



Writing Wrongs Teacher Resource Package

Introduction

Welcome to the DMC digital exhibit dedicated to telling the story of Japanese Canadians' struggle to protest and oppose the forced sales of property in the 1940s. During the 1940s, Canada enacted mass displacement and dispossession of people on racial grounds, a collective moral failure that remains only partially addressed. Japanese Canadians lost their homes, farms, businesses, as well as personal, family, and communal possessions. This exhibit illuminates the harms visited upon Japanese Canadians and compels students to consider the challenge of grappling with this difficult past and bringing meaning to today's world.

The Exhibit

The exhibit is presented in four chapters, each with a unique approach to telling this compelling chapter of Canadian history. While the chapters follow a kind of temporal logic there are points within each chapter that overlap and move forward or backward in time to provide a fulsome picture. The chapters are characterized by threads that bring the story to life by considering the voices of those impacted by the injustice of dispossession. Each chapter is indicated by a theme beginning with *Hope-Kibou*, shifting to *Worth-Ikigai*, *Endurance-Gaman*, and ending with *Echoes-Hibiki*. The chapters are interactive and contain archival sources, video clips and other interactive elements.

Approach

The use of the exhibit as an instructional tool requires access to technology. The exhibit interface is compatible with all types of technology and operating systems (Mac OS, Android, Windows, iPad, Chromebook, smart phone, etc.). The lesson activities included with the exhibit are intended to be completed within time allotted for classroom instruction. However, the accessibility of the exhibit on multiple platforms will allow teachers to allocate these activities as extension activities, as part of a larger study on Japanese Canadian history, or to reduce the challenges faced when accessing technology in your classroom. All activities link back to specific chapters and include all necessary teacher instructions, handouts and evaluation rubrics as needed. It should be noted that almost 300 letters of protest are accessible from this exhibit and this allows teachers to assign extension activities or to delve into a deeper study of the response Japanese Canadians made in reaction to the forced sales of property.

Lesson Matrix

A lesson matrix has been provided to guide you through the activities and the associated exhibit chapters. The matrix is organized by chapter title, but also includes a focus question and brief overview of the lessons activity(s). The focus question connects the lesson activities to the content of the exhibit and offers a tool to hold a summary discussion with the students after the activity is completed. Alternatively, teachers can use the focus question to guide an independent student investigation into each chapter.

Acknowledgments

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Contents

Lesson Matrix

- Overview of each lesson activity
- Focus Question

Teacher Instructions

- Chapter 1 – Kibou
 - Bingo Game
- Chapter 2 – Ikigai
 - Chart and Reflect
- Chapter 3 – Gaman
 - Voices of Protest
- Chapter 4 – Hibiki
 - Elevator Pitch

Handouts

- Handout 1.1 – Bingo Game Sheet
- Handout 2.1 – Chart and Reflect
- Handout 3.1 – Voices of Protest - Letter Chart
- Handout 3.2 – Voices of Protest - Likert Survey
- Handout 3.3 – Voices of Protest – Response from Custodian
- Handout 4.1 – Elevator Pitch Criteria

Evaluation Rubrics

- Evaluation Rubric 1.1 – Bingo Game Suggested Responses
- Evaluation Rubric 2.1 – Chart and Reflect Suggested Responses
- Evaluation Rubric 4.1 – Elevator Pitch

Additional Resources and Links

Theme	Focus Question	Lesson Activity
KIBOU (Hope)	What drew Japanese migrants to Canada and why did they stay?	Bingo Game <ul style="list-style-type: none"> Students ask other students to ‘answer’ and sign off on specific push or pull factors in a BINGO style game. Teacher calls upon those that ‘signed-off’ to answer the squares in a review style activity to summarize the key understandings from chapter 1.
IKIGAI (Worth)	What challenges did <i>Issei</i> and <i>Nisei</i> face in their struggle for inclusion in Canadian society?	Chart and Reflect <ul style="list-style-type: none"> After viewing the Ikigai section students create word lists constructed around differing kinds of ‘worth’- Individual, Communal, and Economic Students zoom in on the sub-section titled ‘Belonging’ and examine the challenges faced by Japanese Canadians in their struggle for social, political, and economic inclusion.

