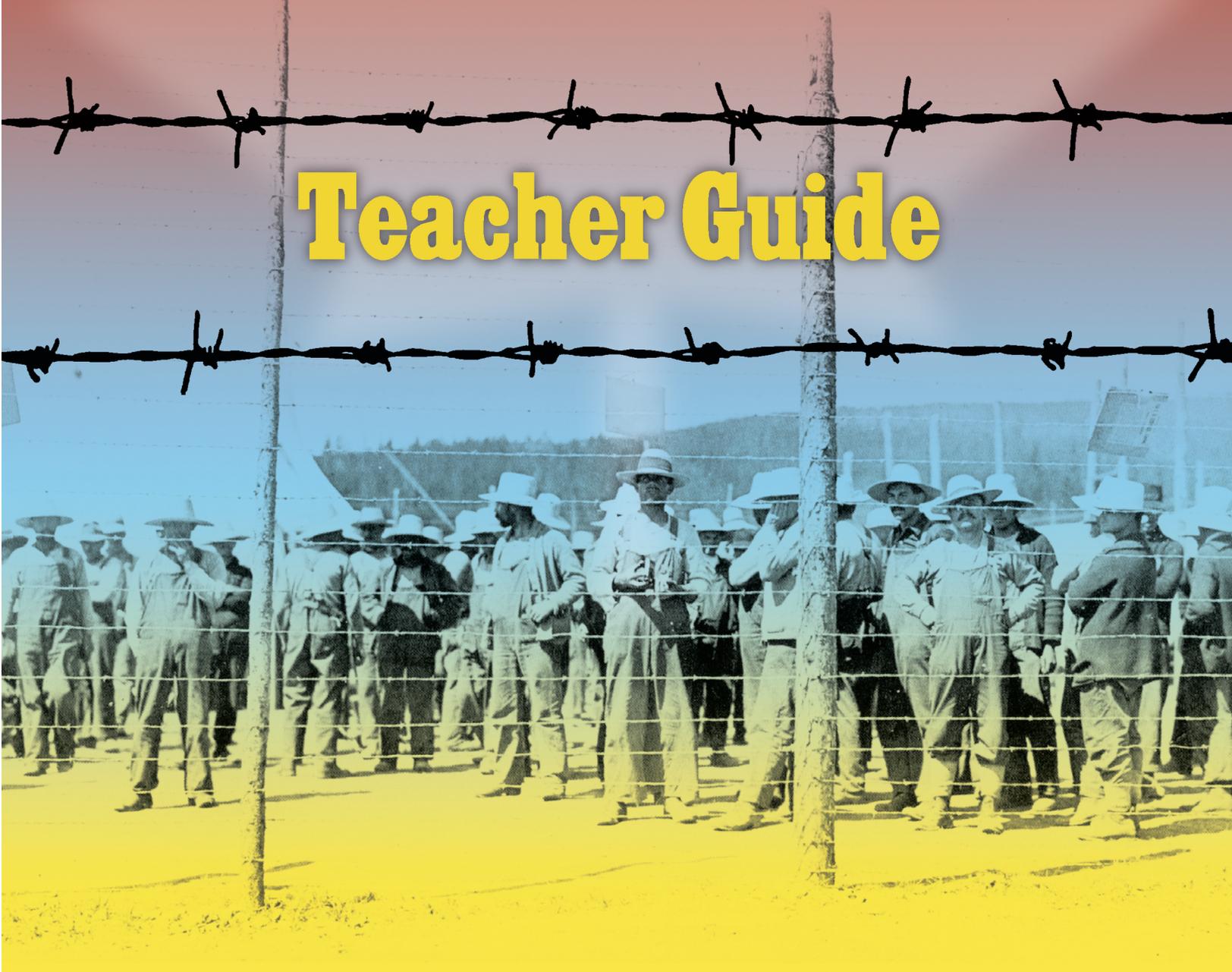


Prisoners of **PREJUDICE**

CANADA'S FIRST NATIONAL INTERNMENT OPERATIONS 1914-1920



Teacher Guide



www.internmentcanada.ca

Righting An Historic Injustice

On 25 November 2005, MP Inky Mark's private member's *Bill C-331, Internment of Persons of Ukrainian Origin Recognition Act*, received Royal Assent. Following negotiations with the Ukrainian Canadian Civil Liberties Association, the Ukrainian Canadian Congress and the Ukrainian Canadian Foundation of Taras Shevchenko, the Government of Canada established the Canadian First World War Internment Recognition Fund, 9 May 2008, to support commemorative and educational initiatives that recall what happened to Ukrainians and other Europeans during Canada's first national internment operations of 1914–1920.

Made possible by a grant from the Endowment Council of the Canadian First World War Internment Recognition Fund.

Acknowledgments

Special thanks to Douglas Davis, Flavio Rojas, Karen Haukedal and the Descendants of Ukrainian Canadian Internee Victims Association (DUCIVA).

Photographs in this resource (including student book, teacher guide and Powerpoint slides) provided by the Canadian First World War Internment Recognition Fund.

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Before You Begin

Prisoners of Prejudice is organized into five short chapters:



- Chapter 1: **A Broke and Hungry Land** provides some historical background of the Ukrainian population in Eastern Europe. One of the most important points is that Ukrainians had no choice as to citizenship; they did not choose to be 'Austrian' or 'Russian.'



- Chapter 2: **The Promised Land** discusses the steps taken by the Canadian Government to prepare the West for settlement; these included the negotiation of Treaties with the First Nations and the Dominion Land Survey 1881–1886. This chapter also demonstrates the different approach to immigration between Clifford Sifton and his successor, Frank Oliver.



- Chapter 3: **The Galician Question** examines the Canadian public's perspective on immigration from Eastern Europe, and how the narrow perception of 'race' contributed to 'anti-Galician' sentiments. It also describes how the term 'Galician' was inappropriately used as a broad term for any immigrant from Eastern and Southeastern Europe.



