



# *Battle of Hong Kong Teacher's Guide*

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FUNDED BY MÉTIS VETERANS LEGACY PROGRAM

Welcome.

This resource was made possible through funding from the Metis Veterans Legacy Program.

Today, the world faces a range of conflicts, both large and small, impacting different regions and people in various ways. Reviewing past conflicts helps us understand our history and work toward a better future.

The Hong Kong Veterans Commemorative Association recognizes and raises awareness of the Canadian veterans who fought in Hong Kong during World War II. The following Teacher's Guide on the Battle of Hong Kong focuses on the War in the Pacific, its aftermath, and its effects on Canadians.

The story of the Battle of Hong Kong during World War II is not widely known. This battle was significant for Canada as it was the first occasion when Canadian troops engaged in land combat during the war. Furthermore, it is notable that many Canadian veterans who fought in the Battle of Hong Kong were Indigenous.

Indigenous veterans served their country at a time when their government did not acknowledge their humanity. This guide will explore the Battle of Hong Kong, the experience of being a prisoner of war, and the treatment of Indigenous veterans and their families, who continue to face challenges today.

We encourage you to help your students connect with past veterans and current active-duty service members. Together, we can deepen our appreciation for the freedoms we enjoy, thanks to the brave men and women who have defended Canada.

Given the extensive material teachers must cover, this study is not intended to create an additional burden. Instead, it aims to provide a creative alternative for teaching the fundamental values we wish students to learn. Central ideas should revolve around broad concepts that can be taught across various subjects.

Big ideas can encompass concepts such as cause and consequence, continuity and change, courage, fairness, honesty, hope, integrity, interrelationships, kindness, patterns and trends, perspective, respect and teamwork, and significance. The list is limitless. Please refer to your local curriculum for the big ideas relevant to the subject areas covered in this unit of study. Subject areas may include, but are not limited to, social studies, history, English, mathematics, music, and more.

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## Simplified Overview of World War II

World War II was a global conflict from 1939 to 1945. It involved many countries and was fought between two main groups: the Allies and the Axis.

### Why Did It Happen?

- **Unfair Treaties:** After World War I, some countries, especially Germany, felt treated unfairly and wanted to regain power.
- **Expansion:** Some countries, like Germany, Italy, and Japan, wanted to take over more land.
- **Ignoring Warnings:** Many countries tried to avoid conflict by making deals, but this didn't stop the aggression.

### Important Events:

- **Invasion of Poland (1939):** Germany invaded Poland, which led Britain and France to declare war.
- **Battle of Britain (1940):** The UK fought against Germany's air attacks to protect their country.
- **Pearl Harbor (1941) \*:** Japan surprised the United States by attacking a naval base, which brought the US into the war.
- **D-Day (1944):** Allied forces landed in France to push back against the Axis powers.

### What Happened After the War?

- **Human Impact:** Millions of people lost their lives, and many more were affected by the war.
- **The Holocaust:** A horrific period when the Nazis killed six million Jews and many others.
- **Creation of the United Nations:** Countries created an organization to help prevent future wars and promote peace.
- **Cold War Begins:** After the war, tensions grew between the US and the Soviet Union, leading to a long period of rivalry.

### Why Is It Important?

World War II changed the world in many ways. It taught us the importance of working together for peace and remembering the lessons of history to avoid conflicts in the future.

*\*The Battle of Hong Kong began shortly after the Attack on Pearl Harbour.*

## 1. Introduction

### **Overview of the Indigenous Veterans in World War II**

Despite being marginalized in Canadian society, Indigenous men and women willingly enlisted to fight for Canada in World War II (WW2). The number of Indigenous veterans who fought in WW2 is uncertain. Veterans Affairs Canada (VAC) indicates that over 3,000 First Nations veterans served in WW2; however, statistics were not tracked for the Red River Métis or the Inuit.

Canada sent troops to fight in Europe, North Africa, and the Pacific. This guide will focus on Indigenous veterans who participated in the Pacific Theatre during WW2, specifically the 'C' Force (the Winnipeg Grenadiers of Manitoba and the Royal Rifles of Quebec). It will discuss the Battle of Hong Kong, their inhumane treatment as prisoners of war, and how they were received upon their return to Canada.

### **Importance of understanding their contributions and experiences in Hong Kong**

World War II began in 1939, but the Battle of Hong Kong did not erupt until after Japan bombed Pearl Harbour on December 7, 1941. That same morning, Japan attacked the British colony of Hong Kong. Initially, British Prime Minister Winston Churchill doubted that they could defend Hong Kong and believed that additional resources would be pointless. However, Churchill was later persuaded otherwise and requested Canada to send troops to Hong Kong. As part of the 'C' Force, the Winnipeg Grenadiers, the Royal Rifles of Canada, and a Brigade Headquarters departed for the Pacific on November 16, 1941.

In *No Reason Why: The Canadian Hong Kong Tragedy*, Carl Vincent argues that 'C' Force members were the only Commonwealth soldiers "deliberately sent into a position where there was no hope of victory, evacuation, or relief."<sup>i</sup> VAC affirms that the total number of troops from both battalions was 1,975. Of the 1,975 Canadian soldiers who went to Hong Kong, more than 1,000 were wounded or killed. Vincent estimated the number of untrained men to be 250, stating that 20 percent of the Grenadiers and 40 percent of the Rifles had not passed elementary weapon tests.

The Winnipeg Grenadiers and the Royal Rifles were not expected to fight overseas. They had minimal training and were only prepared for non-combat duties. Nonetheless, they were sent to Hong Kong. Before the Battle, both regiments had only performed administrative responsibilities. The Winnipeg Grenadiers had been sent to Jamaica, while the Royal Rifles served in Newfoundland. When General Crerar, a senior officer of the Canadian Army, dispatched these soldiers, it demonstrated a poor understanding of the situation's urgency. It must be acknowledged that the possibility of troops being immediately involved in action was never seriously considered.<sup>ii</sup>

Canada's army suffered one of its two greatest defeats during the Second World War in the Battle of Hong Kong. When the British colony surrendered on Christmas Day, 290 Canadians were killed in the fighting, and 1,685 were captured and held in POW camps. Another 264

would die over the next four years amid the inhumane conditions of Japanese prisoner-of-war camps.

### **Prisoner of War (POW) Camps**

The Battle of Hong Kong lasted only 17 days. For the next 44 months, the POWs would endure hard labour, torture and starvation. POW survivors disclosed how they were forced into slave labour in coal mines and shipyards. The living conditions in the POW camps were deplorable. Many died from diseases. Diphtheria alone killed 108 Canadians. Another familiar disease was beriberi, caused by a vitamin deficiency. Their diet mainly consisted of rice, and they received less than 1,000 calories daily. Many starved to death. Personal stories from POWs can be found on the Hong Kong Veterans Commemorative Association Website: [www.hkvca.ca](http://www.hkvca.ca).

