LEARNING FROM INJUSTICE:

The Internment of Japanese Canadians

A Collection of Teaching and Learning Resources for Grades 6-12

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING TC²

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Cover image
The Orchard at New Denver Japanese internment camp
Source: Nikkei Internment Memorial Centre

These materials were developed by The Critical Thinking Consortium (TC²) in partnership with the Nikkei Internment Memorial Centre (NIMC).

JAPANESE CANADIAN LEGACIES

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING CONSORTIUM TC²

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ABOUT *LEARNING FROM INJUSTICE: THE INTERNMENT OF JAPANESE CANADIANS* – A COLLECTION OF TEACHING AND LEARNING RESOURCES FOR GRADES 6-12

The objective of these educational materials is to raise critical awareness among students about Canada's unjust internment of Japanese Canadians during the Second World War. It was not until 1988 that the Canadian government officially acknowledged this legally sanctioned historical injustice. These materials are an attempt to recognize those who suffered from this injustice and, through greater awareness, ensure that similar injustices are less likely to be to be repeated.

These education materials have also been designed to highlight and complement the work of the Nikkei Internment Memorial Centre in New Denver, British Columbia. The Nikkei Internment Memorial Centre (NIMC) is a National Historic Site dedicated to telling the story of over 22,000 Japanese Canadians who were forcibly relocated during World War II. Located on the site of "The Orchard" internment camp in New Denver, the NIMC contains original buildings, period artifacts and interpretive displays as well as the Heiwa Teien Peace Garden.

The NIMC is a place to learn, reflect, and preserve the local history of internment and the Second Uprooting, when Japanese Canadians were given the ultimatum after the war of moving east of the Rocky Mountains or to Japan. It includes Kyowakai Hall with its many photographs and objects on display; three internment shacks—one for staff to welcome visitors, one with objects from wartime, and one that shows life from the end of the war until 1957. These teaching and learning materials feature images and details from the NIMC with the hope of increasing awareness and appreciation of the centre and its work.

The Approach

By engaging in the educational materials in this resource, students will develop a critical understanding of:

- the immediate and underlying causal factors that led to the internment of Japanese Canadians;
- the hardships endured in the camps from the perspective of the internees;
- the immediate and long-term consequences on the individuals interned, as well as their descendants and communities;
- the struggle by Japanese Canadians impacted by internment for recognition, reconciliation, and redress; and
- the important lessons that can be learned from the study of human rights violations

The lessons have been designed to align with and support curriculum outcomes in grades 6-12 in subjects including social studies, history, and political science. In addition to supporting curricular outcomes from across Canada, the lessons have been designed to nurture curricular, core, and

global competencies. These include competencies related to historical thinking as well as critical thinking, creative thinking, collaboration, communication, and citizenship.

The lesson plans and slide decks included in this resource are self-contained, each focusing on developing understanding of the events, experiences, and consequences of internment. If taught individually, these lessons are ideally suited for exploring, questioning, interpreting, and deepening our understanding of historical events. As components of a unit of study, these lessons invite critical inquiry into a wide range of topics and issues relating to the experiences of Japanese Canadians and the impact of the internment operations.

Certain parts of this collection contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Some of this content and historical language reflects perspectives during the time periods when they occurred. Original content and historical language remains intact to ensure that attitudes and perspectives about Japanese arrivants and citizens are not erased from the historical record. Learning about historical perspectives supports the understanding of prejudice and inequities that shaped conditions in the past and continue today. Teachers must be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with the past must include consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.

While these lessons have been designed to be completed in one class period, the individual parts of each lesson could be taught over multiple days and sessions. The design of the lessons includes the following parts and features:

- *A lesson question and challenge*: All suggested learning activities in the lesson are designed to help students answer the lesson question. Students will respond to the question by completing the challenge throughout.
- *Start the Thinking*: The first section of every lesson includes activities that allow students to easily access the types of thinking, criteria, and thinking strategies that will be used throughout the lesson. This section also invites learners to begin responding to the lesson question and challenge. Students' initial ideas can be big or small, in words or in pictures, and can be changed and refined during the lesson.
- *Grow the Thinking*: In the middle section of the lesson, students pause at various points to do learn and practice using various thinking tools that support historical thinking. For example, building criteria or modeling effective thinking to grow their initial thinking on the central question posed by the lesson. In this section students will also be invited to revisit their initial thinking about the lesson question and challenge. This section of the lesson also features relevant content that students will use to respond to the lesson question and challenge. This content is often in the form of source document, images, and other historical artifacts. These can be used as-is or supplemented with other sources of information.

- *Reflect on the Thinking*: In the final section of the lesson students are encouraged to reflect on and revisit their thinking guided by what they've learned in the lesson. Students also complete their response to the lesson question and challenge.
- Each lesson includes detailed instructional strategies and required support materials. These include briefing sheets, activity sheets, images, and source documents.

Assessment of student thinking and work may be embedded in each of the lessons in several ways.

- Refer to the suggested activities for each lesson to find suggestions about specific moments during a lesson when you might assess signs of student learning. The activities provide numerous embedded ways to provide helpful descriptive feedback related to particular learning tasks and concepts.

- Plan how you might take advantage of the opportunities for self-assessment and peer feedback (assessment as learning) that are woven throughout the lessons. Students are provided with opportunities to engage with and internalize the criteria to guide their decision-making and self-assessment of quality work. In addition, there are regular opportunities for students to assess each other's thinking and offer helpful peer feedback as learning progresses.

- Think of ways you will use in-class student talk—from partner exchanges to small group conversations to whole class discussions—as opportunities for making observations that support assessment about students' background knowledge and the quality of evidence they use to support their conclusions. For example, while students share with a partner, circulate and observe their explanations of thinking and reasoning. Ask questions such as: "What led you to that decision?"; "How much did your thinking change during your discussion?"; and "Which piece of evidence influenced you the most? The least?"

In addition to the five lesson plans, this resource also includes three slide decks. The slide decks have been designed to introduce the topic of internment and invite learners to think about what Japanese Canadian teens may have felt and experienced during internment. The slide decks can support the five lessons or used on their own. The slide decks also feature images and details of the NIMC, bringing a little of the NIMC to learners who may not have the opportunity to visit in person.

Understanding Critical Thinking

For more information about the approach used in these teaching and learning materials, please visit: www.TC2.ca

For more information about the historical thinking concepts approach used in these lessons, please visit: https://tc2.ca/resources/history

These learning resources both nurture and invite critical thinking to nurture quality thinking.
A person thinks critically when they thoughtfully decide what would be sensible or reasonable to believe or do in a given situation. The need to reach reasoned judgments may arise in countless kinds of problematic situations such as trying to understand a passage in a text, trying to improve

an artistic performance, making effective use of a piece of equipment, or deciding how to act in a delicate social situation. What makes these situations problematic is that there is some doubt as to the most appropriate option.

Critical thinking is sometimes contrasted with problem-solving, decision-making, analysis and inquiry. In all these situations, we need to think critically about the available options. The term critical thinking draws attention to the quality of thinking required to pose and solve problems competently, reach sound decisions, analyze issues, plan and conduct thoughtful inquiries and so on. In other words, thinking critically is a way of carrying out these thinking tasks just as being careful is a way of walking down the stairs. Thinking critically is not a unique type of thinking that is different from other types of thinking; rather, it refers to the quality of thinking.

