that each one communicates a different ethical judgment about the internment. The first one highlights the dreadful experience of the internees. The second avoids discussion of the internees and instead draws attention to how the policy was intended to protect Canadians during wartime. Help students notice that nothing in either statement is false.
- Have students demonstrate their own initial response to the inquiry question by standing on one side of the room (with "Right and Just") or on the other side (with "Wrong and Unjust"). Students who are undecided should stand in the middle.

I DO: With the mini-inquiry done, display the worksheet, "Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?" Review worksheet.

STUDENTS DO: Listen attentively.

I DO: Ask if there are any questions or concerns.

STUDENTS DO: Raise questions and/or concerns.

I DO: Answer student questions and concerns.

I DO: Inform students that they will be working in groups to complete the worksheet—the same groups they are sitting with/sharing a textbook with—

	<p>and that they must work collaboratively. They only have to fill in 1 worksheet per group so they can have one recorder writing all the answers or take turns recording/writing. Early finishers can hand-in and read quietly at their desks.</p> <p>I DO: Have a student helper distribute the worksheet, one per group.</p> <p>STUDENTS DO: Work collaboratively in groups to complete the task.</p> <p>I DO: Circulate, offer support, and re-direct off-task behaviour.</p>	
<p>CLOSING:</p> <ul style="list-style-type: none"> ● <i>Closure tasks or plans to gather, solidify, deepen or reflect on the learning</i> ● <i>review or summary if applicable</i> ● <i>anticipate what's next in learning</i> ● <i>"housekeeping" items (e.g. due dates, next day requirements)</i> 	<p>Cue students that it is the end of Social Studies.</p> <p>Thank students for their participation and praise their group efforts.</p> <p>Ask groups to turn in their worksheets and hand back the textbooks. Students can then file their individual note-taking sheets <u>inside</u> their binders so that they have them for our next Social Studies block.</p> <p>Cue ALL students to move on to the next activity/scheduled task</p>	<p>Wrapping it up! (5 min)</p>

REFLECTION

<ul style="list-style-type: none"> ● <i>Did any reflection <u>in</u> learning occur, e.g. that shifted the lesson in progress?</i> ● <i>What went well in the lesson (reflection <u>on</u> learning)?</i> ● <i>What would you revise if you taught the lesson again?</i> ● <i>How do the lesson and learners inform you about necessary next steps?</i> ● <i>Comment on ways you modeled & acted within the Professional Standards of BC Educators & BCTF Code of Ethics?</i> ● <i>If this lesson is being observed, do you have a specific observation focus in mind?</i>
<p>This lesson went well but it was one of my more challenging lessons, for a number of reasons. First, Social Studies is not this group's favourite subject. Several students find learning about history "kinda boring", despite my best efforts to make it exciting and tie it to the present. This leads a few students to zone out and not give their full attention. Second, there were a number of very distracted boys in the class (12 to be exact) who were excitedly awaiting the end of the day, when they would be playing off in the district playdowns happening at our school. This group of boys had been high-energy and chatty all day (talking strategy, etc.), so when given the chance to arrange themselves in groups to share the limited number of textbooks, they took the opportunity to work together and engage in a bit of side-chatter. In hindsight, I should have followed my gut and separated this group before beginning. Third, due to the nature of the shared textbooks, students have been working in groups at shared tables and this makes seating and facing the front tricky. Sometimes, I can't see everyone's eyes but had chalked it up to students reading and following along in the physical textbooks, rather than the digital version displayed on the smartboard. After having extra eyes at the back of the room, I now know that there are a few (stealthier) off-task students to keep my eye on—and then keep their eyes on me and the material being delivered. Fourth, there is a student on an IEP whose goal is to be in the room, working alongside his peers; this student is not comfortable with new people and is quite guarded (hoody up and over part of his face, only enters the room when everyone is moving around, and is just now willing to sit in a different location other than by the back door exit). During this lesson, he chose to sit on the other side of the room with the group of distracted boys, making it hard to enforce expected behaviour. I wanted to encourage and support this student's involvement and willingness to step outside of his box, but it made dealing with that group a bit more challenging. I did move one student and took a distraction-causing object away from another (without issue), as well as used my proximity to help manage the situation.</p> <p>I would teach this lesson again, but in the future I will take my practicum evaluator's advice and incorporate coral responses to keep everyone more engaged and accountable to what is going on in the lesson, and ensure that every student's chair is positioned so that their bodies and minds are where they need to be 😊</p>

Investigate

Why Did Canada Intern People During the World Wars?



