

## Connections to Canada

### Lesson 4:

### Force 136: Unwanted Soldiers

#### Lesson Description:

Learners will have the opportunity to uncover forgotten soldiers' and heroes of WWII in Asia. Before diving into information about Force 136, learners will briefly learn about the context in which Force 136 operated in by looking at Canada pre-WWII and Canada during WWII. The lesson will then move into what Force 136 actually did during their operations and how they contributed to Canada and the Chinese community in their quest for full citizenship and the right to vote. Learners will have the opportunity to take part in interactive activities and games such as a fun quiz, a game called code names, and finding countries on a map. During the lesson, learners will watch a video of about 16 minutes with members of Force 136 describing their experiences. The informative and educational video also discusses the Canadian context pre-WWII.

#### Core question(s):

- Why did Force 136 fight? Generally, why haven't we heard about Force 136?

#### Learning Goals:

- Briefly explore the pre-WWII and the WWII years in Canada
- Uncover and learn about Force 136 and their mission
- To think about why these men fought after experiencing hardship

#### Competencies: Historical Thinking

Historical Significance	Cause & Consequence	Continuity & Change	Historical Perspective
Using primary and secondary sources	Through inquiry	Through inquiry	Through inquiry
<input checked="" type="checkbox"/> Determine & explain the importance of people, events/developments or ideas <input checked="" type="checkbox"/> Assess the impact of the past and on the present <input type="checkbox"/> Evaluate how importance may shift for various people and over time	<input type="checkbox"/> Identify various causes using one or more accounts of the event or development <input type="checkbox"/> Explain both intended and unintended consequences <input checked="" type="checkbox"/> Assess the relative influence of various causes <input checked="" type="checkbox"/> Evaluate the impact of various consequences	<input type="checkbox"/> Compare what has changed and what has stayed the same over a period of time (explain why) <input checked="" type="checkbox"/> Determine using sound inferences from multiple sources <input checked="" type="checkbox"/> Assess how an event may involve progress for some people or groups and decline for others	<input type="checkbox"/> Explain reasons for then and now ideas and beliefs <input checked="" type="checkbox"/> Infer past viewpoints using varied sources <input checked="" type="checkbox"/> Analyze how and why of ideas and beliefs in a particular time and why they may be different from today (context) <input checked="" type="checkbox"/> Analyze the tension that can exist between conflicting past and present-day viewpoints about history (presentism)

## Materials

- PowerPoint Presentation
- Force: 136: Chinese Canadian Heroes [\[video\]](#)
- Kahoot [Facilitator/ Teacher guide](#)
- Projector for Kahoot quiz
- Code Names [guide](#) and [handout](#)

## Materials Extension

- Douglas Jung Obituary [Assignment](#)
- Fighting for Canada – Chinese and Japanese Canadians in Military Service [book]

(All videos in this lesson require access to wifi)

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
<b>Activity 1:</b> Canada pre-WWII years and WWII years	✓			Outline of Canadian context during the pre-WWII years and the WWII years. <ul style="list-style-type: none"> <li>• Allow for questions</li> </ul> Critical Thinking Question: <ul style="list-style-type: none"> <li>• Why did Canada have racist tendencies both in public opinion and political arenas?</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> </ul>
<b>Activity 2:</b> Do you know what Force 136 is?	✓			There are multiple slides to this section. The first section is provided for engagement through some humour. Ask learners if they know what Force 136 is or what they did? most will say no. Show slides of popular pop culture figures and ask if they can guess what they did now.  Transition into Force 136, Information on slides: <ul style="list-style-type: none"> <li>• Background Force 136</li> <li>• Their operations</li> <li>• Journey home</li> </ul> Conclude section with video – Force 136: Chinese Canadian Heroes (link in materials section). Discussion should be conducted based on information on slides and video, suggested talking points are included in the PowerPoint Presentation	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Force: 136: Chinese Canadian Heroes [video]</li> </ul>
<b>Activity 3:</b> Map Activity		✓	✓	A map has been posted in the PowerPoint Presentation <ul style="list-style-type: none"> <li>• Ask three volunteers if they can find Malay (Malaysia), Borneo, or Singapore on the map</li> <li>• Activity should not take very long</li> </ul> Another option is creating a handout with a map and distribute to entire class and have them look for the countries. <ul style="list-style-type: none"> <li>• Countries chosen were some where Force 136 operated in.</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> </ul>

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
<b>Activity 4:</b> Kahoot Quiz			✓	<p>Kahoot is a tool used for interactive quizzes. learners will need to use their phones/ computers to do the quiz.</p> <ul style="list-style-type: none"> <li>• Facilitator/ teacher must provide learners with a game pin so that they can enter the quiz</li> <li>• Questions will be projected onto the board and students will select the answer on their own device</li> <li>• Questions are based off of all the previous slides</li> <li>• Students can be graded on this 10 question quiz or it can be participatory</li> <li>• Further instructions are on the PowerPoint Presentation</li> </ul> <p>Another option is to print the quiz out and distribute it as a handout if the facilitator/teacher does not want to create a Kahoot.</p>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Kahoot Facilitator guide</li> <li>• Projector for Kahoot quiz</li> </ul>
<b>Activity 4:</b> Code Names		✓		<p>Code Names is fun and interactive game learners can play. It is a game that incorporates spy tendencies, so it is on theme and should help students with recalling specific points from the lesson.</p> <ul style="list-style-type: none"> <li>• Instructions provided on PowerPoint Presentation</li> <li>• Instructions and handout provided under materials section</li> </ul>	<ul style="list-style-type: none"> <li>• PowerPoint Presentation</li> <li>• Code Names guide</li> <li>• Code Name handout</li> </ul>

(W) Whole group (S) Small group (I) Individual

## Extension Learning Activity: Open-ended Inquiry Project

### Douglas Jung Obituary Assignment

Link to assignment: <https://docs.google.com/document/d/1PEXdtsRV9QcUt3ddk6h7XCbndrLWPXvclnOrMVAdXkA/edit?usp=sharing>

### Other Resources

- Fighting for Canada – Chinese and Japanese Canadians in Military Service [book]

### Bibliography

<https://docs.google.com/document/d/18TgR23HWwlvX3PCjCzJX0SGYNmf5F7VXaPvTrFtpvU0/edit>