Our focus on the quality of thinking does not imply that students must arrive at a preconceived right answer; rather, we look to see whether their varied responses exhibit the qualities that characterize good thinking in a given situation. For example, it wouldn't matter whether students opposed or supported a position expressed in a newspaper or textbook. Regardless of their particular position, we would want students' critically thoughtful responses to exhibit sensitivity to any bias, consider alternative points of view, attend to the clarity of key concepts, and assess supporting evidence. We believe that emphasis on qualities that student responses should exhibit focuses teachers' attention on the crucial dimension in promoting and assessing students' competence in thinking critically.

LESSON ONE: WHY DID IT HAPPEN?

Lesson Inquiry Question

What were the most influential causes of the internment of Japanese Canadians?

Lesson Challenge

Decide which factors most influenced the Canadian government's unjust decisions to intern Japanese Canadians during the Second World War era.

Lesson Summary

In this lesson, students identify the underlying or immediate causal factors that most influenced the Canadian government's decisions to intern Japanese Canadians during the Second World War era. To begin the lesson, students explore the causal factors of a car accident and consider criteria for evaluating the influence of causes as they work to determine the three most influential causes of the accident. Guided by the criteria, students then identify and explore immediate and underlying causal factors of Japanese Canadian internment and, through analysis of primary and secondary sources, determine the three most influential causes. To conclude the lesson, students share ideas and reflect on how their thinking may have shifted after hearing from others.

Lesson Materials

- Activity Sheet A: Identifying the Causes of the Accident (one copy for each pair of students)
- Activity Sheet B: Describing the Causes of Internment (one copy for each student)
- Briefing Sheet A: Japanese Canadian Internment—What Happened? (one copy for each pair of students)
- Activity Sheet C: Rating the Causes of Internment (at least two copies for each small group)
- Source Collection A: Causal Factors of Japanese Canadian Internment (one copy for each small group)

Important Considerations

- The activities in this lesson have been designed to be completed in approximately one hour but could also be expanded for a more in-depth study of the broader social and political conditions for Japanese Canadians, including the *Issei* (immigrants from Japan and Hawaii), the *Kibei* (Canadian-born but Japanese-educated), and the *Nisei* (Canadian-born and Canadian-educated).
- This lesson includes a selection of primary and secondary sources and other resources for student inquiry. The learning activities, thinking strategies, and criteria can also be used with other primary and secondary sources that examine the effects of internment.

- This lesson includes references to historical human rights violations. Please be mindful that these topics may connect to the experiences of many students. When preparing the class to engage thoughtfully with past and present human rights violations consider the approaches offered in the following resources:
    - "Responding to Trauma in Your Classroom" https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom
- Some of the documents in this lesson contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with such views by including consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.
- Additional resources to support student understanding of cause and consequence, the historical thinking concepts used in this lesson, can be found at:
    - "Thinking About History" https://tc2.ca/resources/history

Start the Thinking

1. Organize students into pairs and provide each group with a copy of Activity Sheet A (Identifying the Causes of an Accident)**.** Ask students to read the account of the car accident and list the factors that contributed to the car accident. Student responses might include:
    - Alex forgot his phone at a friend's house
    - Snowy weather and icy road conditions
    - Mr. Taylor was drinking and driving
    - Mr. Taylor was looking at his phone
    - Inaction from the town to fix that part of the highway
    - Impaired driving laws were not well enforced
2. Explain to students that causation is complex because direct causes rarely act alone. Major events usually result from deeper, long-term factors and causes. Historians distinguish between:
    - *Immediate causes***:** direct and obvious events that happen right before the main event. Removing them may not have prevented the event from happening, as there could be more significant factors contributing to the event.
    - *Underlying causes***:** deeper, less visible conditions or beliefs that develop over time. They often represent a broader underlying factor, practice, or belief and are not tied to a single event. Removal of an underlying cause may help prevent the event altogether.
2. Consider noting and displaying the types of causes for use later in the lesson. Direct students' attention back to activity sheet and invite them to classify the contributing factors that led to the car accident into immediate and underlying causes. Provide an example of an immediate cause (for example, the roads were icy with low visibility) and a broader underlying cause (for

example, impaired driving laws were not well enforced by police). Invite students to share and discuss their decisions.

3. Share the lesson inquiry question and challenge and inform students that in this lesson they will explore the causes of the internment of Japanese Canadians during the era of World War II in Canada.
4. Provide each group with a copy of Briefing Sheet A (Japanese Canadian Internment—What Happened?) and each student with a copy of Activity Sheet B (Describing the Causes of Internment). Prompt groups to carefully read the briefing sheet and to note any causes of the internment on their activity sheet.
5. Invite groups to share their noted causes with the class. As they share, guide students' attention to the "My first thoughts" section of the activity sheet. Ask students to decide which three factors might have been most influential in causing the internment of Japanese Canadians. Assure students that they will be able to revisit their decisions at the end of this lesson.

Grow the Thinking

1. Briefly explain that when historians study the past, they don't just list events in order but instead work to understand why those events happened the way they did. Instead of looking for a single cause, historians try to which causal factors, including broad social, political, and economic conditions, were most influential.
2. Guide groups to page two of Activity Sheet A and ask them to decide which three factors were most influential in causing the accident.
3. Invite groups to share their decisions and thinking with the class. As students share, co-develop or present the criteria for evaluating the influence of causes. The criteria include:
   - *The factor was directly linked to the event occurring*: that is, the factor led to the causes that were catalysts related to the event and it was not simply an accidental occurrence (for example, the fact that Alex forgot his phone was linked to the accident because the reason he was driving at the time was to retrieve his phone).
   - *The factor was an important contributor to the direction and intensity of the event*: that is, the factor played an important role in both the event and its consequences (for example, a careful driver going slowly might still have hit Alex's car, but the accident would have been less serious).
   - *The event would be much less likely to have occurred if the factor was not present*: that is, the accident would have been less likely to occur if a factor had not been present (for example, the serious accident would have been much less likely to have occurred if one driver had not been drinking before the accident).

   Consider noting and displaying the criteria for use later in the lesson.
4. Invite groups to revisit their initial decisions about the main causes of the accident, this time using the criteria to guide their thinking. Encourage groups to share their decisions and thinking and to describe any reasons for changing or maintaining their initial thinking.

5. Organize students into small groups (3-4 students) and provide each group with a copy of Source Collection A (Causal Factors of Japanese Canadian Internment) and at least two copies of Activity Sheet C (Rating the Importance of Causal Factors). Inform students that they will examine various primary and secondary sources to determine which causes were most influential in the government's decisions to intern Japanese Canadians.

6. As a class, review Source 1 and the first causal factor, The Bombing of Pearl Harbor. Invite groups to first suggest if the bombing was an immediate or underlying cause, then guide students in using details from the source and the criteria to rate the influence of the bombing on the government's decision to intern Japanese Canadians.

7. Invite groups to share their individual and overall ratings with the class. As they share, share that while the bombing of Pearl Harbor in December 1941 by Japanese forces is often described as a "trigger" for Japanese Canadian internment, internment was made possible by broader and underlying social and political conditions.

8. Assign or have groups select at least one additional source from Source Collection A (provide additional copies of Activity Sheet C if needed). Prompt groups to follow the same steps and to rate the influence of their selected cause. Remind students to use the three criteria for an influential cause discussed above (directly linked, contributed and more likely) and their ratings to guide their decision making. Remind groups to use the criteria for rating causes to guide ratings and thinking.