In August 1945, almost four years after the fall of Hong Kong, the atomic bombings of Hiroshima and Nagasaki forced Japan's surrender and ended the war in the Pacific.<sup>iii</sup> About 1,400 POWs survived to return to Canada in 1945.<sup>iv</sup> Many were angry at the Japanese regarding their treatment, but some were angry at the Canadian government for sending them into a hopeless situation.<sup>v</sup>

Once back in Canada, the problems faced by 'C' Force were far from over. They had to fight for the benefits that other veterans were receiving. C.P. Stacey, the Canadian Army's official historian, states that Canadians who survived Hong Kong "... assert, pretty universally," that British leaders Maltby and Wallis, "... in search of scapegoats for the failure of the defence, fixed upon the Canadian battalions for this purpose."<sup>vi</sup> Some were outraged by the negative propaganda that blamed the 'C' Force for the fall of Hong Kong.

After the war, the Japanese government was compelled to sign treaties addressing war crimes but refused to offer compensation to individual POWs. Some Japanese leaders were tried for their crimes against humanity; others were not. The surviving POWs made a claim against Japan for their mistreatment, but in 1952, the Canadian government signed a peace treaty with Japan, absolving them of any responsibility.<sup>vii</sup> Japanese Canadians interned in Canada during the war received compensation from the Canadian government...The situation galvanized the Hong Kong veterans once more.<sup>viii</sup>

For decades, Canadian veterans and their families lobbied for recognition and reparations. Advocacy groups, such as the Hong Kong Veterans Association, kept the issue alive. "In 1987 the War Amps, with Cliff Chadderton, took up the vets' cause to sue Japan for reimbursement for the slave labour and maltreatment."<sup>ix</sup> After significant public and political pressure, the Canadian government finally agreed to compensate surviving Hong Kong POWs and their widows. In 1998, each finally received \$24,000 as a symbolic acknowledgment of their suffering and service.

Finally, in 2011, Japan apologized to former Canadian prisoners of war in Hong Kong. By that time, there were only approximately 30 veterans still alive. Not all were pleased with the apology. Today, sadly, all the Hong Kong veterans have passed away.

## 2. Background Information

### **Canada Indigenous Context Pre-World War 2**

Before World War II, the Indigenous people of Canada (First Nations, Red River Métis, and Inuit) encountered significant challenges due to colonial policies that marginalized their cultures, governance systems, and economies. Indigenous peoples were largely considered inferior by mainstream Canadian society, with systemic and entrenched racial discrimination. These attitudes influenced policies that sustained poverty, poor health, and limited educational opportunities in Indigenous communities.

The nineteenth century brought significant changes for Indigenous peoples in Canada. Europeans were primarily drawn to Canada for its resources. Indigenous peoples assisted Europeans during the Fur Trade Era by serving as guides, scouts, voyageurs, and in other roles. Eventually, the Fur Trade Era ended, Canada became a nation, and European settlement commenced. With the arrival of newcomers, Canada required land. The government began negotiating treaties with First Nations and moving them onto reserves. The Indian Act of 1876 was enacted, which regarded First Nations as sub-human and wards of the state.

By the early 20th century, residential schools had become widespread. These institutions, financed by the federal government and managed by churches, sought to assimilate Indigenous children into Euro-Canadian culture. Children were forcibly taken from their families, prohibited from speaking their languages, and often subjected to physical, emotional, and sexual abuse. The loss of language and culture had lasting effects on Indigenous communities.<sup>x</sup>

The Red River Métis, who negotiated Manitoba's entry into Confederation, were also promised land through the Scrip system but found themselves landless, living on the margins of society. Poverty was widespread throughout the country. The Red River Métis experienced further marginalization, receiving even fewer government protections. Policies and practices systematically excluded the Metis from participating in the broader economy. Many Metis men were employed in seasonal, low-paying jobs such as fishing, forestry, or farming.<sup>xi</sup>

The Inuit first encountered European explorers in the 1500s, who skirted the coastline of the North. As time passed and rich minerals were discovered, the explorers ventured further inland. Whalers, fur traders, and missionaries transformed life in the North. In 1924, the Indian Act was amended to include the Inuit. Before World War II, Canada was uncertain about its responsibility towards the Inuit of the North. Canada's focus was more on Northern defence leading up to the war. Inuit communities experienced increased interference from the Canadian government as the Arctic gained strategic importance in the early 20th century.<sup>xii</sup>

Before World War II, Indigenous peoples in Canada were deeply impacted by colonial policies aimed at assimilating them and suppressing their cultures. Yet, despite these systemic efforts, they continued to resist and uphold their identities. The war years and the following decades ultimately brought increased attention to their struggles, laying the groundwork for future advocacy and rights movements.

## **Recruitment and training processes for Indigenous soldiers**

During World War II, Indigenous soldiers made a significant contribution to Canada's war effort despite encountering systemic discrimination and various challenges.

Thousands of Indigenous men and women volunteered to serve in the armed forces. While many community members willingly enlisted as volunteers, they did not believe they should be compelled to join the military service.<sup>xiii</sup> First Nations soldiers were exempt from conscription under the Military Service Act (1940) due to treaties and the Indian Act, which exempted them from mandatory service.<sup>xiv</sup> Nevertheless, many chose to enlist voluntarily. Many Indigenous people spoke their traditional languages and had limited proficiency in English or French, which made communication with recruiters challenging.

Indigenous peoples enlisted for various reasons: adventure, steady pay, reuniting with friends and family, and patriotism. Although the Treaties exempted First Nations people from conscription, Canada required more soldiers, and Indigenous men proved to be exceptional snipers and scouts. The traditional lifestyles of many Indigenous peoples equipped them with highly valuable military skills.

### **Training of Indigenous Soldiers**

Indigenous recruits received the same training as other Canadian soldiers, which included physical fitness, weapons handling, tactics, and discipline. For many Indigenous soldiers, training camps represented their first experience of life beyond their communities and engaging with the broader non-Indigenous society.

Some Indigenous recruits faced challenges in adjusting to the highly structured nature of military life, which differed significantly from their traditional ways of living. Language barriers occasionally hindered their understanding of orders, although bilingual officers and fellow recruits often provided assistance.<sup>xv</sup>

Despite encountering prejudice, many Indigenous soldiers gained the respect of their peers through their bravery and performance during training and combat. The shared military service experience often cultivated camaraderie between Indigenous and non-Indigenous soldiers.

## 3. Deployment and Service

### **Locations where Indigenous Veterans served during World War II**

According to Veterans Affairs Canada (VAC), over 3,000 First Nations members fought in WWII. The numbers for Red River Métis and Inuit are unknown, as VAC did not track data related to non-status individuals and Red River Métis during the war. Some Indigenous veterans served with the Royal Canadian Navy and the Royal Canadian Air Force, though most served in the Canadian Army.