- Chapter 4: **Enemy Aliens** covers the period from 1914–1917; the War Measures Act, the categorization of 'enemy aliens' and government actions taken against those who had emigrated from Germany, Austro-Hungary, and later the Ottoman Empire.



- Chapter 5: **Without Just Cause** examines a number of issues; the impact of the Bolshevik Revolution and the first 'Red Scare' upon the internees, restrictive revisions to the Immigration Act, the War Measures Act and the Wartime Elections Act, and the treatment of internees, and how the internment of 'enemy aliens' provided a precedent for subsequent anti-immigrant legislation.

PowerPoint Slides

The accompanying PowerPoint file contains the following support items:

- maps to support **A Broke and Hungry Land** (Slides 3 and 4)
- editorial cartoon to support *Editorial Cartoon Analysis* (Slide 7)
- photographs to support Photograph/Picture Analysis (Slides 10–14)
- personal anecdote (primary source) and excerpts from newspapers (primary and secondary sources). There are hard copies of these sources in the appendices.
- Enrichment Activities (Slides 16–19): definitions of Prisoners of War, Sifton/Oliver quotations, current excerpts from newspaper articles

Introduction

Assignments/Tasks

There are two sets of basic assignments/tasks. Teachers may choose the assignments most appropriate for the class, or utilize a combination of both most suitable for meeting defined outcomes.

- End of Chapter Questions: these are designed to be handed to the student after the assigned reading.
- Critical Thinking Tools: **F/M Q R Charts** are designed to be administered as the student completes the required reading.

Editorial Cartoon and Photographs as Primary Sources

An editorial cartoon and photographs are provided for analysis, along with templates for student use.

The Editorial Cartoon as a Primary Source

- Editorial cartoons are valuable sources for examining the widespread social attitudes in a particular historical period.
- They may reflect issues that were the subject of editorial articles, but tend to be easier for students to understand.
- Common techniques of editorial cartoons are the use of metaphors, exaggeration and caricatures or stereotypes.
- They are used as a primary resource to establish an historical context for the student.
- Students must extend their understanding of more than just the intended meaning of the cartoon; they must examine the perspective of the artist/author, publisher and newspaper readers.