9. Encourage groups to share their ratings and thinking with the class. As groups share, invite groups to suggest which three factors most influenced government decisions to intern Japanese Canadians. Lead a discussion about the relative influence of factors by posing questions such as:

    - Which were more influential: immediate or underlying factors?

Reflect on the Thinking

1. Prompt students to revisit Activity Sheet A and the "My final thoughts" section of the activity sheet. Ask students to rank the three factors that most influenced the Canadian government's unjust decisions to intern Japanese Canadians, this time using the criteria and the learning from this lesson to guide their decisions.

2. Ask students to share their decisions and thinking with the class. Invite students who were persuaded to change their minds to explain the reasons for the shift in their thinking.

3. As students share, encourage students to suggest what important lessons about the causes of human rights injustices might be learned from studying the factors that contributed to the internment of Japanese Canadians.

Possible Extensions and Modifications

- Ask students explore additional sources about the causes of the internment of Japanese Canadians.

- Invite students to use the processes and strategies of this lesson to identify continuities and changes among various internments (e.g., internment of Ukrainian Canadians, German Canadians, Italian Canadians, Japanese Canadians).
- Use the processes and thinking strategies from this lesson to examine factors that influence other historical or contemporary government decisions and human rights injustices.
- Do fear or facts play a greater role in shaping public opinion and actions? Examine how newspapers, politicians, and other public voices influenced perceptions of Japanese Canadians.
- which primary and secondary sources are more reliable or insightful? What voices or perspectives might be missing in some of the sources considered in this lesson, and how does that shape our understanding of the causal factors?

ACTIVITY SHEET A: IDENTIFYING THE CAUSE OF THE ACCIDENT

It was late on a cold, snowy night when Alex, a 17-year-old high school student, realized he had left his phone at a friend's house across town. Normally, it wouldn't have mattered - but he had an early shift the next morning, and his phone was his alarm, his calendar, and his only way to check in with work. He also didn't want his parents to notice it was missing; they had already warned him about being more responsible. The roads were icy and visibility was poor, but Alex didn't think twice. He grabbed the keys to the family car and headed out, hoping to be back before anyone noticed.

At the same time, Mr. Taylor, a local business owner, was heading home from a holiday party. He had been drinking and was checking a message on his phone when his car drifted slightly over the center line. As Alex turned onto the highway, Mr. Taylor's car hit a patch of black ice. He couldn't regain control in time - and crashed into Alex's car. The collision was very serious.

Afterward, the town was in shock. People said things like, "If only Alex hadn't gone back for the phone," or, "Why was Mr. Taylor even behind the wheel if he'd been drinking?" Someone said this accident happened because of icy conditions. It is worth noting that local officials had long been warned of the dangers on that part of the highway, especially in winter, and yet they seemed uninterested in doing anything about it. Apparently, this was because the residents of that part of town did not have any influence with local authorities. Others wondered whether the impaired driving laws had been more faithfully enforced in the town, whether Mr. Taylor would have been as drunk as he was.

What factors caused the accident?

ACTIVITY SHEET A: IDENTIFYING THE CAUSE OF THE ACCIDENT *(page 2)*

Sort the factors that led to the car accident into immediate and underlying causes	
Immediate causes	**Underlying causes**
Immediate causes • Are often the most obvious and easily identified. • Typically occur just prior to the event in question. • Removal of an immediate cause may not have prevented the occurrence of the event, as there may be more significant factors contributing to the event.	**Underlying causes** • Are usually less obvious and more difficult to identify. • Are often a broader underlying condition, practice, or belief and not tied to a single event. • Removal of an underlying cause may help prevent the event from occurring.
Which three factors were most influential in causing the accident?	
1.	**Reasons that support the decisions**
2.	
3.	
Criteria for evaluating the influence of causes • How is it directly linked to the event (not simply accidental)? • How much did it contribute to the event's direction and intensity? • How might the likelihood of the event have changed if the factor had been missing?	

ACTIVITY SHEET B: DESCRIBING THE CAUSES OF INTERNMENT

What factors caused the internment?	
My first thoughts: **Which three factors were the most influential in causing the internment?**	
1.	Reasons that support the decisions
2.	
3.	
My final thoughts: **Which three factors were the most influential in causing the internment?**	
1.	Reasons that support the decisions
2.	
3.	

ACTIVITY SHEET C: RATING THE CAUSES OF INTERNMENT

Causes of internment	How closely linked is the factor to the event (not simply accidental)?	How much did the factor contribute to the event's direction and intensity?	How might the likelihood of the event have changed if the factor had been missing?
Cause: ☐ Immediate ☐ Underlying	☐ Very closely linked ☐ Somewhat closely linked ☐ Not at all linked Reason for your rating:	☐ A very large contribution ☐ Somewhat large contribution ☐ No contributions Reason for your rating:	☐ Very likely to have changed ☐ Somewhat likely to have changed ☐ Unlikely to have changed Reason for your rating:
	Overall rating: Use the criteria and rate the overall level of influence of this causal factor ☐ Very influential ☐ Somewhat influential ☐ Not at all influential Reasons for the rating:		

BRIEFING SHEET A: JAPANESE CANADIAN INTERNMENT—WHAT HAPPENED?

From 1942 to 1949, over 22,000 Japanese Canadians were forcibly removed from their homes in British Columbia and confined in internment camps and other government-controlled sites.

This occurred during World War II, when Canada was at war with Japan and regarded individuals of Japanese descent as potential threats, even if they were born in Canada and had never been to Japan.

This handout focuses on what happened to Japanese Canadians during this time.

EARLY 1942 | Forced Removal from the Coast

- In January 1942, the Canadian government created a "protected area" along 161 km of the coast of British Columbia.
- On March 4, 1942, the BC Security Commission was established to carry out "systematic expulsion of the Japanese from the area within 100 miles of the BC coast".
- All people of Japanese heritage, regardless of citizenship, were ordered by the RCMP to leave this zone with very short notice - within 24 to 48 hours.
- Each person was allowed only what they could carry, and 150 pounds of clothing, bedding, and cooking utensils (kids were allowed 75 pounds)
- The rest of their property and belongings - homes, farms, businesses, fishing boats - had to be left behind and would be held "in trust" by the Custodian of Enemy Alien Property.

University of British Columbia Library, Rare Books and Special Collections, JCPC 12b.001

Government Control and Surveillance

- The government gave the police the power to:
  - Enter homes without a warrant
  - Remove personal property
  - Enforce curfews, which often lasted from sunset to sunrise
- Japanese Canadians were required to register with the government and were under constant watch.

1942 - 1943 | Internment Camps and Road Camps

- Beginning in February, 1942, around 2,000 men were sent to road camps in the interior of B.C. to build roads through the mountains.
- Community leaders and some men who objected to the separation of families were sent to P.O.W. camps located at Petawawa and Angler, Ontario. Some remained there for the duration of the war.
- Japanese Canadians from communities outside the lower mainland were sent to the Pacific National Exhibition grounds at Hastings Park, which was set up as a temporary holding facility People were housed in livestock barns and animal stalls, often without proper heating, toilets, or privacy. Conditions were crowded, unsanitary, and stressful.
- By the end of 1942, over 12,000 Japanese Canadians were living in internment camps in isolated mountain or rural areas in BC, including “ghost towns” (e.g., New Denver, Slocan, Kaslo). By October 1942, men were allowed to join their families in the interior internment camps. Because of the short timeframe, some were forced to live in tents until the hastily built shacks and buildings or abandoned hotels were ready. There was limited heat, electricity, and running water.
- With a shortage of labourers during the war, about 4,000 Japanese Canadians were relocated to sugar beet farms in Alberta and Manitoba to work as labourers after being promised families could stay together. Conditions were tough – with long hours, poor pay, and extremely cold winters.