Although VAC does not know exactly how many Indigenous Veterans fought in WW2, many stories have been kept by communities and family members. For example, the Métis Veteran



Legacy Program has been actively seeking family members who fought in WW2. They are recording Veterans' stories as told by their survivors. These stories are being passed down from one generation to the next. As the writer of this guide, I discovered personal connections. My cousin's husband, Garfield Lowe, fought in the Battle of Hong Kong. My Red River Métis cousin Stewart Holmstrom died as a POW in Hong Kong.

### **Roles and responsibilities of Indigenous soldiers in various campaigns**

Indigenous soldiers played a vital role on the front lines during the Italian Campaign, the Normandy Invasion (also known as D-Day), and battles in the Pacific and North Africa. Many displayed remarkable bravery, earning medals for valour. Their tracking and survival skills often made them especially effective in reconnaissance and sniper roles. These roles demanded stealth, marksmanship, and navigation—abilities aligned with traditional hunting and survival practices.

Some Indigenous recruits were assigned to specialized roles, such as reconnaissance or sniping, where their unique skills proved particularly advantageous. Canadian Indigenous soldiers, such as Sergeant Tommy Prince, a member of the Ojibwe Nation, became legendary for his scouting missions during the Italian Campaign and his service with the elite First Special Service Force, also known as the "Devil's Brigade."

While Indigenous soldiers continued to serve as snipers and scouts, as they had during the First World War, they also took on intriguing new roles during this conflict. One unique example was their service as "code talkers." Since Indigenous languages have predominantly been oral, there were no written references for the Axis codebreakers.<sup>xvi</sup> The American Code Talkers gained significant fame, even portrayed in a movie, while Canadian Code Talkers remain relatively unknown. Canadian Code Talkers communicated in Cree, Mohawk, and other Indigenous languages, with Cree being the most frequently used.

Many Indigenous veterans also served in non-combat roles that were equally vital to the war effort. They took on roles as pilots, gunners, and mechanics in the air forces and navies. The "C" Force soldiers initially started in non-combat roles but were later deployed to Hong Kong, where they became engaged in combat. Several Indigenous soldiers were recruited in Manitoba and became part of the Winnipeg Grenadiers.

Many Indigenous soldiers from Manitoba were recruited to join the Winnipeg Grenadiers. George Roy Stodgell and his brothers, Stanley and Garnett, were three Red River Métis brothers who all served with the Winnipeg Grenadiers. There were eight children in the family: Freida, the eldest, along with Garnett, Cyril, Norman, Chester, Stanley, George, and Charles.

Their mother, Mary E. Stodgell, was named the 1963 National Memorial (Silver) Cross Mother. During the Second World War, five of her seven sons enlisted: George, Garnett, Cyril, Norman, and Stanley. However, only George and Norman returned home. Stanley was killed in action in Hong Kong, and Cyril in Belgium. Garnett died while being held in captivity as a POW in Japan.

More information on the Red River Métis Stodgell brothers, who enlisted with the Winnipeg Grenadiers, as well as many other Indigenous veterans of “C” Force, can be found online at <https://hkvca.ca/Indigenous/index.php>. As indicated on the chart, other Indigenous soldiers who fought in Hong Kong identified as Anishinaabe, Ojibwe, Saulteaux, Cree, Dakota, and Mi’qmaq.

## 4. Post-War Treatment

### **Challenges faced by Indigenous Veterans after the war.**

Indigenous soldiers returning from WW2 faced many challenges. They were denied access to benefits and support programs. Reintegrating into their communities was difficult and sometimes impossible. They continued to be discriminated against even though they fought and died for Canada.<sup>xvii</sup>

In response to the Cold War, the Inuit were trained as Canadian Rangers, a reserve component of the Canadian Army founded in 1947 that supports the Canadian Armed Forces (CAF) in remote regions. The Rangers' role changed with the establishment of the Distant Early Warning (DEW) Line, which led to the creation of radar stations to detect imminent danger. While Canada focused on its national defense in the North, many Inuit veterans who had fought for their country struggled to access critical health support.<sup>xviii</sup>

In many cases, Indigenous veterans were denied the same postwar benefits (e.g., pensions, education grants, and land grants) as their non-Indigenous counterparts. “Although Indigenous veterans were, in principle, eligible for the benefits and services provided to other veterans under post-war legislation collectively known as the Veterans Charter, their applications were not handled fairly. It was not until the late 1990s that First Nations' rights organizations convinced the government that their complaints were well-founded.”<sup>xix</sup>

The VAC largely overlooked Red River Métis veterans. The Canadian government provided land parcels to veterans under the Veterans’ Land Act. However, Red River Métis veterans frequently faced denial of land or were offered low-quality parcels in remote areas that were unsuitable for farming or development. Accessing programs that provided loans, grants, and other financial support proved challenging for Red River Métis veterans, as many were unaware of these options or lacked the necessary documentation to apply. While veterans were entitled to education benefits, many Red River Métis veterans were excluded due to systemic barriers, such as inadequate access to schools or institutional racism.

The systemic racism faced by Indigenous veterans in Canada after the war was pervasive across many aspects of society. They could fight for their country but could not vote in its elections. One of the most notorious forms of racism at the institutional level was the residential school system, which represented the attempted assimilation of Indigenous children.<sup>xx</sup> There was widespread “Indigenous migration to the cities, since reserves and road allowance communities provided few opportunities...Nonetheless, racism in the cities meant Indigenous people struggled to find housing, jobs, and educational and social services”<sup>xxi</sup>

## Current efforts made for recognition and support for Indigenous Veterans

Canada uses a variety of strategies to recognize and support Indigenous veterans for their service and sacrifices, as outlined in [VAC Brief 12/23](#) and [VAC Brief 5/24](#):

- The *National Aboriginal Veterans Monument* in Ottawa honours all Indigenous contributions to military efforts, from World War I to modern-day peacekeeping operations,
- Veterans Affairs Canada (VAC) facilitates remembrance through programs like the *Canada Remembers Program*, which includes educational resources, commemorative events, and funding for war memorial projects in Indigenous communities,
- The *Métis Veterans Recognition Payment Contribution Agreement* offers eligible Red River Métis WWII veterans or their survivors a one-time payment of \$20,000. Additional funds support commemorative efforts to honour their contributions,
- VAC provides targeted outreach in rural and remote Indigenous communities, including in-person home visits. This includes communication in Indigenous languages like Inuktitut and Northern Cree to ensure accessibility,
- The *First Nations Veterans Council* promotes collaboration with Indigenous leaders to better address veterans' needs. Additionally, funding through the Veteran and Family Well-Being Fund supports services and communication efforts tailored to First Nations veterans,
- VAC collaborates with organizations like the Aboriginal Peoples Television Network (APTN) to feature stories of Indigenous veterans, ensuring public awareness and appreciation of their sacrifices,
- Amendments to funding programs, like the Commemorative Partnership Program, allow Indigenous communities to receive 100% reimbursement for war memorial projects, ensuring their historical contributions are recognized and,
- Despite these advances, challenges remain, such as addressing high rates of homelessness and unemployment among Indigenous veterans. Calls for stronger integration and community support continue to shape the ongoing efforts.