Some additional questions for class discussion:

- Is the editorial cartoon, *L'immigration*, an important historical resource?
- What people are behind Clifford Sifton? Who do they represent?
- What character represents Canada? Why did the cartoonist choose to represent Canada in this way?
- What ethnic groups are represented? Are they accurate portrayals or stereotypical caricatures? Why did the cartoonist include these groups?
- How do you think Canadians citizens regarded citizenship at the time of this cartoon?

Photographs as a Primary Source

Photographs can also be used as primary sources. A number of photographs are provided on the accompanying PowerPoint presentation included on the CD. Students are provided with a Photograph or Picture Analysis. Templates for these activities are provided in the appendices.

The photographs were taken at the following locations:

PowerPoint Support: Slide 10: *Photograph 1*—Amherst Internment Camp, Nova Scotia.¹

PowerPoint Support: Slide 11: *Photograph 2*—Cave and Basin Internment Camp, British Columbia.²

PowerPoint Support: Slide 12: *Photograph 3*—Spirit Lake Internment Camp, Québec.³

PowerPoint Support: Slide 13: *Photograph 4*—Spirit Lake Internment Camp, Québec.⁴

PowerPoint Support: Slide 14: *Photograph 5*—Vernon Internment Camp, British Columbia.⁵

Students should examine the photographs closely using the Photograph/Picture Analysis template.

Photographs courtesy of the Canadian First World War Internment Recognition Fund.

1 Photo from the Cumberland County Museum and Archives.

2 Photo from the Whyte Museum of the Canadian Rockies.

3 Photo from the documentary film *Freedom Had A Price*, Yurij Luhovy director.

4 Photo from the documentary film *Freedom Had A Price*, Yurij Luhovy director.

5 Photo from the private collection of Andrea Malysh.

Additional Questions for Discussion

The Additional Questions for Discussion (Slides 16–19) allow the students to work with primary and secondary sources, including personal accounts.

PowerPoint Support Slide 16: **A Difference of Opinion**

“The ideal of the west is not only greatness, but greatness achieved under the British flag and stamped and moulded by the genius of race.”

– Frank Oliver, Edmonton Bulletin, January 10th 1906

“I think that in this part of the British domain it is only fair and reasonable that, other things being equal, we should look to the British immigrant as being the most desirable and when we can secure them we are doing our duty to our country.”

– Frank Oliver, House of Commons, Debates, April 9th 1907, 6168

“I think that a stalwart peasant in a sheep-skin coat, born on the soil whose forefathers have been farmers for ten generations, with a stout wife and a half dozen children is good quality. I am indifferent as to whether or not he is British.”

– Clifford Sifton

Discussion Question: What are the conflicting views of immigration between Oliver and Sifton? Does Clifford Sifton have a stereotypical view of immigrants from Eastern Europe?

Comparative Historical Interpretations: Then and Now

PowerPoint Support Slide 17: **Then and Now**

Up to the present time, 1,000 Germans and Austrians from larger centres have been interned in Canadian concentration camps. As a result, the unemployment situation has been considerably relieved. Before the close of the war, however, it is believed that there will be several thousand more aliens interned in the various camps.

– Montreal Herald, January 4th 1915

Internment camps—24 of them were set up across the country—served several purposes. They enabled the federal government to remove “suspicious” foreigners from public view; they reduced unemployment in the cities; and, in the Rocky Mountains, northern Ontario and northern Quebec, they provided a cheap way to open up the wilderness. If basic human rights were trampled in the process, that seemed a small price to pay.

– Montreal Gazette, March 16th 1998

Discussion Question: What is the essential difference between the excerpts from the 1915 Montréal newspaper and the 2001 newspaper?