1943 - 1945 | Property Taken and Sold

- The Canadian government took legal custody of all Japanese Canadian property in BC.
- Despite promising to protect it, the government sold nearly all of it without consent:
  - Homes, land, cars, fishing boats, and personal belongings
- Almost no property was returned after the war, with little compensation received. The practical effect was that there was nothing to return to.

1945 - 1949 | After Internment: No Easy Return

- Even after World War II ended in 1945, Japanese Canadians were not allowed to return to the West Coast of British Columbia until 1949.
- Japanese Canadians were given two choices: move east of the Rockies or agree to be sent to Japan, a country many had never visited.
- When they were finally allowed back, most found that they had lost everything—their homes, jobs, and communities.

From 1942 to 1949, thousands of Japanese Canadians faced forced removal, family separation, loss of property, and years of living in harsh, isolated conditions. Their treatment during this period is now recognized as a major violation of human rights in Canadian history.

Cause #1: The Japanese attack on Pearl Harbor during World War II

After Japan's successful attack on Pearl Harbor and many other locations in the Pacific on December 7, 1941, Canadian newspapers discussed the possibility of Japan invading Canada's west coast. Prime Minister Mackenzie King questioned the loyalty of Japanese Canadians during a radio broadcast seven hours after the attack. When war was declared with Japan on December 8, 1941, there were 23,224 Japanese Canadians. Of these, 14,119 were Nisei (second-generation Canadian-born citizens), 3,159 were naturalized as Canadian citizens, and 6,000 were still Japanese citizens. A small number of Japanese Canadians were able to join the Canadian army before the war against Japan was declared. Shortly after Japan's attack on Pearl Harbor, some 22,000 men, women, and children of Japanese heritage were treated as "enemy aliens." Politicians, newspapers, and veterans' groups began calling for all Japanese people to be moved away from the coast, citing fears of an invasion by Japan.

Canada is at war with Japan. Prime Minister Mackenzie King told the press tonight, after a lengthy cabinet meeting, that a submission to His Majesty the King, asking approval of a declaration of war had been made, the approval had been given and the action was now final. This government declaration followed similar announcements from the governments of Britain and the United States.

Excerpt from front page of the *Montreal Gazette*, December 8, 1941

View the full source online

Cause #2 - Fear of Espionage and Sabotage

After Japan invaded Manchuria in 1931 and attacked the rest of China in 1937, fear of Japan grew among white Canadians. Reports of terrible violence by Japanese soldiers, like the Rape of Nanking, were widely shared and caused even more fear. Many civic leaders and newspapers started to claim that Japanese Canadians might help Japan if war broke out, possibly by sabotaging military bases along the west coast. Between March and August 1941, six months before Canada declared war on Japan, all Japanese Canadians aged 16 and older were forced to register with the Royal Canadian Mounted Police (R.C.M.P.) and carry ID cards at all times. After war was declared in December 1941, the Canadian government quickly took harsh actions against Japanese Canadians: they were banned from fishing, their over 1300 fishing boats were taken and sold cheaply, Japanese-language newspapers and schools were shut down, and items like cameras, shortwave radios, and even cars were confiscated.

Cause #3 - Invocation of the War Measures Act, August 22, 1914

At the beginning of World War II, the Canadian government passed the War Measures Act, which gave the federal government special powers during times of war, invasion, or rebellion. It allowed the government to take actions it normally could not, such as arresting people without charges, controlling transportation, seizing property, and restricting freedoms like movement and speech without going through Parliament first.

Below are a few excerpts from *The War Measures Act*.

3. The provisions of sections 6, 10, 11 and 13 of this Act shall only be in force during war, invasion, or insurrection, real or apprehended.

4. The issue of a proclamation by His Majesty, or Evidence of under the authority of the Governor in Council shall be conclusive evidence that war, invasion, or insurrection, real or apprehended, exists and has existed for any period of time therein stated, and of its continuance, until by the issue of a further proclamation it is declared that the war, invasion or insurrection no longer exists.

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6. The Governor in Council shall have power to do and authorize such acts and things, and to make from time to time such orders and regulations, as he may by reason of the existence of real or apprehended war, invasion or insurrection deem necessary or advisable for the security, defence, peace, order and welfare of Canada; and for greater certainty, but not so as to restrict the generality of the foregoing terms, it is hereby declared that the powers of the Governor in Council shall extend to all matters coming within the classes of subjects hereinafter enumerated, that is to say:-

a. censorship and the control and suppression of publications, writings, maps, plans, photographs, communications and means of communication;
b. arrest, detention, exclusion and deportation;

c. control of the harbours, ports and territorial waters of Canada and the movements of vessels;
d. transportation by land, air, or water and the control of the transport of persons and things;
e. trading, exportation, importation, production and manufacture;
f. appropriation, control, forfeiture and disposition of property and of the use thereof.

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7. Whenever any property or the use thereof has been appropriated by His Majesty under the provisions of this Act, or any order in council, order or regulation made thereunder, and compensation is to be made therefor and has not been agreed upon, the claim shall be referred by the Minister of Justice to the Exchequer Court, or to a Superior or County Court of the province within which the claim arises, or to a judge of any such court.

8. Any ship or vessel used or moved, or any goods. wares or merchandise dealt with, contrary to any order or regulation made under this Act, may be seized and detained and shall be liable to forfeiture, at the instance of the Minister of Justice, upon proceedings in the Exchequer Court of Canada or in any Superior Court.

9. Every court mentioned in the two preceding sections shall have power to make rules governing the procedure upon any reference made to, or proceedings taken before, such court or a judge thereof under the said sections.