Theme	Focus Question	Lesson Activity
GAMAN (Endurance)	How did Japanese Canadians voice their protest of forced sales of their property?	Voices of Protest <ul style="list-style-type: none"> Students read selected letters of protest Students select one letters and complete the rubric Students read a reply from the Custodian Class discussion-reaction to Custodian's reply Summative Activity- <i>How do the letters of protest voice the feelings of Japanese Canadians about the forced sale of their property?</i>
HIBIKI (Echoes)	What are the lessons to be drawn from the experience of Japanese Canadians?	Elevator Pitch <ul style="list-style-type: none"> Students, in small teams (3-5), examine the exhibit images, text, and video from chapter 4. Teams are tasked with making a very brief <i>Elevator Pitch</i> to the local Board of School Trustees in competition with one another (one team will be selected as winner) The pitch addresses the fundamental question-<i>Why our schools must teach this history?</i>

Chapter 1 – Kibou

BINGO Game

1. Individually or in pairs have students view and record notes. Advise them that they will be asked to answer questions about this chapter and present their answers as part of a contest.
2. Allow 15-20 minutes for the note taking and viewing of the exhibit. Keeping with the individual or pairs approach established at the outset assign a Bingo sheet to each student/pair (**Handout 1.1**).
3. Explain the rules of the game to the students:
 - Each student/pair records their name(s) on the top of the sheet
 - Students are to ask others to print their names and sign any square which they can answer
 - Students CANNOT sign their own sheet
 - Individual students cannot sign off of more than one square on any individual sheet, teacher can choose if they wish to be part of the game and sign sheets
 - Students are given 15 minutes to complete the sheet
 - Call time and determine who has the most squares signed (you can preassign a number, a column(s) or simply go with the largest number signed off)
 - Teacher collects the top five highest totals (sheets are eliminated if the answer is incorrect)
 - Teacher calls upon student that signed a given square and asks them to provide the answer to the class (see **Evaluation Rubric 1.1**)
 - If correct teacher checks off square and moves to next box, if incorrect go to the next sheet and continue with the next square - previous sheet is eliminated from contest.
 - Go through all squares, or predetermined number to assign champion.

Chapter 2 – Ikigai

Chart and Examine

1. Provide students (individually, in pairs or small groups) with **Handout 2.1**, prior to viewing the chapter on Worth.
2. Hold a brief discussion on the meaning of worth, highlighting the different ways in which we can consider worth:
 - Individual worth as measured through our skills, attributes, attitudes, work ethic, etc.
 - Community worth as measured by common values, beliefs, supports, language, etc.
 - Economic worth as we more conventionally understand it through things that have or create financial value like work, homes, businesses, chattels, etc.
3. Instruct students to complete only Part A of the chart as they work through the exhibit. Allow 15 minutes for this activity, then debrief the answers recorded under the three headings. Have a brief summative conversation considering the question ***‘How did Japanese Canadians build worth?’***
4. Explain to the students that Japanese Canadians, and other marginalized by race or ethnicity, faced daunting challenges to building worth and becoming recognized as contributing members of Canadian society.
5. Have students (individually, in pairs or small groups) return to the exhibit and focus on the sub-chapter titled ‘Fighting to Belong’. While viewing this section of the exhibit have students record three different examples of challenges faced by Japanese Canadians. Students are to record a type of challenge (ie right to vote) and provide a supporting example of how Japanese Canadians faced these challenges (ie Tomekichi Homma’s legal challenge). Students share out examples of challenges and actions taken by community members (see **Evaluation Rubric 2.1** for examples)
6. As a summative discussion activity have students consider the following question ***‘How did Japanese Canadians persevere in the face of economic, racial and institutional discrimination?’***