Evaluating Personal Testimony: A Miner’s Story

PowerPoint Support Slide 18: **A Miner’s Story**

“During World War One, I had to report to the police every month. All Austrian citizens had to do the same... Those who reported regularly had no problems. Those who failed to report were in trouble and were sent to the special labour camps in British Columbia. Once I failed to report to the authorities for three months. I was having difficulties at work. I remember as if it were today. I was coming home from work in the mine. It was midnight, the moon was shining brightly and the night was beautiful. I was thinking that the next morning I would walk the seven miles into town and report to the police. I stopped a moment, looked at the moon and sorrow welled up in me. I said to myself ‘Oh God, good God, is there anybody in the world who could talk to the angels on behalf of us Poles? Why am I supposed to go there? What for? I am not guilty of anything. I do not owe anyone anything. Austria is not my country.’ ”

– Waslaw Fridel—An interned Polish-Canadian; in *It’s a Miner’s Life* by J.E. Russell (East Coulee, Alberta: Atlas Coal Mine Historical Society, 1995) First appeared in *Polish Settlers in Alberta* (Toronto) 1979. p. 328

Discussion Question: What does the excerpt reveal about the attitude of those classed as ‘enemy aliens’? Can it be considered as a reliable source of historical information?

Prisoners of War?

PowerPoint Support Slide 19: *Prisoners of War?*—Three definitions of 'Prisoner of War'

Prisoner of War (POW), any person captured or interned by a belligerent power during war. In the strictest sense, it is applied only to members of regularly organized armed forces, but by broader definition it has also included guerrillas, civilians who take up arms against an enemy openly, or noncombatants associated with a military force. (Encyclopaedia Britannica)

Prisoner of War noun; a person taken by or surrendering to enemy forces in wartime. (American Heritage Dictionary)

Prisoner of War: n. a person who has been captured in war (Oxford English Reference Dictionary)

Discussion Question: According to the three definitions provided, were the internees in fact, 'Prisoners of War'?

Student Support Material

End of Chapter Questions

Critical Thinking Tools: F/M Q R Charts

Editorial Cartoon Analysis

- **Cartoon Analysis Template**
- **Political Editorial Cartoon L'immigration**

Photograph Analysis

- **Photograph Analysis Template**

Additional Questions for Discussion (for Slides 16–19)



Chapter 1 Questions: A Broke and Hungry Land

Note: The Austrian Empire was renamed Austria-Hungary (or Austro-Hungarian Empire) in 1867.

1. What areas of Ukrainian populations were annexed by Austria and Russia?
2. What were the reasons that many Ukrainian farmers lived a more difficult life than other citizens in Austria-Hungary?
3. What percentage of Ukrainian farmers leased or rented their farmland in the main areas of Ukrainian settlement?
4. What were the effects of the reforms enacted by Empress Maria Theresa and Joseph II upon Ukrainian nationalism?
5. Why would a high infant mortality rate affect the average lifespan statistics in Eastern Europe?

Critical Thinking

Choose one of the following topics and respond to it.

- A. If you were a farmer in Austrian Galicia, describe how you might consider your quality of life. What challenges would you face in raising a family?
- B. How did historical events in Eastern Europe affect the life of the people?

Chapter 2 Questions: The Promised Land

Reviewing the Facts

1. Why would the Dominion Lands Act attract settlers to Western Canada?
2. Why did Clifford Sifton think that settlers from Central Europe would be the best homesteaders in the Canadian West?
3. How were Frank Oliver's views of settlement in Western Canada different from those of Clifford Sifton?
4. Why did Frank Oliver oppose the immigration of Ukrainians and other Central Europeans into Canada?

Critical Thinking

Agree or disagree with the following statement and provide reasons for your answer in a short paragraph.

Clifford Sifton had a more practical and realistic approach to settlement in Western Canada.

Chapter 3 Questions: The Galician Question

Reviewing the Facts

1. How did the concept of race in the early 20th Century in Canada differ from that in contemporary Canadian society?
2. According to the Calgary Herald editorial, June 3rd 1898, what were the reasons for the different perspectives on the 'Galician' immigration in the North West?
3. What can be inferred about the public attitude toward First Nations from the excerpts of the Calgary Herald from January 24th and July 7th 1898?