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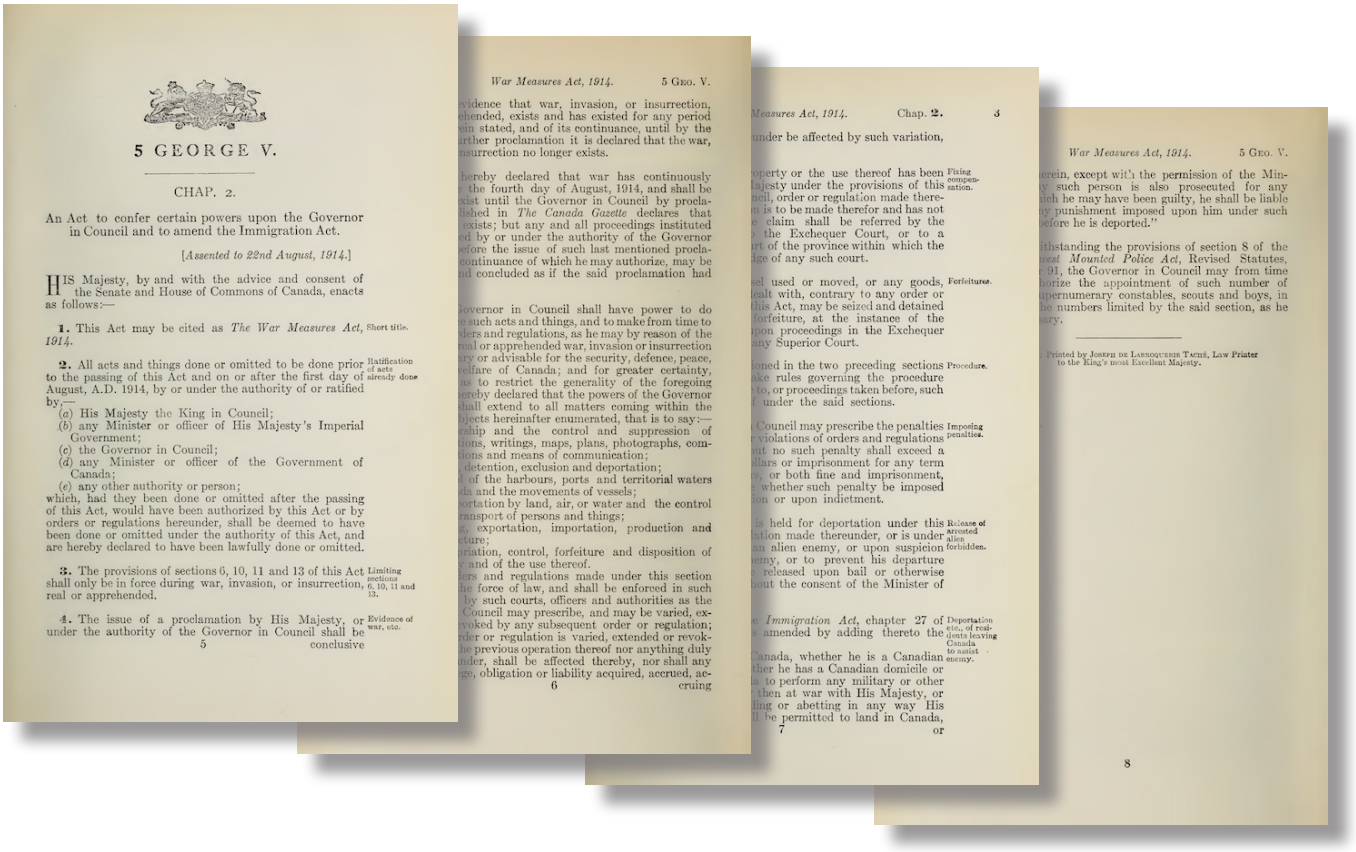
11. No person who is held for deportation under this Act or under any regulation made thereunder, or is under arrest or detention as an alien enemy, or upon suspicion that he is an alien enemy, or to prevent his departure from Canada, shall be released upon bail or otherwise discharged or tried, without the consent of the Minister of Justice.

Cause #3 - Invocation of the War Measures Act, August 22, 1914 (continued)



5 GEORGE V.

CHAP. 2.

An Act to confer certain powers upon the Governor in Council and to amend the Immigration Act.

[*Assented to 22nd August, 1914.*]

HIS Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:—

1. This Act may be cited as *The War Measures Act, 1914.* Short title.

2. All acts and things done or omitted to be done prior to the passing of this Act and on or after the first day of August, A.D. 1914, by or under the authority of or ratified by,— Ratification of acts already done.

(*a*) His Majesty the King in Council;
(*b*) any Minister or officer of His Majesty's Imperial Government;
(*c*) the Governor in Council;
(*d*) any Minister or officer of the Government of Canada;
(*e*) any other authority or person;

which, had they been done or omitted after the passing of this Act, would have been authorized by this Act or by orders or regulations hereunder, shall be deemed to have been done or omitted under the authority of this Act, and are hereby declared to have been lawfully done or omitted.

3. The provisions of sections 6, 10, 11 and 13 of this Act shall only be in force during war, invasion, or insurrection, real or apprehended. Limiting sections 6, 10, 11 and 13.

4. The issue of a proclamation by His Majesty, or under the authority of the Governor in Council shall be conclusive Evidence of war, etc.

War Measures Act, 1914. 5 GEO. V.

...idence that war, invasion, or insurrection, ...ehended, exists and has existed for any period ...ein stated, and of its continuance, until by the ...rther proclamation it is declared that the war, ...surrection no longer exists.

...hereby declared that war has continuously ... the fourth day of August, 1914, and shall be ...xist until the Governor in Council by procla- ...lished in *The Canada Gazette* declares that ... exists; but any and all proceedings instituted ...d by or under the authority of the Governor ...efore the issue of such last mentioned procla- ...continuance of which he may authorize, may be ...d concluded as if the said proclamation had

...overnor in Council shall have power to do ...e such acts and things, and to make from time to ...ders and regulations, as he may by reason of the ...eal or apprehended war, invasion or insurrection ...ry or advisable for the security, defence, peace, ...elfare of Canada; and for greater certainty, ...as to restrict the generality of the foregoing ...hereby declared that the powers of the Governor ...hall extend to all matters coming within the ...bjects hereinafter enumerated, that is to say:— ...ship and the control and suppression of ...ions, writings, maps, plans, photographs, com- ...ions and means of communication; ...detention, exclusion and deportation; ...of the harbours, ports and territorial waters ...da and the movements of vessels; ...ortation by land, air, or water and the control ...ransport of persons and things; ..., exportation, importation, production and ...ture; ...ration, control, forfeiture and disposition of ... and of the use thereof. ...ers and regulations made under this section ...he force of law, and shall be enforced in such ... by such courts, officers and authorities as the ...Council may prescribe, and may be varied, ex- ...voked by any subsequent order or regulation; ...der or regulation is varied, extended or revok- ...e previous operation thereof nor anything duly ...nder, shall be affected thereby, nor shall any ..., obligation or liability acquired, accrued, ac- 6 ...cruing

...Measures Act, 1914. Chap. 2. 3

...under be affected by such variation,

...operty or the use thereof has been ...ajesty under the provisions of this ...cil, order or regulation made there- ...n is to be made therefor and has not ...e claim shall be referred by the ... the Exchequer Court, or to a ...rt of the province within which the ...dge of any such court. Fixing compensation.

...el used or moved, or any goods, ...dealt with, contrary to any order or ...this Act, may be seized and detained ...forfeiture, at the instance of the ...pon proceedings in the Exchequer ...any Superior Court. Forfeitures.

...oned in the two preceding sections ...ake rules governing the procedure ...to, or proceedings taken before, such ... under the said sections. Procedure.

... Council may prescribe the penalties ...violations of orders and regulations ...but no such penalty shall exceed a ...llars or imprisonment for any term ...s, or both fine and imprisonment, ... whether such penalty be imposed ...on or upon indictment. Imposing penalties.

...is held for deportation under this ...ation made thereunder, or is under ...an alien enemy, or upon suspicion ...emy, or to prevent his departure ... released upon bail or otherwise ...out the consent of the Minister of Release of arrested alien forbidden.

...e *Immigration Act*, chapter 27 of ...s amended by adding thereto the ...anada, whether he is a Canadian ...ther he has a Canadian domicile or ...a to perform any military or other ...then at war with His Majesty, or ...ding or abetting in any way His ...ll be permitted to land in Canada, 7 ...or Deportation etc., of residents leaving Canada to assist enemy.

War Measures Act, 1914. 5 GEO. V.

...erein, except with the permission of the Min- ...y such person is also prosecuted for any ...ich he may have been guilty, he shall be liable ...ny punishment imposed upon him under such ...before he is deported."