To control the First Nations, Canada confined them to reserves. In World War I and II, Canada used a similar strategy to remove and control certain groups of Canadian citizens and immigrants.

World War I began on August 4, 1914, when Britain declared war on Germany. This meant Canada was at war, too. On August 22, Canada enacted the War Measures Act. Under this Act, the prime minister, with a few advisors but without getting approval from Parliament, could restrict where any person in Canada could go, imprison them without a trial, seize their property, and expel them from the country.

Were the internees really enemies of Canada?

Enemy aliens who had become Canadian citizens after March 1902 lost their right to vote, unless they had relatives serving in the Armed Forces. Was this law justified?

Ukrainian Internment

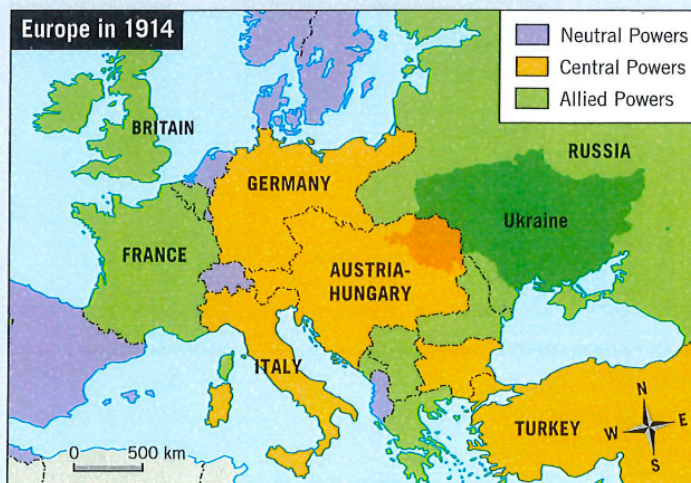
Prime Minister Borden used the War Measures Act to force 80 000 of Canada's 170 000 Ukrainian immigrants to register as **enemy aliens**. Over 5000 Ukrainian men were confined in **internment** camps across the country.

An **enemy alien** was a person from an enemy country. **Internment** is imprisonment for political or military reasons.

THINKING LIKE...

a Historian

Historians use maps to help them understand conflicts in the world. In World War I, Britain, France, and Russia (joined by Italy, Japan, and the U.S.) fought Germany and Austria-Hungary (joined by Turkey). At the time, Ukraine was split between Russia and Austria-Hungary. How does this map help you understand why many Ukrainian immigrants might have been considered enemies of Canada?



Labour Issues

There was a severe shortage of work in Canada between 1913 and 1915. Many people were laid off. Ukrainian immigrants were leaders in strikes and protests. Worldwide, the Russian Revolution of 1905 had both inspired workers with hope for change and terrified business owners and governments. There was fear that workers would revolt.

Why would Ukrainian immigrants have chosen to come to Canada?

Why might the government fear that Ukrainian workers would revolt?

The Canadian government had encouraged farmers from Eastern Europe to immigrate to Canada. Many Ukrainian immigrants had replaced Asians as cheap manual labour. Now these immigrants were forced to work for free, building roads and railways. Many died in captivity from injuries or disease, and several were shot while attempting to escape.

By 1916, the need for soldiers to fight in the war had led to a shortage of workers. The government provided the owners of factories, mills, and mines with thousands of Ukrainian internees. Many were not set free from this work until two years after the war ended in 1918.