## 5. Curricular Connections

When teaching new material, always begin with the curricular connections. Look for subject areas that are conducive to integrating Indigenous content. For example, when studying WW2, incorporate Indigenous contributions, such as those of Code Talkers and snipers. There are several curricular connections to teach about the Hong Kong Veterans' experience in WW2.

While K-4 students (Early Years) celebrate Remembrance Day, middle years students (Grades 5-8) begin learning about Indigenous veterans' contributions in Grade 6. In High School, students explore the complexities of Indigenous veterans in greater depth.

The "Big Ideas" in Social Studies enable teachers to incorporate diverse concepts such as humanitarian aid and citizenship, making it possible to teach about veterans and their contributions at any grade level.

Teachers can also integrate Indigenous perspectives into existing curriculum frameworks, providing numerous opportunities to learn about Indigenous veterans from World War II through various subjects.

## 6. Professional Development

Professional Development can take various forms. Subject-area speakers or workshops can give teachers the confidence to teach new content. With today's technology, teachers can research and find new content on almost any subject. Teachers need to be cautious of false or misleading information. The best resources use primary sources on the subject matter. The HKVCA website has abundant information, including primary sources, yet several other online sources exist.

Teacher Nick Brune previously designed 10 lessons that can be found on the HKVCA website ([www.hkvca.ca/teacherszone/index.php?page=lessons/index.htm](http://www.hkvca.ca/teacherszone/index.php?page=lessons/index.htm)). The lessons are high-level but can also be helpful as a resource for teachers. Each lesson has a summary that is a wealth of information for teachers not well-versed in the Battle of Hong Kong.

The B.C. Resource Guide for Teachers for Human Rights in the Asia Pacific, 1931-1945, is an excellent source of information regarding the Human Rights aspect of the Canadian POWs in Hong Kong. It explains the atrocities that took place in the Asia-Pacific War. One particularly useful handout is Handout 3.1 Canadian Prisoners Of War, which provides detailed information about the POW stories ([www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/resources/human-rights-in-the-asia-pacific/handouts.pdf](http://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/pdfs/curriculum/resources/human-rights-in-the-asia-pacific/handouts.pdf)).

An essential aspect of this study is incorporating Indigenous perspectives. Any study regarding the history of Canada should try to include an Indigenous perspective, as its history is intrinsically linked to its first inhabitants. Teachers may feel overwhelmed when attempting to include Indigenous content in the classroom; however, many resources exist to support this integration.

Some studies, especially the Battle of Hong Kong, naturally allow teachers to explore history from an Indigenous perspective since many of the veterans were Indigenous. Trying to understand the atrocities of the Battle of Hong Kong from an Indigenous perspective is heart-wrenching, considering the difficulties facing Indigenous veterans when they return to Canada. They were not treated like other Canadian veterans. Oftentimes, they were forced to leave their home communities. They didn't receive the same compensation or recognition. Like other veterans, they had PTSD and other emotional trauma. The Hong Kong veterans also suffered many physical ailments due to torture and malnutrition. None of these issues were adequately addressed.

The Battle of Hong Kong can be taught without focusing on the Indigenous perspective, but doing so would be a grave injustice. Students need to understand that Indigenous veterans fought for Canada even though they were marginalized and discriminated against in

Canadian society. In the case of the Battle of Hong Kong, the atrocious treatment of the POWs caused immeasurable hardship for the veterans after they returned home.

## 7. Preparatory Activities and Teacher Resources

Teaching something new can be daunting, especially when the topic is serious or sensitive. There is always the risk of making mistakes, hurting someone's feelings, breaking protocols, and more. Preparation is the key. There are many resources online.

**Terminology:** Learning terminology can be fun. Several online resources can be used to turn terminology into creative word searches, crossword puzzles, word of the day, vocabulary logs, flashcards, semantic mapping, etc. A list of WW2 Terminology is located at the end of this resource. [https://www.warmuseum.ca/cwm/exhibitions/newspapers/glossary\\_e.html](https://www.warmuseum.ca/cwm/exhibitions/newspapers/glossary_e.html)

**Primary Source Documents:** The Hong Kong Veterans Commemorative Association website ([www.hkvca.ca/](http://www.hkvca.ca/)) contains several primary source documents about the Hong Kong veterans' experiences. From official reports to personal diaries to pictures, this site is dedicated to bringing the Hong Kong Veterans' stories alive. The Appendix contains several recommended resources.

**Books:** Read veterans-themed children's books, whether picture books for younger students or chapter books for older students. Before you start teaching, find some WW2-related books. Many WW2 books focus on the most well-known stories: Pearl Harbour, Mussolini, Germany, D-Day, etc. Try to choose picture books or short stories that highlight the Pacific experience and the sacrifices of veterans.

**Videos:** Firstly, depending on prior knowledge, there is an oversimplified video of World War II on YouTube: [WW2 - OverSimplified](#) (Pt. 1) and [WW2 - OverSimplified](#) (Pt. 2). The Simple History Channel has a video: [www.youtube.com/watch?v=hzAo3oGX5To](http://www.youtube.com/watch?v=hzAo3oGX5To). The HKVCA website has linked YouTube videos about the Battle of Hong Kong ([www.youtube.com/@hkvcadocs8637/videos](http://www.youtube.com/@hkvcadocs8637/videos)). The Appendix contains several recommended videos.

**Speakers:** Reach out to local veterans and invite them to share their stories and experiences with the class. On the Hong Kong Veterans Commemorative Association website ([www.hkvca.ca/Indigenous/index.php](http://www.hkvca.ca/Indigenous/index.php)), several Indigenous veterans were involved in the Battle of Hong Kong.

## 8. Lesson Plan Ideas

Lesson plans can be organized in many ways (a. Intro to WWII and Indigenous Veterans, b. Pacific Theatre and the C-Force, c. their POW experience, and d. Life after). Lessons are further organized into age-appropriate activities (Early, Middle, and Senior Years).

**Grades K-4 (Early Years):** In the Early Years, most students are introduced to veterans through Remembrance Day. However, several ways exist to introduce Indigenous Veterans through storytelling and essential historical context.