Critical Thinking

One of the most common elements of propaganda is the use of hyperbole (great exaggeration). How effective is this technique in affecting public opinion? Support conclusions with examples from the text.

Chapters 4 and 5 Questions: Enemy Aliens/Without Just Cause

Reviewing the Facts

1. How is an Order in Council different from other Parliamentary legislation?
2. What influence did birthplace have on Nick Chornowood? What influence did birthplace have on Filip Knonowal?
3. How did internment affect the families of the internees?

Critical Thinking

- A. Research the definition of a Prisoner of War. Could the Ukrainian internees be accurately described as 'Prisoners of War'?
- B. To what extent did the internment of 'enemy aliens' in Canada in World War One create the justification for restrictive immigration laws and the internment of Japanese Canadians in World War Two?

Critical Thinking Tools: F/M Q R Chart

A Broke and Hungry Land

Facts (F) or Main Idea (M)	Questions (Q)	Response (R)
Record facts you discover as you read the text.	Record questions that arise as you read the text.	Record your response to the text: <ul style="list-style-type: none">• How would you apply the information gathered?• What feelings arise?

Critical Thinking Tools: F/M Q R Chart**The Promised Land**

Facts (F) or Main Idea (M)	Questions (Q)	Response (R)
Record facts you discover as you read the text.	Record questions that arise as you read the text.	Record your response to the text: <ul style="list-style-type: none">• How would you apply the information gathered?• What feelings arise?

Critical Thinking Tools: F/M Q R Chart

The Galician Question

Facts (F) or Main Idea (M)	Questions (Q)	Response (R)
Record facts you discover as you read the text.	Record questions that arise as you read the text.	Record your response to the text: <ul style="list-style-type: none">• How would you apply the information gathered?• What feelings arise?

Critical Thinking Tools: F/M Q R Chart

The Enemy Aliens

Facts (F) or Main Idea (M)	Questions (Q)	Response (R)
Record facts you discover as you read the text.	Record questions that arise as you read the text.	Record your response to the text: <ul style="list-style-type: none">• How would you apply the information gathered?• What feelings arise?

Critical Thinking Tools: F/M Q R Chart

Without Just Cause

Facts (F) or Main Idea (M)	Questions (Q)	Response (R)
Record facts you discover as you read the text.	Record questions that arise as you read the text.	Record your response to the text: <ul style="list-style-type: none">• How would you apply the information gathered?• What feelings arise?

Cartoon Analysis

	Think about the following...
Time	<ul style="list-style-type: none"> • What is the time period the cartoon is in? • Are there any people you recognize? • What information do you need to help you better understand the cartoon?
Action	<ul style="list-style-type: none"> • What is happening in the cartoon? • What do you know that would help you further understand the cartoon?
Caption	<ul style="list-style-type: none"> • What could be an alternate title for the cartoon? • What is being said by the people in the cartoon? • What other words are in the cartoon?
Objects	<ul style="list-style-type: none"> • What objects are in the cartoon? • What symbols do you recognize?
Summary	<p>Was the cartoon made to persuade, educate or present an opinion?</p>

Political Editorial Cartoon: L'immigration



L'IMMIGRATION

Sifton: Voici un joli lot d'immigrants que j'ai eu pour presque rien.

Mlle Canada: Mon Dieu! combien va-t-il m'en coûter pour les renvoyer.

Sifton: Here is a nice lot of immigrants that I have got for almost nothing.

Miss Canada: My God! How much will it cost me to send them back?

Photograph/Picture Analysis

	Think about the following...
People	<ul style="list-style-type: none"> • Who is in the picture? • Do any people show any emotion(s)?
Objects	<ul style="list-style-type: none"> • What objects are in the photograph? • Are there any objects or symbols that indicate when the picture was taken?
Setting	<ul style="list-style-type: none"> • Where was the picture taken? • What reasons could there be for taking the photograph?
Engagement and/or Action	<ul style="list-style-type: none"> • What objects are in the cartoon? • What symbols do you recognize?
Relationships	<ul style="list-style-type: none"> • Is there any interaction with or between people?
Summary	<p>Was the cartoon made to persuade, educate or present an opinion?</p>

Additional Questions for Discussion

Slide 16: A Difference of Opinion

“The ideal of the west is not only greatness, but greatness achieved under the British flag and stamped and moulded by the genius of race.”