Chapter 3 – Gaman

Letters of Protest

1. In this set of activities students will examine selected letters of protest from the chapter titled Gaman. While the exhibit archive contains almost 300 letter samples, the exhibit focuses on 6 selected letters. Leave out the letter written by Mr. T. Fukumoto as this will be used later in this activity. Assign students to read a set number of letters, this can be as few as one and as many as five, at your discretion. For each letter provide students with a copy of **Handout 3.1** to uncover the details contained within the letter(s).
2. Allow sufficient time for a thorough reading and analysis of the letters and then bring the class together to debrief the notes recorded in Handout 3.1.
3. Redirect the students to the exhibit and have them read the letter of protest written by Toyemon Fukumoto. Provide each student with a copy **Handout 3.2** and a copy of the reply from the Office of The Custodian (**Handout 3.3**).
4. Instruct students to consider both the original letter of protest and the reply from the Office of The Custodian as they complete the Likert Scale activity in Handout 3.2. Students fill in the survey and explain the reasons for the choices made. The reasons may be recorded in note form.
5. There are options for the debriefing activity. Using only the information gathered by the students and a whiteboard you can run a quick tally of results to build a picture of student understanding. Alternatively, use an interactive polling tool or build a pie chart to give students a visual representation of survey results. Take some time to probe the nature of the survey responses for validity, accuracy and depth of understanding.

Chapter 4 – Hibiki

Elevator Pitch

1. Direct students to review Chapter 4 and gather notes on the details with specific reference to issues of acknowledgment, redress, apology and memory.
2. Once students have completed the research phase conduct a brief summative discussion to probe for understanding and depth of knowledge. It is important that students come away with an understanding of why this history must be remembered, how it should be remembered and what the institutional responsibilities are in preserving this past.
3. Organize students into teams of 3-5 and provide each team with **Handout 4.1** which outlines the components and criteria for an Elevator Pitch.
4. Review the topic for the pitch, to make mandatory the study of Japanese Canadian history and the dispossession as part of the annual school curriculum. Explain to the teams that this is one way in which the state can demonstrate a commitment to acknowledging wrong doing in the past and to keep the memory of these tragic events present so that young Canadians can learn from these errors.
5. Allow students 30-60 minutes, or more at teacher discretion, to plan, design, and prepare the pitch. Remind the student teams that they are presenting the pitch to the Board of Trustees for your school district and that only one of the pitches will be selected as the winner.
6. A traditional pitch is very brief and does not include visual aids, however you may want to incorporate a visual component or extend the traditional time frame (30 seconds to a minute).
7. Post or share a copy of **Evaluation Rubric 4.1** to provide students with a clear picture of expectations and how to organize an effective and interesting pitch. The rubric can be used to aid in selecting the winning pitch. You may use students in the role of school trustees to bring a peer review element into the activity.

Explain what 'pull' factors are in the context of immigration	Identify a stop-over in the Pacific Ocean for ships from Japan	Explain the message shared through the video montage at the end of the Kibou chapter	Describe two images from the first picture gallery in chapter 1, section 1	Provide two reasons the Meiji Era was a time of transition for Japan and its people
Identify three challenges immigrants from Japan would have faced upon arrival in British Columbia	Identify what the 'Kuroshio' is and how it relates to the Kibou chapter	FREE SQUARE	Explain what 'push' factors are in the context of immigration	Identify how many days the journey to British Columbia took by steamship
A village in Japan that saw many locals immigrate to Canada	Provide three 'pull' factors that brought Japanese immigrants to British Columbia	Define the term <i>issei</i> and explain the connection to the Kibou chapter	Translate the word 'Kibou' and explain its connection to this chapter	Provide three 'push' factors that encouraged migrants to leave Japan

Part A: While viewing the chapter titled *Ikigai* enter words under each of the columns below. The words you choose should relate to how Japanese Canadian immigrants created ‘worth’ as individuals, as a community, and as part of Canada’s economic fabric.

<u>Individual</u>	<u>Community</u>	<u>Economic</u>

Part B: Japanese immigrants faced significant challenges as contributing members of Canadian society. Identify three challenges faced by Japanese Canadians and enter, in point form, steps or actions taken by Japanese Canadians to fight these challenges.

