

Your Name:

Assignment #3: Analyze the MS St Louis Incident

INSTRUCTIONS:

You have learned about the **MS St Louis Incident**. If not, go back and the links to review what happened in 1939 to Jewish passengers aboard the *MS St. Louis*. You will also watch Prime Minister Justin Trudeau apologizing for the incident in 2018 or read his statement.

In this assignment, you will compare time periods of 1939 with 2018 in order to understand changes in attitudes, long-term consequences. At the end, you will compare ethical perspectives of each time period and attempt to explain why these are different.

YOUR NAME:

Remember that from the Canadian perspective, the MS St. Louis incident is significant because:

1. the Canadian government refused to allow a ship with Jewish passengers to dock in Canada in 1939,
2. it was known then that Jewish citizens were being violently persecuted by the German Nazi government, and
3. Canadian citizens overall sentiment was *anti-Semitic* at the time, meaning they had discriminatory attitudes specifically against Jewish people, also prevalent in other parts of the world, and
4. the outcome was the death of many of the passengers who had to return to Europe.

FIRST: Name 3 main stakeholders or participants in this incident and explain their perspective:

1.

2.

3.

SECOND:

You will compare 1939 and 2018. For each topic below, find *references to* and/or *evidence* in the *MS St Louis Rejection* document or in the Prime Minister's recorded statement and other videos to highlight the situation at that time. (*marked for content/evidence*)

1939	2018
immigration policy: eg. <ul style="list-style-type: none">immigration policy was restricted for Jewish people based on "none is too many"After the Evian conference of 1938, "Canadian lawmakers used their power to further tighten rules around Jewish immigration"	immigration policy:
discrimination/anti-semitism:	discrimination/anti-semitism:
Prime Minister's statement:	Prime Minister's statement:

THIRD:

Written Response:

Explain what differences exist between our values/ideas of right and wrong and the values/ideas of 1939? Why do you think those differences and similarities exist?

YOUR ASSESSMENT RUBRIC FOR THIS WORKSHEET:

ASSESSMENT RUBRIC: CONTENT COMPREHENSION				
KEY SKILL	EMERGING	DEVELOPING	PROFICIENT	EXCEEDING
Skill: Establish facts and content with authority	Student provides mostly inaccurate and incomplete info; fairly general with little or no support; might mislead	Student provides partially accurate and almost complete info; explores what is known	Student provides solidly accurate and reasonably complete info; insightful	Student provides very accurate, totally complete and comprehensive info; highly insightful
Total:	0-1	2	3	4

ASSESSMENT RUBRIC: JUDGEMENT				
KEY SKILL	EMERGING	DEVELOPING	PROFICIENT	EXCEEDING
Skill: Make a reasoned ethical judgement	Student is at the beginning of understanding the steps to thoughtful and responsible analysis and decision-making; more factually oriented with unconscious bias	Student is partially utilizing the steps of thoughtful and responsible analysis and decision-making; aware of the need to weigh out perspectives and relatively successful	Student demonstrates a solid ability to thoughtfully and responsibly analyze and make decisions; engages rationally based on multiple perspectives	Student demonstrates an excellent ability to thoughtfully and responsibly analyze and make decisions; highly insightful and complex
Total:	0-1	2	3	4

ASSESSMENT RUBRIC: HISTORICAL PERSPECTIVES				
COMPETENCY	EMERGING	DEVELOPING	PROFICIENT	EXCEEDING
<i>Key Skill:</i> demonstrate awareness of impact of perspective on decisions and historical outcomes	Student demonstrates an initial ability to communicate a decision as instructed or finding with rationale or evidence.	Student demonstrates a partial ability to communicate a decision as instructed or finding with rationale or evidence.	Student demonstrates a solid ability to communicate a decision as instructed or finding with rationale or evidence.	Student demonstrates a sophisticated ability to communicate a decision as instructed or finding with rationale or evidence.
Total:	0-1	2	3	4