– Frank Oliver, Edmonton Bulletin, January 10th 1906

“I think that in this part of the British domain it is only fair and reasonable that, other things being equal, we should look to the British immigrant as being the most desirable and when we can secure them we are doing our duty to our country.”

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Prisoner of War, n., a person taken by or surrendering to enemy forces in wartime. (American Heritage Dictionary)

Prisoner of War: n. a person who has been captured in war. (Oxford English Reference Dictionary)

Appendices

Sources and Issues

The Hague Convention (1907): Section I, Chapters I and II

Bibliography



Sources and Issues

Below you will find a list of educational materials, many of which can be found in your local public library or at international repository libraries worldwide. Selected publications are also available for downloading as PDF files.

Internment

- On Canada's First National Internment Operations of 1914–1920
- Without Just Cause (5.3 mb PDF)
- In Fear of the Barbed Wire Fence (14.4 mb PDF)
- A Time For Atonement pamphlet (.1 mb PDF)
- Roll Call (1.3 mb PDF)
- Roll Call Additions 2009 (.3 mb PDF)
Prepared by Ms Amelia Fink and reproduced here with her permission.
- Map of Canada's First National Internment Camps
From the annual report of the Canadian First World War Internment Recognition Fund (2009)

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The Hague Convention (1907)

SECTION I: ON BELLIGERENTS

CHAPTER I: The qualifications of belligerents

Article 1. The laws, rights, and duties of war apply not only to armies, but also to militia and volunteer corps fulfilling the following conditions:

1. To be commanded by a person responsible for his subordinates;
2. To have a fixed distinctive emblem recognizable at a distance;
3. To carry arms openly; and
4. To conduct their operations in accordance with the laws and customs of war.

In countries where militia or volunteer corps constitute the army, or form part of it, they are included under the denomination "army."

Art. 2. The inhabitants of a territory which has not been occupied, who, on the approach of the enemy, spontaneously take up arms to resist the invading troops without having had time to organize themselves in accordance with Article 1, shall be regarded as belligerents if they carry arms openly and if they respect the laws and customs of war.

Art. 3. The armed forces of the belligerent parties may consist of combatants and non-combatants. In the case of capture by the enemy, both have a right to be treated as prisoners of war.

CHAPTER II: Prisoners of war

Art. 4. Prisoners of war are in the power of the hostile Government, but not of the individuals or corps who capture them. They must be humanely treated.

All their personal belongings, except arms, horses, and military papers, remain their property.

Art. 5. Prisoners of war may be interned in a town, fortress, camp, or other place, and bound not to go beyond certain fixed limits; but they cannot be confined except as in indispensable measure of safety and only while the circumstances which necessitate the measure continue to exist.

Art. 6. The State may utilize the labour of prisoners of war according to their rank and aptitude, officers excepted. The tasks shall not be excessive and shall have no connection with the operations of the war. Prisoners may be authorized to work for the public service, for private persons, or on their own account.

Work done for the State is paid for at the rates in force for work of a similar kind done by soldiers of the national army, or, if there are none in force, at a rate according to the work executed. When the work is for other branches of the public service or for private persons the conditions are settled in agreement with the military authorities. The wages of the prisoners shall go towards improving their position, and the balance shall be paid them on their release, after deducting the cost of their maintenance.

Art. 7. The Government into whose hands prisoners of war have fallen is charged with their maintenance. In the absence of a special agreement between the belligerents, prisoners of war shall be treated as regards board, lodging, and clothing on the same footing as the troops of the Government who captured them.