- **Definitions:** What defines a veteran? A "veteran" has served in their country's armed forces. In Canada, this refers to any former member of the Canadian Armed Forces (CAF). Explore students' prior knowledge of veterans.
- **Indigenous Veterans Day:** Explore the difference between Indigenous Veterans Day (Nov. 8) and Remembrance Day (Nov.11). Attend an Indigenous Veterans Day ceremony. Explain the significance of Indigenous Veterans Day and the importance of honouring those who have served. Discuss the various parts of the ceremony and explain why celebrating a separate occasion is important.
- **Indigenous Veterans:** Read or retell a simplified story about an Indigenous Canadian veteran, such as Francis Pegahmagabow (WWI hero), Tommy Prince (WW2 hero) or a modern-day peacekeeper. Discuss their bravery, what they accomplished, and how they served Canada. There are many Indigenous Veterans from which to choose on the Hong Kong Veterans Commemorative Association website ([hkvca.ca/cforcedata/index.php](http://hkvca.ca/cforcedata/index.php)).
- **Honouring Indigenous Veterans:** Ask students, "Why should we recognize and celebrate Indigenous veterans?" and "How can we express our gratitude to Indigenous veterans?" Brainstorm students' ideas, such as wearing poppies, saying thank you, or learning about local Indigenous veterans.
- **Gander the Mascot:** A dog named Gander was the mascot of the "C" Force. Unfortunately, Gander was killed by a grenade while in Hong Kong. Gander received the Dickin Medal (the Victoria Cross for animals). Discuss mascots and their job. Talk about how Gander would have the veterans feel. ([jemesouviens.org/en/gander-2/](http://jemesouviens.org/en/gander-2/))
- **Crafts and displays:** To show appreciation, design and make posters, cards, beaded poppies, or other crafts related to Indigenous Veterans Day. Display artwork in your school or an appropriate place in the community.

Grades 5-8 (Middle Years): Middle Years students should delve deeper into the contributions of Indigenous veterans. Investigate the roles of Indigenous veterans in World War II campaigns through primary sources. Previous lessons can be expanded to build prior knowledge if necessary.

- **Understanding Canadian Armed Forces:** Introduce the three branches of the Canadian Armed Forces: Air Force, Army, and Navy. Teach students about the military's different branches and roles. Allow students to explore WW2 and the role of each branch.
- **Pacific Theatre:** Introduce the Battle of Hong Kong by exploring the Pacific Theatre of WW2. Most people remember or recall the attack on Pearl Harbour and the European focus. The Battle of Hong Kong is rarely studied. While Middle Years students begin by exploring a broad understanding of global issues, learning is more effective when making personal connections to learning. It is important to help students make those connections even though they may not know a Hong Kong veteran.
- **Canadians in Hong Kong:** Research the Winnipeg Grenadiers and/or the Royal Rifles of Canada who were involved in the Battle of Hong Kong.  
[www.veterans.gc.ca/en/remembrance/wars-and-conflicts/second-world-war/defence-](http://www.veterans.gc.ca/en/remembrance/wars-and-conflicts/second-world-war/defence-)

[of-hong-kong/the-canadians](#) Explore how many Hong Kong veterans were Indigenous, how they became involved and their contributions to the war effort.

- **Timeline:** Students create a timeline of the Battle of Hong Kong. Several resources are available online that can help them piece together the events. Ensure the timelines include recruitment, deployment, battle, the POW experience and post-war experiences. Students can focus on one veteran or the entire troop.
- **Research at Home:** Students ask family members if they know any Indigenous veterans or if their families have any veterans. Write down their name and their branch of the military. Discover their stories. Students who are not Indigenous can focus on a featured Indigenous veteran online. There are several sites, including the Hong Kong Veterans Commemorative Association ([www.hkvca.ca/historical/accounts/index.php](http://www.hkvca.ca/historical/accounts/index.php)) and Veterans Affairs Canada ([www.veterans.gc.ca/en/remembrance/people-and-stories/indigenous-veterans](http://www.veterans.gc.ca/en/remembrance/people-and-stories/indigenous-veterans)).
- **Wall of Honour:** Students choose an Indigenous veteran and write about them. If possible, include a picture. Extend ideas using a graphic organizer. Try to highlight local heroes. There are many Personal Accounts on the Hong Kong Veterans Commemorative Association site at this link. ([www.hkvca.ca/historical/accounts/index.php](http://www.hkvca.ca/historical/accounts/index.php))
- **Thank you Letters:** Students write a personalized letter thanking an Indigenous veteran for their service. Before writing the letter, students use a graphic organizer to show what they know regarding the veteran (when, where, and how they served, for how long, etc.). Students could also write their letter to a family member of an Indigenous veteran who has passed on.
- **Wall of Peace:** Students contribute messages, drawings, or symbols representing peace and commemorate Indigenous Veterans Day by using their representations as bricks to build a Wall of Peace. They then present the Wall to other classrooms or schools.
- **Wartime Poetry:** Students begin by analyzing a historic photograph and brainstorming words to describe the senses and feelings evoked. They can then work in pairs to tell a veteran's experiences and use similes to create a poem based on their ideas.
- **Volunteer opportunities:** Students find local volunteer opportunities to support Indigenous veterans. Volunteerism could include mowing grass, shovelling snow, or helping with groceries. Collect items like toiletries, snacks, or entertainment materials to donate to local veterans' organizations or nursing homes.

Grades 9-12 (High School): At the High School level, students are more mature and can analyze the Battle of Hong Kong, explore the impact of war on Indigenous communities and study Indigenous veterans' post-war experiences. Any of the previous lessons can be expanded to provide a more mature and in-depth study of the Battle of Hong Kong.

- **Battle of Hong Kong:** The Battle of Hong Kong was important to Canada because it was the first time Canadian troops fought on land in World War II. The battle lasted from December 8 to 25, 1941, when Hong Kong surrendered to Japan. Students examine how Canadians became involved in the Battle, what happened and why. Several online resources allow students to learn in-depth information about the war. One video



([www.youtube.com/watch?v=4OvmBiSH8VU](http://www.youtube.com/watch?v=4OvmBiSH8VU)) discusses controversial issues of racism and the reason for the atrocities.

