

Lesson #2: Deciding what to memorialize

This is the second lesson in a three-lesson sequence— **Creating Memorials of Past Injustices**— developed by The Critical Thinking Consortium for The Sunflower Project: World War One Internment Memorial Murals:

- Lesson #1: Judging powerful memorials
- Lesson #2: Deciding what to memorialize
- Lesson #3: Designing the memorial



This project has been made possible by a grant from the Endowment Council of The Canadian First World War Internment Recognition Fund

Critical task

Select key aspects of Canada's First World War Internment Operations or some other historical injustice to memorialize.

Objectives

- Learn how the internment of civilians across Canada during the First World War, or some other related historical injustice, may have affected their community or region
- Appreciate the importance of honouring those who have suffered past injustices, and of helping to reduce the likelihood of the reoccurrence of similar injustices.

Overview

In this second lesson of a three-part sequence, students conduct research into an event concerning WWI internment in their community or region, or into some other form of historical social injustice that may have affected their community or region. Students are introduced to a framework to guide their research and to help them select the most important kinds of information to remember about an injustice that includes: what went on (key events) why it happened (causes), what happened as a result (consequences) and what might we learn from the event (lessons learned).

When students have completed their research, they share their findings and try to collectively agree on the two or three key ideas for each of the four aspects of an injustice based on criteria that includes:

- the idea is an important feature of the event (not a minor detail),
- it would be meaningful to those who experienced the event,
- it might be helpful to ensure that history doesn't repeat itself.

As a concluding activity students are invited to justify, in light of the criteria, the five features of the local or regional injustice that most need to be captured in a memorial.

Pre-planning

- When guiding students as to the choice of injustice to research and memorialize, ensure that adequate resources are available for students to carry out this project successfully. The goal, if possible, is to support students in learning about an injustice that has links in their community or region. Consult the school librarian, local history society, community groups and websites related to organizations that profile WWI Internment. Background information on WWI internment can be found on the CFWWIRF website [<http://www.internmentcanada.ca/resources-bibliography.cfm>] as well as links to relevant community groups and museums [<http://www.internmentcanada.ca/links.cfm>]. *WWI Internment Resources* (Blackline Master #1) contains lists of primary and secondary document sets, videos and websites on this topic. If you choose to focus on a different historical injustice, assemble suitable resources for students to consult.

Teaching Instructions

Review previous discussion

- Remind students that some of the previously displayed images of powerful memorials (in lesson one) depicted a social injustice—a social injustice occurs when the government or many people in society not just one or two individuals fail to respect the rights of others. Point out that the memorial depicted only the most significant aspects of the injustice and not the entire story. Ask students to name memorials of social injustices of which they are aware.

Introduce the task

- Explain that their ultimate task is to design a powerful memorial that features the most significant aspects of an injustice, such as WWI internment in their community or area. Their more immediate task is to determine the key aspects of this event and its local connections that need to be remembered.

Introduce the historical injustice

- To refresh students understanding from the first lesson in the series, or to introduce students who were not present during lesson one to First World War Internment, you may wish to view two short videos that provides an overview of First World War Internment: *Take 2 video* entitled *Historical Significance* at <http://tc2.ca/teaching-resources/special-collections/pivotal-voices.php>, and the video entitled “*Internee Descendants*” at <http://www.internmentcanada.ca/pop-video4.html>. If you are focusing on a different historical injustice, provide a suitable resource to introduce students to the event.

Find local connections

- Explain that the internment was a national policy, affecting almost every region of the country. Display the map of interment camps across Canada found on the CFWWIRF website

[http://www.internmentcanada.ca/PDF/internment_annual_map.pdf]. Invite students to locate the camps in their province, particularly those close to their own community. Arrange for students to learn about some of the connections between their community and WWI Internment. Share any information you have about a local connection, from an article in a local community newspaper or other sources.

Introduce the key topics to research

- Ask students to consider what would be the most important kinds of information to remember about this injustice. Invite students to offer ideas and cluster them around four key themes:
 - What went on (key events)
 - Why it happened (causes)
 - What happened as a result (consequences)
 - What might we learn from the event (lessons learned)

Practice identifying the aspects

- To help students better understand each of these aspects, invite them to view the video, *Internee Descendants* (<http://www.internmentcanada.ca/pop-video4.html>) to identify the four aspects. Ask students to fill in the appropriate sections of the organizer in Blackline Master #2, *Video: Internee Descendant*. Identify (two key events about the injustice, two causes, two consequences and two potential lessons learned). Invite students to share their findings with the rest of the class.