...ithstanding the provisions of section 8 of the ...ued *Mounted Police Act*, Revised Statutes, ... 91, the Governor in Council may from time ...horize the appointment of such number of ...upernumerary constables, scouts and boys, in ...he numbers limited by the said section, as he ...sary.

... Printed by JOSEPH DE LABROQUERIE TACHÉ, Law Printer to the King's most Excellent Majesty.

8

Public domain

View the full source online

Cause #4 - Racism and Prejudice against Asian Immigrants

In the early 1900s, there were many acts of discrimination against Asian people in Canada. On September 7, 1907, the Asiatic Exclusion League (A.E.L.) organized a protest in Vancouver against Asian immigration, but it turned violent. A large mob rioted through Chinatown, smashing windows, breaking into stores, attacking people, and destroying homes and businesses owned by Chinese Canadians. The mob then moved into the Japanese community, and the violence continued for two days. A year later, in 1908, the governments of Canada and Japan signed the Hayashi-Lemieux "Gentlemen's Agreement," which limited Japanese immigration to only 400 men and domestic workers per year. In 1928, this number was reduced even further to just 150 immigrants per year. Even though Japanese Canadians could attend university, they could not vote, which meant they were banned from becoming lawyers, teachers, pharmacists, or accountants, and they could not work for the government. Without voting rights, Japanese Canadians were treated as "second-class" citizens, even though many were born in Canada or had become Canadian citizens. They were also often denied social assistance and faced restrictions when applying for forestry and fishing licenses.

Cause #5 - Economic Competition

During the early 1900s, many Japanese Canadians worked hard and found success in areas like farming, fishing, and running small businesses. Their achievements showed their strong work ethic and determination, but unfortunately, this success also led to resentment from many white Canadians. Instead of celebrating the contributions of Japanese Canadians to the economy and local communities, some white Canadians felt threatened and became hostile. This growing resentment fueled discrimination and unfair treatment toward Japanese Canadians, making it harder for them to fully participate in Canadian society, even though many were born in Canada or had lived there for many years.

> Our experience of injustice did not begin with Pearl Harbor. We were obvious scapegoats long before December 1941. The struggle to achieve full recognition as citizens of this country can be traced to the early years of Japanese immigration and the intricate play between economics and racism. Decades before 1941, we were targeted by racists because of our growing success in British Columbia in three major industries: fishing, forestry and farming.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Cause #6 - Political action and pressures

Between December 1941 and February 1942, BC government officials, police leaders, and citizen groups used World War II fears as an excuse to pressure Ottawa into removing Japanese Canadians from the coast. They spread fear, made false claims about "security threats," and used political pressure to force the federal government to pass laws that uprooted thousands of innocent people from their homes.

The Politics of Racism

In February 1939 the Interdepartmental Committee on the Treatment of Aliens and Alien Property met and concluded:

> *If the enemy should be an Asiatic power, it might be necessary in that contingency, to recommend the internment of nearly all enemy nationals, since it is recognized that public feeling in that section of Canada [B.C.] on the part of Canadian citizens and other Asiatics might render this course necessary, not alone to avoid the danger of espionage and sabotage, but also for the protection of the person and property of enemy aliens.*

Excerpt from *The Politics of Racism*, Ann Gomer Sunahara

Political Timeline: From Pearl Harbor to the Internment of Japanese Canadians

Before December 1941
Premier John Hart and Attorney-General R.L. Maitland, leaders of British Columbia's government, were already worried about Japanese Canadians. Even before Japan attacked Pearl Harbor, they had traveled to Ottawa to tell federal leaders that they wanted Japanese Canadians removed from the coast. They claimed it was for "security," even though no actual threat had been proven.

December 7, 1941: Attack on Pearl Harbor
When Japan attacked Pearl Harbor, fear and racism exploded on the BC coast. Even though there was no evidence that Japanese Canadians were a threat, many people—especially in government and media—used the war as an excuse to demand their removal. Racist writers and local leaders, like Hilda Glynn-Ward and Sidney D'Esterre, helped spread fear through speeches and articles.

December 1941
Premier Hart and other BC leaders continued secretly pressuring the federal government to remove Japanese Canadians. At the same time, ordinary Japanese Canadians were trying to

Cause #6 - Political action and pressures (continued)

prove their loyalty - raising money for the war effort and supporting Canada—but their efforts were ignored.

January 5, 1942
A Vancouver Sun newspaper article reported that BC leaders had pushed Ottawa very hard to act against Japanese Canadians. Premier Hart publicly said that he and Attorney-General Maitland had personally traveled to Ottawa to "urge" federal officials to deal with the "Japanese problem."

January 8–9, 1942
George Pearson, a BC cabinet minister, led a delegation to Ottawa to meet with top military and government officials. He brought T.W.S. Parsons, the chief of BC's Provincial Police, to argue that all Japanese Canadians should be forced off the coast. However, important federal officials, like Lt. Gen. Maurice Pope and Escott Reid, strongly disagreed, saying there was no real military threat from Japanese Canadians. Despite this, the BC group threatened that if Ottawa didn't act, the BC government would refuse to support federal policies.

January 14, 1942
Under pressure from BC leaders, the federal government announced new emergency measures. They said they would start removing Japanese nationals (people born in Japan but living in Canada who had not naturalized as Canadians). Premier Hart celebrated this decision and made it clear that BC's pressure had worked.

Mid-January 1942
Municipal governments (such as Victoria City Council) and citizen groups (like the Women's Auxiliary of the Canadian Forestry Corps) also started demanding that all people of Japanese heritage - even those born in Canada—be removed. BC's provincial government encouraged these demands, helping to spread fear and anger throughout communities.

February 14–16, 1942
A group of women in Victoria officially asked the government to remove "all Japanese wherever born," meaning they didn't care if people were Canadian citizens. Premier Hart wrote letters to city councils promising that the province was doing everything possible to push for mass removal.

February 23, 1942
Harold Winch, the leader of BC's Co-operative Commonwealth Federation (a political party), who had once supported Japanese Canadians, joined Premier Hart in calling Ottawa. Together, they phoned federal minister Ian Mackenzie to demand that all Japanese Canadians be removed immediately.

Cause #6 - Political action and pressures (continued)

February 24, 1942
The federal Cabinet passed Order-in-Council P.C. 1486, a special emergency law. This gave the government the legal right to expel anyone from the coast, even Canadian citizens, if they were considered a "security risk."

February 26, 1942
The government officially proclaimed that all people of Japanese heritage—whether born in Canada or not—had to leave the BC coast.

Adapted from: www.policyalternatives.ca/wp-content/uploads/attachments/BC_Government_and_Dispossession_of_Japanese_Canadians_June2020.pdf

LESSON TWO: WHAT WERE THE CAMPS LIKE?

Lesson Inquiry Question

What was life like for people living in Japanese Canadian internment camps?

Lesson Challenge

Create a collection of powerful words and phrases that accurately describe the experiences of Japanese Canadians who were interned.

Lesson Summary

In this lesson, students learn about life in the internment camps from the perspectives of Japanese Canadian internees. To begin the lesson, students practice using thinking strategies for historical perspective taking. Guided by criteria for assessing historical perspectives, students then examine primary and secondary source documents to find details about the experiences of Japanese Canadians during internment. To conclude the lesson, students create a collection of powerful words and phrases that accurately describe the experiences of Japanese Canadians who were interned during the era of the Second World War.