- **GIS Mapping:** Technology has allowed the use of geographical information systems (GIS) to understand better what has happened in history. The 17 days of fighting during the Battle of Hong Kong are captured in an Interactive Map. ([digital.lib.hkbu.edu.hk/1941hkbattle/en/map.php](http://digital.lib.hkbu.edu.hk/1941hkbattle/en/map.php)). The project is explained in a YouTube video ([www.youtube.com/watch?v=vCRMfRdZos0](http://www.youtube.com/watch?v=vCRMfRdZos0)). The site has a student version of the interactive map for youth to explore.
- **Virtual field trip:** Students take virtual tours of the Battle of Hong Kong by visiting sites, such as military museums, monuments, or battlefields, to learn about significant historical events. Possible sites include Project 44 ([www.project44.ca/hong-kong](http://www.project44.ca/hong-kong)) or The Battle of Hong Kong - A Savage Christmas 1941 ([www.youtube.com/watch?v=6CJJhqSXSuQ](http://www.youtube.com/watch?v=6CJJhqSXSuQ))
- **Heritage Minute:** Watch the Heritage Minute about John Osborn of the Winnipeg Grenadiers. ([www.youtube.com/watch?v=mPLyGYhbedE](http://www.youtube.com/watch?v=mPLyGYhbedE)). Use video-making software to create short clips of other Canadian heroes who fought in the Battle of Hong Kong. Various video production software, guides and assessment tools are available online. Veteran profiles are found at [www.hkvca.ca/historical/accounts/index.php](http://www.hkvca.ca/historical/accounts/index.php).
- **Indigenous Veterans:** Students investigate the challenges Indigenous veterans from The Battle of Hong Kong faced. Using an interview format, discuss whether the issues faced by Indigenous veterans from Canada's past are still problems affecting present-day Indigenous veterans. As a class, brainstorm ways of addressing Indigenous veterans' struggles as a nation. Students should support their recommendations with a fact-based response from their research.
- **Hong Kong POWs and the Geneva Conventions:** Students explore whether the Japanese overseeing the Hong Kong POW camps adhered to the Geneva Conventions. Study the Geneva Convention rules regarding the treatment of POWs to understand why the Hong Kong POWs' treatment was so inhumane. (*Japan did not sign the Geneva Conventions*). Students should list the atrocities that occurred while POWs were detained.
- **Japanese Canadian Internment:** Between 1942 and 1949, approximately 22,000 Japanese Canadians were forcibly relocated and incarcerated. The government also confiscated their properties, including homes and businesses. Students compare and contrast the treatment of Canadians in China and Japan to Japanese prisoners in Canada. Read about Lena Hayakawa and her internment in Canada <https://jemesouviens.org/en/lena-hayakawa/>
- **Post-War Realities:** Suicide among Canadian veterans presents a significant public health concern for Veterans Affairs Canada. Students investigate this issue and report their findings in a radio story format. Include facts, figures, and potential solutions. What actions is Canada taking to support veterans? Students share their group's perspective on whether these solutions adequately tackle the issue. *This is a sensitive topic, so approach it with maturity.*



- **Veteran Support:** Using information obtained about organizations created to assist our veterans with post-combat issues, students introduce two or three organizations to the class through a radio interview format. Include details such as who formed them, why, what services they provide, and the funding source. Students should offer a group opinion on at least one of the organizations regarding whether they believe they are making a difference for veterans. Students support their position with research facts.

## 9. Assessment Strategies

**Formative Assessment** is conducted periodically throughout units of study to assess what students know and what needs to be taught. It is usually performed after a concept is taught to gauge students' learning. Sometimes, when topics are complex, several strategies are required to explore them. Formative assessment can be included in students' final marks but aims to drive teaching.

Formative assessments should include graphic representations (e.g., word maps, mind maps, diagrams, charts, drawings, partner shares, and carousel brainstorming) to make information easier to understand and remember.

**Summative Assessments** can be conducted at various points in a Unit of Study. To ensure their effectiveness, they should be aligned with lesson objectives. One of the most practical Summative Assessments is Rubrics. Rubrics provide a guide to teaching and learning. They are very effective in setting clear expectations for learning. It is essential to give expectations upfront and objective evaluations to ensure students can be successful. Rubrics can be used to assess a multitude of assignments that consider a variety of learning styles. Many online rubrics can be customized to any topic or unit of study.

## 10. Conclusion

The Battle of Hong Kong was a small part of WWII, yet it marked Canada's first involvement in land combat. The Canadian troops came from two battalions: the Royal Rifles of Canada and the Winnipeg Grenadiers. A few aspects make it a valuable teaching tool.

1. The two battalions that fought were not properly equipped or adequately trained, and many did not have experience in hand-to-hand combat. There is fierce debate about whether troops should have been sent to defend Hong Kong in the first place.
2. More than one hundred of the veterans were Indigenous. Considering Indigenous people in Canada were discriminated against, it is honourable that they wanted to fight for Canada in the first place.
3. When the POWs finally came home, they were treated very poorly and were never properly compensated. Many had mental and physical ailments that plagued them for the rest of their life.

Finally, this unit of study is a natural way of exploring general concepts from an Indigenous perspective. Educators are encouraged to embrace Indigenous perspectives in teaching the Battle of Hong Kong.

## 11. WW2 Terminology

The following definitions are on the Canadian War Museum website (<https://www.warmuseum.ca/>).

**Air Force** - Used generically to mean the military air resources of a nation. Also, a vast air formation comprised two or more groups, as in the British 2nd Tactical Air Force that supported the Allied armies that liberated north-west Europe in 1944-5. Canada contributed some fifteen fighter squadrons under six Canadian 'wing' headquarters that made up over a third of the combat strength of the 2nd Tactical Air Force.

Airborne army forces were parachutists or glider-landed troops during the Second World War.

**Allies** - The nations allied against the Axis powers during the Second World War. Britain, the Soviet Union, the United States, France, China, Canada and Australia were the principal Allies.

**Army** - Used generically to mean a nation's land forces. Also, a vast formation comprised two or more army corps, as in the 1st Canadian Army, which at its peak strength in 1944-5 included about 160,000 personnel.

**Axis** - The alliance between Germany and Italy in 1936, later including Japan and the other nations that opposed the Allies in the Second World War.

**Battalion** - Basic combat unit of the army. A Canadian infantry battalion included four rifle companies and a support company equipped with heavier weapons; the total strength was approximately 850 personnel.

**Battery** - A company-sized sub-unit of artillery, whose major equipment was usually eight artillery pieces. The most common artillery weapon was the 25-pounder, which fired an explosive eleven-kilogram shell to a range of about ten kilometres. Two or more batteries made up an artillery regiment.

**Blitzkrieg or Blitz** - A German expression borrowed by the English-speaking Allied nations, whose translation is "Lightning War." The term characterized rapid thrusts by tank and truck-carried infantry forces closely supported by bomber and fighter aircraft that gained Hitler his early victories. Shortened to "blitz," it came to mean the German day and night bomber attacks against London in 1940 and after.

**Brigade** - An army formation of two or more battalions (or regiments in the case of armoured brigades) of up to five thousand men. The Canadian Army had infantry and armoured brigades (i.e., tanks).

**Commandos** - Specially-trained British and Canadian shock troops landed from the sea on the enemy coast.

**Company** - An army sub-unit. Canadian Army infantry companies had about one hundred and twenty soldiers.

**Corps** - An army formation made up of two or more divisions. Also, the collective name for units of a similar type, as in the Royal Canadian Army Service Corps, whose many units provided transport, catering and other essential support services to the army.

**D-Day** - The Allied landings on the beaches of Normandy in France on 6 June 1944. Also, the code name for the secret date for launching a military operation.

**Demobilization** - To disband military units, dispose of their equipment and return their personnel to civilian life, most notably after the end of a war.