Research internment or another injustice

- Direct students to research the four aspects of WWI Internment at the national and regional levels. Ask students to work independently or with another student to record their findings from three relevant sources on *Researching Injustice* (Blackline Master #3). Caution students that they may not find evidence of all four aspects in each source they consult. Assemble an array of interment-related sources including individuals, documents, images and articles that students can consult, or encourage students to focus their research on these four aspects of an injustice and to look for items to include in their memorial for each of these aspects. If desired, suggest that students record their findings on *Researching Injustice* (Blackline Master #3)

Locate useful sources

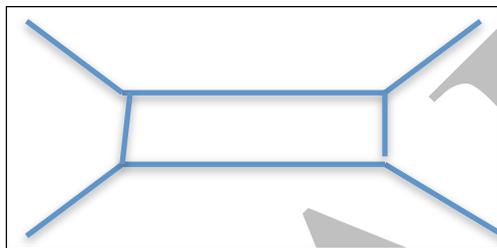
- Assist students in locating sources in their community or region using the following options:
 - print materials in the school or community library
 - on-line materials, including the websites listed in Blackline Master #1, provide a rich array of interment related primary and secondary resources for student research
 - interviews with survivors or descendants affected by the injustice
 - local newspapers around the time of the injustice
 - community organizations that educate people about the injustice
 - local museums and archives.

You may wish to recommend to students that they start their research by viewing the relevant short videos on the website, <http://www.internmentcanada.ca/index.cfm#videos>.

Share their findings in a group

- When students have completed their research, organize them in groups of four to share their findings and to collectively agree on the two or three key ideas for each aspect. Suggest that students use the following criteria when deciding upon their top choices:
 - is an important feature of the event (not a minor detail)
 - would be meaningful to those who experienced the event
 - might be helpful to ensure that history doesn't repeat itself.

To enable this sharing, ask students to draw four spaces and a common block, as shown below, on a large sheet of paper. Students begin by recording their own ideas in the space directly in front of them. One by one, they share what they have written. Then students discuss which of their ideas best meet the criteria listed above. After consensus is reached, they record the top two or three key ideas for each aspect in the centre of the paper. Arrange for each group to share a few of its conclusions with the rest of the class.



Identify features to memorialize

- As a concluding activity, invite students to use *Key features to memorialize* (Blackline Master #4) to record and explain the key five features of the local or regional injustice that most need to be captured in a memorial. Encourage students justify their choices in light of the three criteria discussed above (important, meaningful and helpful). As well, invite students to think of items they might want to include in their memorial to represent each of these features.

Evaluation

- Assess student research using the rubric in *Assessing key aspects of an injustice* (Blackline Master #5).

Blackline Master #1

WWI Internment resources

Historical images and documents

These seven sets contain primary and secondary documents including advertising cards and posters, government letters, interviews, pamphlets, journal articles and books. They explore the experiences of Ukrainian Canadians with a particular emphasis on the great hardship and suffering endured during and following Canada's First National Internment Operations.

<http://sourcedocs.tc2.ca/history-docs/topics/world-war-i-internment.html>



1. Reasons for Ukrainian Immigration pre 1914: This set explores the factors that encouraged Ukrainian immigration to Canada prior to 1914.
2. Conditions for early Ukrainian immigrants: This set examines what life was like for newly arrived Ukrainian immigrants to Canada in the late 19th and early 20th century.
3. Reasons for WW1 internment: This set addresses the reasons for the internment of Ukrainian Canadians.
4. Daily Life in WW1 internment Camps: This set assess the daily living conditions of internees held in Canadian World War I internment camps.
5. Effects of WW1 internment for Ukrainians: This set examines the effects of World War I internment had on Ukrainian internees, their families and the wider Ukrainian Canadian community.
6. WW1 Internment justified: This set considers the question of whether internment of Ukrainian Canadians during World War I was justified.
7. Ukrainian life after internment: 1920-46: Explores Ukrainian Canadians experience, 1920-1946.