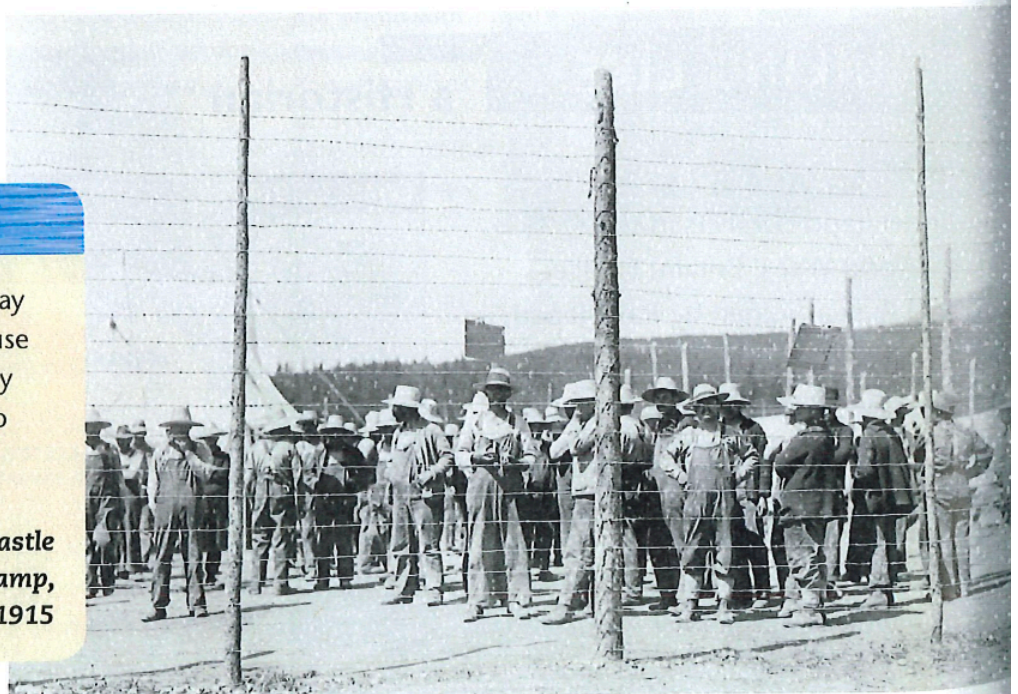
Who benefited from the Ukrainian internment?

► Ukrainian internees. What do you think conditions were like in these camps?

VOICES

There are men running away from here every day, because the conditions here are very poor, so that we cannot go much longer, we are not getting enough to eat...

—N. Olynik, prisoner at Castle Mountain Internment Camp, writing to his wife, 1915



Ukrainian Soldiers

During World War I, more than 10 000 Ukrainians enlisted in the Canadian Armed Forces.

► Filip Konowal enlisted in 1915. He was awarded the Victoria Cross, Britain's highest award for bravery in war. He was not considered an enemy alien because he was from the part of Ukraine that was in Russia. How might Canada's different policies for Ukrainians from Russia and Austria-Hungary have contributed to divisions within the Ukrainian community in Canada?



Ukrainians who had been interned or forced to register as enemies were left confused and disappointed in Canada. They had committed no crime, and yet they had been punished. In 2005, the Canadian government apologized for its internment of Ukrainian immigrants. It set up a \$10 million fund to be used to honour the suffering of the internees and raise awareness.

Why did Canada call some Ukrainians enemies and take away their freedom?

► The Castle Mountain Internment Camp in Banff National Park was the largest camp in the Rockies. The internees built the roads through Banff National Park, working through bitterly cold winters. The statue at this memorial to them has one word on it: "Why?"



Name: _____ Date: _____

Find Out For Yourself

As you work through this topic, use this chart to record examples of policies or actions by a government or individuals that discriminated against a group in Canada.

Policy or Action	Causes	Consequences

Name: _____ Date: _____

Was the Canadian Internment of Ukrainians during World War I Right and Just or Wrong and Unjust?

What did the government do?

How did Ukrainian Canadians suffer as a result of the policy?

What reasoning did the government use?

How did wartime fear influence government policy?

What evidence exists showing that Ukrainians living in Canada were a threat to the security of Canada or the war effort?

Should Ukrainians have been considered enemy aliens?

Mark this number line to show your ethical judgment about the Ukrainian internment in World War I.