**Division** - An army formation of two or more brigades, usually fifteen thousand or more men. The Canadian Army had infantry and armoured (i.e., tank) divisions.

**Gestapo** - The internal security police of Nazi Germany.

**Group** - A large air force formation usually composed of four or more squadrons and the bases from which they operated. The largest Canadian group was Number 6 (RCAF) Group of the British Bomber Command. By 1945, the Number 6 (RCAF) Group included fourteen squadrons that operated nearly three hundred heavy four-engine bombers from ten bases in northern England.

**NRMA** - National Resources Mobilization Act. The Canadian legislation, passed by Parliament in 1940, enabled the government to call up men for compulsory military service.

**Repatriation** - Returning someone to their country of origin, such as the return of Canadian military personnel from Europe to Canada.

**SS** - Schutzstaffel, a German expression that means "defence echelon." It was the military wing of the Nazi party, which served as Hitler's bodyguard and provided guards for concentration camps. The SS also raised élite combat formations for the field armies.

**Squadron** - The basic unit of the Air Force, usually of ten to eighteen aircraft.

**Theatre** - A large geographic area in which military operations were coordinated, e.g., the North American theatre

**Tickertape** - The long paper strip produced by a telegraph machine. This material was customarily thrown from windows to greet celebrities.

**U-Boat** - Short for Unterseeboot, a German submarine.

**VE Day** - Victory in Europe Day, celebrated on 8 May 1945, which marked the capitulation of Germany to the Allied powers.

**Vichy** - A city in central France, the capital of unoccupied France, 1940-1942, and, by extension, the political regime led by Marshal Pétain, which ruled France from Vichy after the French defeat in 1940.

**Wing** - An air force formation made up of two or more squadrons

## 12. Recommended Resources

### Websites:

- [Hong Kong Veterans Commemorative Association](#) The HKVCA is an invaluable resource that includes several primary sources such as diaries, relevant military data, photos, and more.
- [Je Me Souviens](#) contains a page of blogs on the different aspects of the Battle, including a story of their mascot, Gander.
- [War Crimes by Canada History](#) contains a succinct overview and the treatment of the POWs.
- [The Battle of Hong Kong by the Juno Beach Centre](#) contains an overview, including the post-war information.
- [The Battle of Hong Kong by Valour Canada](#) contains an overview, map and first-hand visuals.

### Online Videos/Documentaries:

- [WW2 - Oversimplified \(Pt. 1\)](#) introduces the Axis leaders of Germany, Italy, and Japan and their intent to take over territory in Europe and Asia. It introduces the Allies as Britain and France.
- [WW2 - Oversimplified \(Pt. 2\)](#) mentions Japan taking over Hong Kong and explains how the war ended.
- [Fall of Hong Kong \(1941\)](#): A short 5-minute video that describes the fighting that took place from December 8<sup>th</sup> to December 25<sup>th</sup>.
- [HKVCA Videos](#): A collection of videos on YouTube from Hong Kong Veterans and their families.
- [The Battle of Hong Kong 1941 HK Documentary](#) is a very long video (80 minutes). It is timestamped, enabling it to be viewed in sections. Due to its “colourful” language and controversial content, the video should be previewed before being shared with students.
- [Battle of Hong Kong—A Savage Christmas: 1941](#) is a re-enactment from the perspective of Hong Kong Veterans. It shares the story of two veterans who travel to Hong Kong to reflect on the Battle and subsequent interment. This NFB film is difficult to watch as it gives first-hand stories of the POWs.

### Online Publications

- Gaffen, Fred. *Forgotten Soldiers*. Penticton, B.C.: Theytus Books Ltd., c1985. [https://publications.gc.ca/collections/collection\\_2023/mdn-dnd/D2-232-2008-eng.pdf](https://publications.gc.ca/collections/collection_2023/mdn-dnd/D2-232-2008-eng.pdf)
- Summerby, Janice. *Native Soldiers, Foreign Battlefields*. Ottawa: Veterans Affairs Canada, 2005. <https://publications.gc.ca/collections/Collection/V32-56-2005E.pdf>

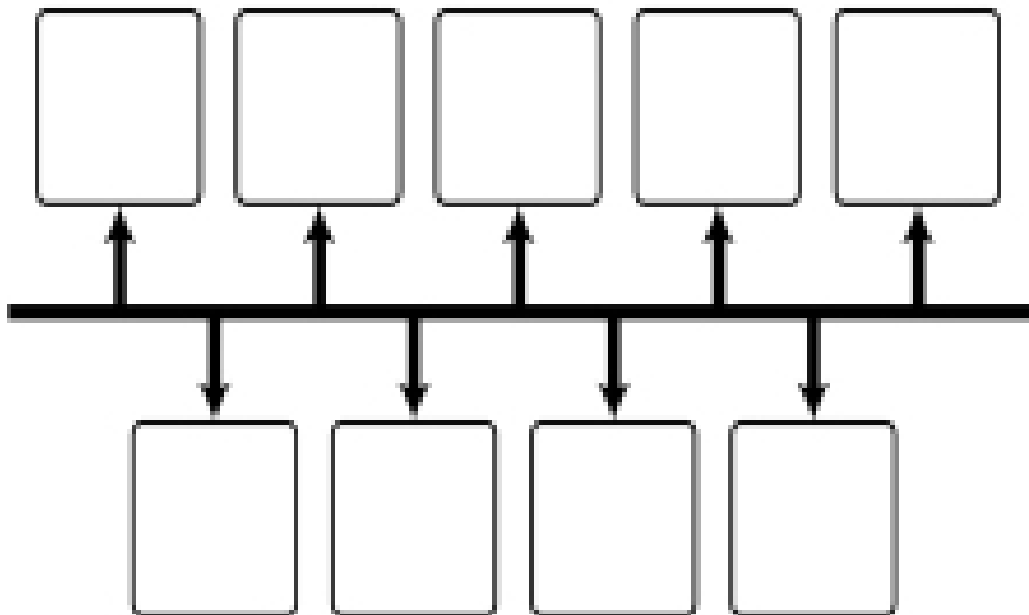
### 13. Blackline Masters

Blank samples that can be modified for classroom use.

Rubric

Rubric Components	Point Scale				Student's Score
	4	3	2	1	

Timeline



## 79th Anniversary of the Victory over Japan

By [MVL](#) / August 16, 2024

On August 15, 1945, Canadians were finally able to breathe a sigh of relief as the news of Japan's surrender was shared on radios across the country. The next day, people took to the streets to celebrate the Victory over Japan (also known as V-J Day), marking the end of WWII.

Among the parades of joyous crowds, many families attended the celebrations while still grappling with the loss of their loved ones or awaiting answers about whether their family members would return home.

In November 1941, 1,974 Canadians from the Winnipeg Grenadiers and the Royal Rifles of Canada were sent across the Pacific to defend the British Crown Colony of Hong Kong against the Japanese Imperial Army. At the time, no Canadian troops had engaged in combat as allies in WWII, and the decision to send troops to the Far East to this day, remains a controversial one. The request for Canadian troops was framed as an intimidation tactic to deter the Japanese from attacking Hong Kong.