Videos for students



Historical significance

This video (7:15 minutes) question why some important events are ignored as they compare the significance of the WWI internment of Ukrainian Canadians with the WWII internment of Japanese Canadians. <http://tc2.ca/take2-historicalSignificance.html>



Ethical judgment

This video (6:30 minutes) explores the motives of the Canadian government's decision to intern Ukrainian Canadians during the First World War. <http://tc2.ca/take2-ethicalJudgment.html>

General online sources

The following websites provide a rich array of internment related primary and secondary resources for student research:

The Canadian First World War Internment Recognition Fund supports projects that commemorate and recognize the experiences of all of the ethno-cultural communities affected by Canada's first national internment operations of 1914-1920.

<http://www.internmentcanada.ca/index.cfm>

The Ukrainian Canadian Civil Liberties Association (L'Association ukrainienne-canadienne des droits civils) promotes the Ukrainian Canadian community's interests and defends the civil liberties and human rights of Ukrainians in Canada and elsewhere

<http://www.uccla.ca/sources.htm>

The Centre For Constitutional Studies program encourages thinking about subjects of constitutional concern from a variety of perspectives, including the violation of constitutional rights during First World War Internment.

<http://www.law.ualberta.ca/centres/ccs/issues/germaninternment.php>

<http://www.law.ualberta.ca/centres/ccs/issues/ukrainianinternment.php>

Peace and War in the 20th Century features information on Japanese Internment during WWII

<http://pw20c.mcmaster.ca/case-study/racial-discrimination-and-internment-cooperative-committee-japanese-canadians>

Vancouverisland.com provides information on Internment Camps in British Columbia

<http://www.vancouverisland.com/general/details.asp?id=44>

Infoukes is a website that provides information on a wide range of issues related to Canada's First National Internment Operations: 1914-1920

http://www.infoukes.com/history/internment/badly_treated_in_every_way/

<http://www.infoukes.com/history/internment/booklet01/>

Prisoners of Prejudice: Canada's First National Internment Operations 1914-1920, is a teaching and learning resource designed to provide a comprehensive understanding of Canada's First National Internment Operations.

Get an overview of *Prisoners of Prejudice* at:

<http://www.youtube.com/watch?v=xGGIfMqvJ8g>

Order the teacher resource at:

http://tc2.ca/uploads/PDFs/PivotalVoices/PoP_resource_order_form.pdf

More Videos

“Freedom Had a Price”

For information about this National Film Board documentary film examining First World War Internment, visit the website at http://www.nfb.ca/film/freedom_had_a_price

The Mark YouTube video series has developed six short videos that explore the following topics and issues related to First World War Internment:

- The Internment Operations http://www.youtube.com/watch?v=HIIg18h6_pU
- The Fort Henry Service <http://www.youtube.com/watch?v=puaLdjzKLTk>
- The Redress Movement <http://www.youtube.com/watch?v=tEZM5PREL70>
- Internee Descendants <http://www.internmentcanada.ca/pop-video4.html>
- Educating the Public <http://www.youtube.com/watch?v=5uPHU99jXJA>
- Learning from the Past <http://www.youtube.com/watch?v=5UxOqJ2QwtA>

Video: Internee Descendants

Four aspects of an injustice

Key events	Causes	Consequences	Potential lessons
1.	1.	1.	1.
2.	2.	2.	2.

Blackline Master #3

Researching Injustice

Sources of research	Key events	Causes	Consequences	Potential lessons learned
Source #1 details:				
Source #2 details:				
<u>Source #3 details:</u>				

Blackline Master #4

Key features to memorialize

The following features are the most **important, meaningful** (to those who experienced the event) and **helpful** (to ensure that history doesn't repeat itself).

Feature of the injustice	Reasons for choice

Assessing key aspects of an injustice

	Excellent	Very Good	Satisfactory	Unsatisfactory
Relevant and accurate information	Information is accurate and clearly relates to the four aspects	Information is generally accurate and relates to the four aspects	Information has some significant inaccuracies and does not always relate to the four aspects	Information is filled with inaccuracies or has little to do with the four aspects
Choice of important aspects to memorialize	Choices demonstrate a thorough understanding of all four aspects of an injustice to memorialize	Choices demonstrate a good understanding of all four aspects of an injustice to memorialize	Choices demonstrate an understanding of some aspects of an injustice to memorialize	Choices do not demonstrate an adequate understanding of the aspects of an injustice to memorialize