Lesson Materials

- Activity Sheet A: Describing Life in Internment Camps (one copy for each student)
- Source Collection A: Internment Camp Images (for digital display or one copy for each small group of students)
- Source Collection B: Life in Japanese Canadian Internment Camps (for digital display or one copy for each small group of students)
- Activity Sheet B: Describing Life in Internment Camps (one copy for each small group of students)

Important Considerations

- The activities in this lesson have been designed to be completed in approximately one hour but could also be expanded for a more in-depth study of the broader social and political conditions for Japanese Canadians, including the *Issei* (immigrants from Japan and Hawaii), the *Kibei* (Canadian-born but Japanese-educated), and the *Nisei* (Canadian-born and Canadian-educated).
- This lesson includes a selection of primary and secondary sources and other resources for student inquiry. The learning activities, thinking strategies, and criteria can also be used with other primary and secondary sources that examine the effects of

internment.

- This lesson includes references to historical human rights violations. Please be mindful that these topics may connect to the experiences of many students. When preparing the class to engage thoughtfully with past and present human rights violations consider the approaches offered in the following resources:
    - "Responding to Trauma in Your Classroom" https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom

- Some of the documents in this lesson contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with such views by including consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.

- Additional resources to support student understanding of historical perspective and cause and consequence, the historical thinking concepts used in this lesson, can be found at:
    - "Thinking About History" https://tc2.ca/resources/history

Start the Thinking

1. Organize students into pairs and briefly explain they will explore what life may have looked like and felt like for people living in 1858. Begin by sharing this historical example:

    In 1858, people living in the British colony of Vancouver Island waited four to five months to receive a response to a letter sent from London, England, to Victoria. This meant that important news from friends and family took almost half a year to arrive.

2. Invite students to suggest any words or phrases that describe what it might have been like for people in the past to wait this long to receive a return letter from their home country. Ask groups to share and record their initial thoughts.
3. Encourage groups to share their ideas with the class. Student responses might be influenced by modern-day perspectives and their experiences living in a time of instant communication and access to information. When responding with a modern-day lens, students may suggest that colonists might have:
    - felt frustrated or isolated by having to wait so long to hear news from their families in England
    - thought that writing letters was inefficient and that they needed a faster way to communicate
4. Prompt students to revisit their initial responses about communication in 1858 by posing questions such as:

- Which of comments may have been informed by their present experiences and expectations?
- Which of comments reflect the beliefs and conditions of 1858?

5. Ask students to share their thinking. As students share, explain that thinking like a historian and adopting a historical perspective means considering how social, cultural, intellectual, and emotional contexts shaped people's lives, thinking, and actions. To help think about how people at the time likely felt, rather than how we would feel today in the same situation, three strategies for historical perspective taking can be useful. The three strategies are:
   - *Anticipate different beliefs and values:* What important differences in beliefs and values should we think about that may be different from those people hold today?
   - *Expect different conditions:* What important differences in the realities of daily life back then explain why some things that were normal for them may seem strange to us today?
   - *Consider different meanings:* What important differences in the meaning of words and actions in the past explain how they may have been understood differently from today?
6. Prompt students to revisit their initial responses about communication in 1858 by posing, this time revealing that although mail service between Victoria and London in 1858 was still measured in months, it had improved greatly in the preceding decade. The turnaround time had been reduced by almost half, thanks to improvements in transportation, especially with the new use of steam power in ocean transport. Invite students to think about what life was like back then and how the colonists probably felt and thought while waiting four to five months for a reply to a letter, instead of almost a year. Student suggestions might include:
   - They might have been excited by the faster mail;
   - They may have felt more connected to England than before; and
   - They may have viewed the mail service as modern and impressive, not slow.
7. Share the lesson question and challenge with students, informing students that they are going to explore the experiences of Japanese Canadians interned during the Second World War era.
8. Organize students into small groups (3-4 students) and provide each student with a copy of Activity Sheet A (Describing Life in Internment Camps). To start students' thinking about life in internment camps, digitally display the images from Source Collection A (Internment Camp Images). Prompted by details in the images, ask students to note words or phrases on Activity Sheet A that help describe life for Japanese Canadians in internment camps.

Grow the Thinking

1. Organize students into small groups (2-4 students) and provide each group with a copy of Source Collection B (Life in Japanese Canadian Internment Camps) and at least one

copy of Activity Sheet B. Inform students that they will examine primary and secondary sources to better understand what life was like for Japanese Canadians who interned.

2. As a class, examine the photo of the men's dormitory in Hastings Park, Vancouver. Briefly explain that this photo shows the location where Japanese Canadians men and boys were first sent after being removed from the exclusion and then sent to internment camps in the interior of B.C. Read the excerpt from a description of Hastings Park (consider having students visit (or digitally display) the link to the full source document). Lead a discussion about what these sources might reveal about what interned Japanese Canadians may have thought and felt while in Hastings Park. Remind students to use the three strategies for nurturing historical perspective-taking and encourage them to look for both obvious and less obvious clues about the conditions, beliefs, and perceptions associated with the camp. Prompt groups to note their observations and related words and phrases on the activity sheet. For example:
    - What details in the source help describe life in internment camps?
        - Internees were living and sleeping very close together, bunks were separated by sheets
        - The buildings were smelly and dusty
        - Bathrooms were not private
    - What words and phrases describe life in internment camps?
        - Lack of privacy
        - Able to socialize
        - Families split apart
        - Lost freedom
3. Assign or invite groups to select other sources from the Source Collection. Ask groups to identify details in their selected sources and to note any words and phrases that could be used to describe the experiences of Japanese Canadians who were interned (groups could also examine other sources that describe the conditions and experiences of internment).
4. Invite groups to share their descriptions and suggested words and phrases. As they share, prompt students to add words and phrases to page 1 of Activity Sheet A.

Reflect on the Thinking

1. Prompt students to revisit their collection of words and on Activity Sheet A**.** Prompt students to select the most powerful word or phrase from their collection. Encourage students to share their selections with the class. As they share, use their suggestions to co-develop or present the criteria for a powerful word or phrase. The criteria for a powerful word or phrase include:
    - *Clear and interesting***:** Are the words and phrases easy to understand? Do they catch the attention of the reader?
    - *Accurately describes details***:** Do the words or phrases accurately describe what life was like in the camps, including the experiences and perspectives of Japanese Canadians?

- *Creates pictures and feelings*: Do the words and phrases help you imagine what happened, understand the emotions people felt, and show what their relationships were like?

2. Invite students to work in pairs and use their understanding of the experiences of Japanese Canadians in internment camps to revise their original lists by adding, revising, or removing powerful words and phrases, and to explain their reasoning on page 2 of Activity Sheet A.
3. Ask each group to choose their five most powerful words or phrases that describe what life was like for Japanese Canadians in internment camps. Remind students to use the criteria for a powerful word or phrase when making their decisions.
4. Invite students to share their lists and reasoning with the class. Conclude the lesson by guiding a discussion using questions such as:
   - How might different members of a family (e.g., children, teens, parents, grandparents) have experienced internment differently?
   - How might internment have affected Japanese Canadians' sense of identity and belonging?
   - How were the experiences of Japanese Canadians during internment similar to or different from the experiences of interned Japanese Americans in the United States?
   - What voices or perspectives might be missing in some of the sources considered in this lesson, and how does that shape our understanding of what life was like for interned Japanese Canadians?