<u>Challenge 1</u>	<u>Challenge 2</u>	<u>Challenge 3</u>

Author of letter:	Date written:
From - City/Town:	Addressed to:
Reason for protest:	
What does the author want the Office of The Custodian to do?	What feelings are expressed in the letter by the author?

Government Reply

Return to the exhibit and Read the letter of protest from *Mr. Toyemon Fukumoto*, then read the response from the Office of The Custodian to *Mr. Fukumoto*. After reading the reply from the Custodian's Office complete the survey below.

Question	Strongly Disagree	Disagree	Agree	Strongly Agree
The Custodian's reply resolved the issue in a satisfactory manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Custodian's reply acknowledged the impact of federal government policy on Japanese Canadians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Custodian's reply demonstrated compassion and understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Custodian's reply acknowledged the injustice of forced sales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explanation for survey scores:

Sample response from Office of The Custodian

Canada Department of the Secretary of State Office of the Custodian Japanese Evacuation Section

Phone Pacific 6131 File No 1474

506 Royal Bank Bldg. Hastings and Granville Vancouver, B.C. March 2nd, 1945.

Mr. Toyemon Fukumoto,

Reg. No. 03007, Slocan City, B. C. Dear Sir:

Re: Cat. No. 239 8636 Selkirk St., Vancouver, B.C. Lot 11, Blk. "D", D.L. 318.

We are in receipt of your letter of February 24th. Your remarks have been carefully read and we can appreciate that the disposal of your property is a matter of personal concern to you. You are aware, however, that the sale of all Japanese owned properties is being carried out as a part of the policy of liquidation outlined by the Canadian Government. As previously advised you, an independent valuation of this property was obtained and the sale was effected based on this valuation.

While we regret that you are not in accord with the action we have taken in this matter, we can only advise you that the sale has been completed, and, as previously advised, funds credited to your account.

We note your request that we forward you \$50.00 per month from your account which at the moment has a credit balance of \$871.00, but in view of the fact that you are living in an Interior Housing Project under the jurisdiction of the B. C. Security Commission it is necessary for us to consult them on this question of funds--the matter, however, is receiving our immediate attention.

Yours truly,

P Douet, Administration Department

PD/ER

Elevator Pitch

An elevator pitch is a type of presentation that focuses on a short description of an idea that is presented to a specific panel. In this activity you will be making a pitch to the local Board of Trustees (School Board). This pitch addresses the question: ***“Why our schools should teach about the forced sale of Japanese Canadian owned property”***. Create a team, create the pitch, deliver the pitch and win the support of the Board of Trustees!

Elevator Pitch Criteria

An elevator pitch is frequently used in the world of design or marketing where creative ideas and innovation are important. In these fields, where competition is fierce and a large number of proposals are presented it has become customary to keep the presentations very brief and to the point. This is the concept behind an elevator pitch; something that could be done in the time it takes to ride an elevator to your floor. For the purposes of this activity you must confine your pitch to a maximum of 2 minutes. Your pitch will be evaluated using the criteria explained below. Your pitch must include each of these elements.

- ⇒ **Hook** - Start your presentation in a creative and attention-grabbing manner.
 - Be ready
 - Introduce yourself and team
 - Great facial expressions and enthusiasm
- ⇒ **Goals** - Clearly state your goals for this pitch.
 - What do you hope to achieve?
 - Be precise and detailed
 - Ensure goals are connected to the ‘ask’
- ⇒ **Reasons** – Include evidence supporting your goals
 - Why is your pitch important?
 - What is the primary reason for your pitch?
 - What evidence supports your pitch?
- ⇒ **Closing** - Close the pitch in a convincing and creative way
 - Leave the audience with something memorable
 - Summarize the primary goal(s) and reasons
 - Invite the trustees to meet with your team

