

## Lesson Plan Homefront Issues Enemy Aliens Academic

<p><b>Unit Title:</b> Fort William and Port Arthur in WWI</p> <p><b>Period:</b> 1 72 minute period</p>	<p><b>Course:</b> Canadian History since World War I, Grade 10</p> <p><b>Curriculum Document:</b> The Ontario Curriculum Grades 9 and 10: 2013 Canadian and World Studies: GEOGRAPHY • HISTORY • CIVICS (POLITICS)</p>
<p><b>Expectations</b></p> <p><b>Overall:</b> A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914</p> <p>B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics</p> <p><b>Specific:</b> A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in Canadian history since 1914</p> <p>A1.2 select and organize relevant evidence and information on aspects of Canadian history since 1914 from a variety of primary and secondary sources</p> <p>B2.5 describe attitudes towards and significant actions affecting ethnocultural minority groups in Canada during this period</p>	
<p style="text-align: center;"><b>Learning Goals</b></p> <p>Students will be able to:</p> <p>Identify key themes in local historical documents through careful reading and questioning</p> <p>Describe some major instances of social and/or political conflict in Fort William</p> <p>Describe attitudes towards and significant actions affecting ethnocultural minority groups in Fort William</p>	<p style="text-align: center;"><b>Student Success Criteria</b></p> <p><b>As a student, I will:</b></p> <p>Analyse the materials provided about the homefront at Fort William, and create critical questions on those materials</p> <p>Be able to describe in my own words the different view-points of each side on the issue of enemy aliens.</p> <p>Develop the view point of the oppressed into a larger journal or letter.</p>

<p style="text-align: center;"><b>Assessment</b></p> <p><b>For learning:</b> As students analyze the archival materials, the <b>Document Analysis Handout</b> provides space for analysis and note-taking, which can be collected and reviewed to determine basic comprehension.</p> <p><b>As learning:</b> Students will be asked on the <b>Document Analysis Handout</b> to review the questions other students create, and determine their effectiveness on the following criteria: relevance, depth, and interest.</p> <p><b>Of learning:</b> The letters or journals created can be assessed by rubric or exemplar based on the attached <b>Historical Journal or Letter Assessment Checklist</b>. There are also <b>Exit Ticket Questions</b> provided.</p>	<p style="text-align: center;"><b>Resources</b></p> <p>Access to City of Thunder Bay Archives web resources: Images, Documents, and Handouts  <b>Presentation Package: Homefront Issue: Enemy Aliens Historical Documents (12 different samples)</b>  <b>Document Analysis Handout</b>  <b>Exit Ticket Questions</b>  <b>Historical Journal or Letter Assessment Checklist</b></p> <p style="text-align: center;"><b>Materials</b></p> <p>Paper and writing utensils  1 copy <b>Document Analysis Handout</b> per student  3+ copies (image printouts) for <b>Presentation Package Homefront Issue Enemy Aliens Documents</b> (depends on classroom size)  Classroom with desks</p>
<p style="text-align: center;"><b>Prior Knowledge</b></p> <p>Students should already be aware of the general causes of the war and the various players in the national landscape, to give context to the concern about enemy aliens in Fort William. They should also be familiar with the concept of racial prejudice in general, and be cautioned to read these materials maturely and critically, with a modern and appropriate frame of mind.</p>	<p style="text-align: center;"><b>Accommodations</b></p> <p>There are <b>Exit Ticket Questions</b> of varying levels and structure of questions to appeal to difference types of learner. It may also be effective to partner students together to both analyze the documents and create a paired project: examples might include a radio interview or telephone call rather than the journal or letter. It is also possible to develop each of the reflections into a presentation to better assess different skills.</p>

<p><b>Introduction:</b></p> <p>“Racism is an important but challenging topic to discuss in the classroom: it can be difficult to see it until it is too late. That is why it is important we learn about and acknowledge the racism of the past in order to prevent it in the future. During the First World War there was a great deal of racism against “enemy aliens”. The word “alien” refers here not to “space aliens” but those who are not Canadian citizens. “Enemy aliens” was the term applied to immigrants from countries Canada was at war with, regardless of which side the individual people may have supported. Enemy aliens were required to register with the federal government. Many were sent to internment camps, but those remaining in Fort William were often unable to find work. There was very little financial support available for them from the government. This situation was based on racial prejudice as much as on security concerns. Prejudice against enemy aliens can be seen in Fort William, but there was also a strong move to counter the unfair treatment by concerned local citizens. Today we’re going to look through some of these documents and try to isolate the themes and arguments each group uses, before taking on the role of an oppressed individual writing a letter or in a journal.”</p>	<p><b>Time</b></p>	<p><b>Teacher Notes</b></p> <p>The general maturity or make-up of the classroom may change how you choose to approach the topic, but that is a decision for each individual classroom and teacher to make. It may also be useful to extend these issues to racial prejudice in modern Thunder Bay and Canada, against First Nations people, immigrants, and members of other minority groups.</p>
<p><b>Instruction:</b></p> <p>1) Organize class and take attendance: set up <b>Materials and Resources</b></p> <p>2) Provide <b>Introduction</b>: explain Success Criteria and Learning Goals</p> <p>3) Begin <b>Application or practice</b></p> <p>4) Hand in Letter / Journal, provide <b>Conclusion</b></p> <p>5) Time to work on <b>Exit Ticket Questions</b></p>	<p><b>Time</b></p> <p>3-5 mins</p> <p>5 mins</p> <p>52-54 mins</p> <p>5 mins</p> <p>10 mins</p>	<p><b>Teacher Notes</b></p>

<b>Application or practice:</b> <i>Learners will:</i>	<b>Time</b>	<b>Teacher Notes</b>
<p>1) Select 3 different <b>Historical Documents</b> to analyze before returning to their seats.</p> <p>2) Read through the documents one at a time and answer the questions on the hand-out. (Who is speaking? What is the subject? What arguments are they making? Are they strong/weak arguments, and how do you feel about them?)</p> <p>3) Prepare an extension question that they would ask either the document's author or an expert to understand the document or situation better.</p> <p>4) Find a fellow classmate who shares one or more of the documents they selected, and assess each other's extension questions.</p> <p>5) Write a short reflection in the form of a journal or letter which develops the situation, arguments, and feelings of one of the oppressed groups they learned about (as an individual in role-play)\</p> <p>6) Return to <b>Instruction</b></p>	<p>2 mins</p> <p>20 mins</p> <p>5 mins</p> <p>5 mins</p> <p>20-22 mins</p>	<p>This is a good section to determine student understanding of concepts: if you are familiar with the materials ahead of time you may be able to spark interest or answer questions more effectively. The <b>Presentation Package</b> document summaries may be helpful to students who have difficulty reading.</p>
<p><b>Summary Conclusion:</b></p> <p>“From these documents, we’ve seen the logic used to racially discriminate against enemy aliens. Arguments that they would attack the war effort or cause chaos to support their home country seem weak when most of the citizens who speak up claim that they have a strong connection and loyalty to Canada, and only want to help. What does this say about Canadian society during World War 1?”</p>	<p><b>Time</b></p>	<p><b>Teacher Notes</b></p> <p>This is a good time to review on concepts and materials in the form of a group discussion: some more questions might relate to specific information students found interesting or personal stories.</p>