Art. 8. Prisoners of war shall be subject to the laws, regulations, and orders in force in the army of the State in whose power they are. Any act of insubordination justifies the adoption towards them of such measures of severity as may be considered necessary. Escaped prisoners who are retaken before being able to rejoin their own army or before leaving the territory occupied by the army which captured them are liable to disciplinary punishment. Prisoners who, after succeeding in escaping, are again taken prisoners, are not liable to any punishment on account of the previous flight.

Art. 9. Every prisoner of war is bound to give, if he is questioned on the subject, his true name and rank, and if he infringes this rule, he is liable to have the advantages given to prisoners of his class curtailed.

Art. 10. Prisoners of war may be set at liberty on parole if the laws of their country allow, and, in such cases, they are bound, on their personal honour, scrupulously to fulfill, both towards their own Government and the Government by whom they were made prisoners, the engagements they have contracted.

In such cases their own Government is bound neither to require of nor accept from them any service incompatible with the parole given.

Art. 11. A prisoner of war cannot be compelled to accept his liberty on parole; similarly the hostile Government is not obliged to accede to the request of the prisoner to be set at liberty on parole.

Art. 12. Prisoners of war liberated on parole and recaptured bearing arms against the Government to whom they had pledged their honour, or against the allies of that Government, forfeit their right to be treated as prisoners of war, and can be brought before the courts.

Art. 13. Individuals who follow an army without directly belonging to it, such as newspaper correspondents and reporters, sutlers and contractors, who fall into the enemy's hands and whom the latter thinks expedient to detain, are entitled to be treated as prisoners of war, provided they are in possession of a certificate from the military authorities of the army which they were accompanying.

Art. 14. An inquiry office for prisoners of war is instituted on the commencement of hostilities in each of the belligerent States, and, when necessary, in neutral countries which have received belligerents in their territory. It is the function of this office to reply to all inquiries about the prisoners. It receives from the various services concerned full information respecting internments and transfers, releases on parole, exchanges, escapes, admissions into hospital, deaths, as well as other information necessary to enable it to make out and keep up to date an individual return for each prisoner of war. The office must state in this return the regimental number, name and surname, age, place of origin, rank, unit, wounds, date and place of capture, internment, wounding, and death, as well as any observations of a special character. The individual return shall be sent to the Government of the other belligerent after the conclusion of peace.

It is likewise the function of the inquiry office to receive and collect all objects of personal use, valuables, letters, etc., found on the field of battle or left by prisoners who have been released on parole, or exchanged, or who have escaped, or died in hospitals or ambulances, and to forward them to those concerned.

Art. 15. Relief societies for prisoners of war, which are properly constituted in accordance with the laws of their country and with the object of serving as the channel for charitable effort shall receive from the belligerents, for themselves and their duly accredited agents every facility for the efficient performance of their humane task within the bounds imposed by military necessities and administrative regulations. Agents of these societies may be admitted to the places of internment for the purpose of distributing relief, as also to the halting places of repatriated prisoners, if furnished with a personal permit by the military authorities, and on giving an undertaking in writing to comply with all measures of order and police which the latter may issue.

Art. 16. Inquiry offices enjoy the privilege of free postage. Letters, money orders, and valuables, as well as parcels by post, intended for prisoners of war, or dispatched by them, shall be exempt from all postal duties in the countries of origin and destination, as well as in the countries they pass through.

Presents and relief in kind for prisoners of war shall be admitted free of all import or other duties, as well as of payments for carriage by the State railways.

Art. 17. Officers taken prisoners shall receive the same rate of pay as officers of corresponding rank in the country where they are detained, the amount to be ultimately refunded by their own Government.

Art. 18. Prisoners of war shall enjoy complete liberty in the exercise of their religion, including attendance at the services of whatever church they may belong to, on the sole condition that they comply with the measures of order and police issued by the military authorities.

Art. 19. The wills of prisoners of war are received or drawn up in the same way as for soldiers of the national army. The same rules shall be observed regarding death certificates as well as for the burial of prisoners of war, due regard being paid to their grade and rank.

Art. 20. After the conclusion of peace, the repatriation of prisoners of war shall be carried out as quickly as possible.

– Public Domain

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