In geographical terms 'pull' factors draw people to immigrate to a new location.	Honolulu, Hawaii A very popular point of immigration for Japanese	The montage reminds the viewer that the land was occupied by First Nations for millennia before the arrival of Japanese immigrants	Local Japanese waiting port of Vancouver (1907) A ship's manifest The Hikawa Maru (1930s) Passengers from the Kumeric (1907)	A period of openness after 200 years of cultural isolation Integration of Western ideas, customs and habits Economic transformation
Language barrier Racist attitudes Restricted employment options	'Kuroshio' translates to 'Black Current'. In this story it is a metaphor for the conduit between Japan and the outside world.	FREE SQUARE	In geographical terms 'push' factors drive people to migrate to a new location.	20 days by sea across the Pacific Ships departed from Yokohama
Immigrants came from a number of villages, but one that saw a high degree of migration to Canada was Mio, Wakayama-ken	Available land Economic opportunity Ease of migration to Canada	<i>Issei</i> means 'first generation' The <i>Issei</i> that arrive to Canada bring customs, traditions, language and religious practices from their homeland	'Kibou' translates to 'hope' In the context of this story the chapter tells the story of hope in finding a new life and opportunities in Canada	Limited availability of land Rigid social stratification Meiji period

Part A: While viewing the chapter titled *Ikigai* enter words under each of the columns below. The words you choose should relate to how Japanese Canadian immigrants created 'worth' as individuals, as a community and as part of Canada's economic fabric.

<u>Individual</u>	<u>Community</u>	<u>Economic</u>
<ul style="list-style-type: none"> -skills -work ethic -determination -perseverance -resourcefulness -endurance -knowledge 	<ul style="list-style-type: none"> -working together -stability -baseball -shared language -shared values -education -picture brides/women/families -neighbourhoods 	<ul style="list-style-type: none"> -lumber/forestry -fishing/fishery -boathouse/shipyard -mining -farming -grocery/confectionary/barbershop -tofu-ya -ofuro (bathhouse) -rooming house

Part B: Japanese immigrants faced significant challenges to their worth as contributing members of Canadian society. Identify three challenges faced by Japanese Canadians and enter, in point form, steps or actions taken by Japanese Canadians to fight these challenges.

<u>Challenge 1</u>	<u>-Challenge 2</u>	<u>Challenge 3</u>
<ul style="list-style-type: none"> -the franchise (right to vote) -Tomekichi Homma goes to top court to fight for right to vote in federal elections -Japanese Canadian servicemen from World War I granted the federal franchise 	<ul style="list-style-type: none"> -professional licences -Medical clinics and hospitals were opened and run by qualified members of the community 	<ul style="list-style-type: none"> -racial discrimination -volunteer for service in Canadian Army in W.W.I -Embrace and take part in celebrations for British Royal family tour of Vancouver in 1939

Elevator Pitch Evaluation Rubric

	Expert	Practitioner	Apprentice	Novice
Hook	<ul style="list-style-type: none"> - I'm hooked - It was very creative - Clearly established relevance 	<ul style="list-style-type: none"> - A good hook - I'm listening but not wowed - Relevance not entirely clear 	<ul style="list-style-type: none"> - Stated name but poor intro - Was not a creative start - Not yet convinced 	<ul style="list-style-type: none"> - Only gave name(s) - Few details - No creativity
Goals	<ul style="list-style-type: none"> - Goals articulated clearly - Goals are narrowly defined - Goals are relevant to pitch 	<ul style="list-style-type: none"> - Goals are mentioned - Goals lacking precision - Goals not relevant 	<ul style="list-style-type: none"> - Goals are not clear - Goals are not relevant 	<ul style="list-style-type: none"> - Goals are not stated - Goals have no direction - Goals are not articulated
Reasons	<ul style="list-style-type: none"> - Reasons clearly stated - Reasons connected to goals - Reasons are evidence based 	<ul style="list-style-type: none"> - Reasons not clearly stated - Reasons not connected to goals - Evidence is not effective 	<ul style="list-style-type: none"> - Reasons are thin - Reasons are not coherent - No evidence presented 	<ul style="list-style-type: none"> - No reasons are given - No coherence - No evidence
Closing	<ul style="list-style-type: none"> - Closing was memorable - Ties all elements together - 'Ask' clear and concise 	<ul style="list-style-type: none"> - Effective, but not memorable - Does not connect all elements - 'Ask' is vague 	<ul style="list-style-type: none"> - Not effective or memorable - Elements not mentioned - Fails to make clear 'ask' 	<ul style="list-style-type: none"> - No clear closing - No summation given - No 'ask'