The Canadian military contingent selected to serve in Hong Kong were two Class C battalions, the lowest of the Canadian Army's unit classification. Made up entirely of volunteers, the 'C' Force arrived in Hong Kong without the proper training to see combat with the highly trained and equipped Japanese Army. We now know that many of the brave soldiers who made the selfless decision to serve with the Winnipeg Grenadiers and the Royal Rifles of Canada were of First Nations and Red River Métis ancestry.

With growing tensions between Japan and the United States, the 'C' Force became aware that an attack was imminent in Hong Kong. As the Japanese strike force retreated back across the Pacific following the aerial and naval attack at Pearl Harbor, the land assault on Hong Kong was just commencing. The 'C' Force was outnumbered and outgunned for a brutal 18 days of fighting at the Battle of Hong Kong. 290 of our Canadian soldiers had perished on the battlefield, and the Allied Forces knew that they could not withstand any more bloodshed.

The remaining 1,684 soldiers surrendered and were held prisoner in Japanese POW camps for the entirety of the Second World War, in which time 266 more were killed in captivity. The surviving 1,418 prisoners of war held on through malnutrition, abuse, illness and trauma for 1,330 days until receiving word on August 15, 1945, that they would finally be freed and sent back home to their families.

Even though it would be weeks before they would reunite with their loved ones, the 'C' Force knew they were going home and would soon be able to join their fellow Canadians in celebrating the end of WWII, too.

Today, the Métis Veterans Legacy Program joins Canada in commemorating the 79th anniversary of V-J Day in honour of the brave men and women who fought at the Battle of Hong Kong.

## 14. End Notes

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- <sup>i</sup> Carl Vincent, No Reason Why: The Canadian Hong Kong Tragedy—An Examination (Ontario: Canada’s Wing, 1981) ([www.hkvca.ca/no\\_reason\\_why/index.php](http://www.hkvca.ca/no_reason_why/index.php))
- <sup>ii</sup> Perras, Galen Roger (2011). "[Defeat Still Cries Aloud for Explanation: Explaining ‘C’ Force's Dispatch to Hong Kong](#)"
- <sup>iii</sup> Carl Vincent, No Reason Why: The Canadian Hong Kong Tragedy—An Examination (Ontario: Canada’s Wing, 1981) ([www.hkvca.ca/no\\_reason\\_why/index.php](http://www.hkvca.ca/no_reason_why/index.php))
- <sup>iv</sup> Gordon, Bob. [www.historynet.com/the-destruction-of-c-force/](http://www.historynet.com/the-destruction-of-c-force/)
- <sup>v</sup> Ferris, John. "Savage Christmas: The Canadians at Hong Kong"; "A Savage Christmas: The Fall Of Hong Kong" Directed by Brian McKenna. Canada, 1992 ([www.youtube.com/watch?v=6CJHqXSUQ](http://www.youtube.com/watch?v=6CJHqXSUQ))
- <sup>vi</sup> Perras, Galen Roger (2011). "[Defeat Still Cries Aloud for Explanation: Explaining ‘C’ Force's Dispatch to Hong Kong](#)"
- <sup>vii</sup> Veterans Affairs Canada, The Origin and Evolution of Veterans Benefits in Canada 1914-2004 [https://publications.gc.ca/collections/collection\\_2018/acc-vac/V32-357-2004-eng.pdf](https://publications.gc.ca/collections/collection_2018/acc-vac/V32-357-2004-eng.pdf)
- <sup>viii</sup> The Juno Beach Centre, The Battle of Hong Kong, <https://www.junobeach.org/canada-in-wwii/articles/the-battle-of-hong-kong/>
- <sup>ix</sup> Our Roots - the Hong Kong Veterans' Association, <https://www.hkvca.ca/aboutus/hkvahist.php>
- <sup>x</sup> Sierra, Ashlee. The History and Impact of Residential Schools. <https://www.pbs.org/articles/the-history-and-impact-of-residential-schools>
- <sup>xi</sup> Gabriel Dumont Institute, Metis Political Activist Interviews - Jim Sinclair and Jim Durocher - Part 1 of 2 <https://www.youtube.com/watch?v=ogZvFSA9YNA>
- <sup>xii</sup> Newfoundland and Labrador Heritage, Impact of Non-Indigenous Activities on the Inuit, <https://www.heritage.nf.ca/articles/indigenous/inuit-impacts.php>
- <sup>xiii</sup> Summerby, Janice. Native Soldiers, Foreign Battlefields. Ottawa: Veterans Affairs Canada, 2005. <https://publications.gc.ca/collections/Collection/V32-56-2005E.pdf>
- <sup>xiv</sup> Government of Canada, Indigenous contributions during the First World War <https://www.rcaanc-cirnac.gc.ca/eng/1414152378639/1607908713791>
- <sup>xv</sup> Summerby, Janice. Native Soldiers, Foreign Battlefields. Ottawa: Veterans Affairs Canada, 2005. <https://publications.gc.ca/collections/Collection/V32-56-2005E.pdf>
- <sup>xvi</sup> Indigenous Corporate Training Inc., Canadian Indigenous Code Talkers Remain Unacknowledged, <https://www.ictinc.ca/blog/canadian-indigenous-code-talkers-remain-unacknowledged>
- <sup>xvii</sup> Veterans Affairs Canada, Indigenous Veterans. <https://www.veterans.gc.ca/en/remembrance/people-and-stories/indigenous-veterans#10>
- <sup>xviii</sup> Canadian Army, History of the Rangers, [www.youtube.com/watch?v=dHPDvmwxJOg](http://www.youtube.com/watch?v=dHPDvmwxJOg)
- <sup>xix</sup> Ellis NR. Indigenous Veterans: From Memories of Injustice to Lasting Recognition; Report of the Standing Committee on Veterans Affairs. Ottawa, ON: House of Commons Canada; 2019. Accessed December 13, 2021. [https://publications.gc.ca/collections/collection\\_2019/parl/xc78-1/XC78-1-1-421-11-eng.pdf](https://publications.gc.ca/collections/collection_2019/parl/xc78-1/XC78-1-1-421-11-eng.pdf)
- <sup>xx</sup> Samantha Loppie, Charlotte Reading & Sarah de Leeuw, National Collaborating Centre for Indigenous Health, Indigenous Experiences With Racism And Its Impacts, <https://www.nccih.ca/docs/determinants/FS-Racism2-Racism-Impacts-EN.pdf>
- <sup>xxi</sup> Canadian Geographic, Indigenous Peoples Atlas of Canada, Activism 1950s to 1970s, <https://indigenouspeoplesatlasofcanada.ca/article/activism-1950s-to-1970s/>