Additional Resources and Links:

HastingsPark1942.ca

(created with support from Nikkei National Museum and Greater Vancouver Japanese Canadian Citizens' Association)

Nikkei-Tapestry.ca

(Digital Museums Canada online exhibit)

Tashme.ca

(Nikkei National Museum co-created with volunteers)

JapaneseCanadianHistory.net

(lessons developed by teachers)

Centre.nikkeiplace.org/research/por/ (online and eBook versions of *The Politics of Racism: The Uprooting of Japanese Canadians during the Second World War* by Ann Sunahara)

TheCanadianEncyclopedia.ca/en/article/japanese-canadians

(by Ann Sunahara)

LandscapesOfInjustice.com

(Site dedicated to the forced sale of Japanese Canadian owned property with links to teacher resources)

Centre.nikkeiplace.org

(Variety of video, audio, text, and interactive resources under "Education" tab)

Further info sites (student friendly)

The Canadian Encyclopedia articles <https://www.thecanadianencyclopedia.ca/en/article/japanese-canadians>

Japanese Canadians in the Second World War <https://opentextbc.ca/postconfederation/chapter/japanese-canadians-in-the-second-world-war/>

Hastings Park <http://hastingspark1942.ca/>

Tashme Internment Camp <http://tashme.ca/>

Japanese Community in Alberta + Sugar Beet Farms <http://nikkei-tapestry.ca/>

Asahi Baseball Heritage Minute <https://www.historicacanada.ca/content/heritage-minutes/vancouver-asahi>

East of the Rockies: AR experience in Slocan Internment Camp
https://www.nfb.ca/interactive/east_of_the_rockies/

Primary Source Resources

Japanese Canadian Legacy Project: Sedai Archive, Oral History Videos

<https://www.sedai.ca/archive/>

The New Canadian Newspaper Archives

<https://newspapers.lib.sfu.ca/tnc-collection>

Japanese Canadian Oral History Collections

<https://digital.lib.sfu.ca/johc-collection/japanese-canadian-oral-history-collection>

Nikkei National Museum Collection

<http://www.nikkeimuseum.org/>

Library and Archives Canada Archive of photos on Flickr

<https://www.flickr.com/photos/lac-bac/sets/72157688230790083/>

CBC Digital Archives: Relocation to Redress, the internment of the Japanese Canadians

<https://www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/the-case-against-the-enemy-aliens.ht>

Additional Teacher Resources / Lesson plans:

Elementary and Secondary School Resource Books on Japanese Canadian Internment

<https://japanesecanadianhistory.net/resource-guides/overview/>

Film based lessons: Minoru: A Memory of Exile 9-12 <https://www.canadashistory.ca/education/lesson-plans/historical-perspectives-japanese-internment>

Social Studies 10 - racism in Canada

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/RacismInCanadaSec.pdf>

Hastings Park 5-6

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/Japanese-Canadian%20Internment%20Lesson%20Plans.pdf>

Elementary Book Club

<https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/JapaneseInternmentInCanada.pdf>

Hastings Park in Canada 10-12 <https://bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/Japanese-Canadian%20Internment%20-%20Hastings%20Park%20lesson%20plans%2010%20-%2012.pdf>

Nikkei National Museum Education Kits

<https://centre.nikkeiplace.org/education/journeys-education-kits/>

Richmond Museum Education Kits

<https://drive.google.com/file/d/0B7Z5l2BshUg2a1djX0xfT2g1Um8/view>

Speak Truth To Power – Equality and Redress <https://sttpcanada.ctf-fce.ca/lessons/arthur-miki/activities/>