Possible Extensions and Modifications

- In step 3 of the Grow the Thinking section, consider asking students to use the historical perspective criteria to peer review each other's summaries. The criteria include:
  - *Identifies many relevant details*, including obvious and less obvious details that indicate the beliefs, conditions and meanings of the time
  - *Offers plausible and imaginative conclusions* that are consistent with one or more clues in the historical documents about the experiences and reactions
  - *Provides a full and realistic summary of their conclusions,* with reasons why their findings are grounded in historical facts and are not the result of a presentist perspective.

ACTIVITY SHEET A: DESCRIBING LIFE IN INTERNMENT CAMPS

List **words or phrases** that describe what life was like for Japanese Canadians living in an internment camp.

ACTIVITY SHEET A: DESCRIBING LIFE IN INTERNMENT CAMPS *(page 2)*

On page 1, choose the **five most powerful words or phrases** that describe what life was like for Japanese Canadians in internment camps. Remember to use the criteria to guide your decision making.

Criteria for a powerful words and phrases

- **Clear and interesting:** Are the words and phrases easy to understand? Do they catch the attention of the reader?
- **Accurately describes details:** Do the words or phrases accurately describe what life was like in the camps, including the experiences and perspectives of Japanese Canadians?
- **Creates pictures and feelings**: Do the words and phrases help you imagine what happened, understand the emotions people felt, and show what their relationships were like?

Which words or phrases did you add or revise?

Why did you choose to make those changes?

Which words or phrases did you remove?

Why did you choose to make those changes?

ACTIVITY SHEET B: EXAMINING LIFE IN INTERNMENT CAMPS

Steps

1. Choose at least one source that describes the experiences of Japanese Canadians who were interned.
2. Note any details from the source that might help describe life in an internment camp. Remember to look for obvious and less obvious details.
3. Think of words and phrases that accurately describe the experiences described in the source.

Title of source	What details in the source help describe life in internment camps?	What words and phrases describe life in internment camps?

SOURCE COLLECTION A: INTERNMENT CAMP IMAGES

The Nikkei Internment Memorial Centre (NIMC) is a National Historic Site dedicated to telling the story of over 22,000 Japanese Canadians who were forcibly relocated during the Second World War. Located on the site of "The Orchard" internment camp in New Denver, British Columbia, the NIMC contains original buildings, period artifacts and interpretive displays as well as the Heiwa Teen Peace Garden, designed by the renowned Japanese Canadian gardener, Tomomichi (Roy) Sumi.

The images included in this image collection are from the NIMC National Historic Site. The centre is a place to learn, reflect, and preserve the local history of internment and the Second Uprooting, when Japanese Canadians were given the ultimatum after the war of moving east of the Rocky Mountains or to Japan. It consists of the Kyowakai Hall with its many photographs and objects on display; three internment shacks—one for staff to welcome visitors, one with objects from wartime, and one that shows life from the end of the war until 1957; the Heiwa Teien Peace Garden and a vegetable garden; and a Peace Arch, all enclosed by a wooden fence. For more about the NIMC, please visit https://www.nikkeimemorial.ca/.

Interior view of internment shack at NIMC. Courtesy of the NIMC.

Interior view of internment shack at NIMC. Courtesy of the NIMC.

Interior view of internment shack at NIMC. Courtesy of the NIMC.

Exterior view of internment shack at NIMC. Courtesy of the NIMC.

Interior view of internment shack at NIMC. Courtesy of the NIMC.

Men's dormitory, Hastings Park, 1942

Leonard Frank, Public domain, via Wikimedia Commons

Hastings Park, 1942 (continued)

I guess there were about 3000 of us in there. It was a really big building, but yeah it smelled. And at night! There always so much noise! It would never quiet down... Really Hastings Park was just terrible at the start. By and by they got their act together and the place became livable. For instance, at first the toilet was just one long trough with water running at one end. So one person would use it at a time and there were terrible lines. So we complained and eventually they built stalls, but it was things like that that made me think the government couldn't do anything right.

- Utaye Shimasaki

Excerpt from *hastingspark1942.ca*

View the full source online

Expulsion to camps in the interior of British Columbia

In April 1942, expulsion began to internment camps in the BC Interior, with the first arrivals in the Slocan Valley and Kaslo in May. Camps were set up in Kaslo, Sandon, the Girl Guide camp near Hills, Rosebery, around the New Denver golf course, New Denver, Harris Ranch between New Denver and Silverton, and south of Silverton at Slocan City, Bay Farm, Popoff and Lemon Creek.

Japanese Canadians began to arrive in New Denver on May 21, 1942. It became the third largest camp in the province.

Excerpt from *nikkeimemorial.ca | Nikkei in the Kootenays*

View the full source online

Hope-Princeton Road Camps

The Hope Princeton Project road camps were part of six road camps that were established for Japanese single and married men following the order to evacuate the Japanese from the 100-mile protected zone in BC. This separation of the men from their families sent to Hastings Park was a major point of contention during the early part of the evacuation. There were six road camps along the Hope-Princeton highway project.

Excerpt from *tashme.ca* | *Hope-Princeton Road Camps*

View the full source online

The first winter in the camps

Never Taking Water and Heat for Granted

That first winter in East Lillooet was exceptionally cold with temperatures hovering around minus 30 degrees Celsius. The intense cold represented an additional hardship when it came to obtaining water. The Fraser River was only accessible at a site some 1,000 feet or so away. By the time I arrived in East Lillooet, there was a well-worn path leading to the river. Here we could fill our water cans (much lighter than buckets) with relative ease, and suspend them from either end of a wooden pole to be carried across our shoulders for the long trek back. I never did master this technique. Once, during one of my water fetching excursions, I found myself waist deep in the frigid Fraser River after accidentally stepping on a thin patch of ice. Somehow I managed to save myself from drowning and I ran all the way back to our shack as quickly as possible to avoid freezing to death. By the time I reached the familiar rows of shacks, my trousers were frozen stiff!

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Baseball in Tashme

Baseball was a very popular spectator sport in Tashme, as it was in all internment camps. Many of the players were members of organized teams in Vancouver and other coastal regions and were brought together to form leagues in each internment camp. Of particular significance were the players of the famed Vancouver Asahis which was disbanded by the forced removal order. These players became team leaders in the various camps.

Excerpt from *tashme.ca* | *Tashme Baseball Stories*

View the full source online

Letter from an internee to his wife

Letters written by Mr. Kensuke Kitigawa to his wife, sent during his time in the Angler internment camp during World War II. Angler was a prison camp, reserved for males who spoke out or fought against internment.

June 28, 1942

On the 16th, 9:18 p.m., the special train loaded with 190 of our comrades left Vancouver. We passed through several tunnels and at dusk of the 17th we reached the border of the province of Alberta where the marker stands which says, "5332 feet above sea level." … I wanted to send a telegram to you immediately but we were not allowed to. I am sorry.

This camp is pretty well-equipped and from our group professionals were selected to become kitchen workers. So although the quantity is small, the food is quite tasty. The bugle wakes us at 6:30 in the morning. Breakfast is at 7:00, lunch at 12:00, and supper at 5:30. There are two roll calls: at 8:00 in the morning and at 9:30 in the evening. When we arrived here they were still heating with the wood stove, day and night. But two or three days ago, we stopped heating in the daytime. In this region the air is so dry that it is said to be very good for pneumonia and rheumatic problems. My upper right arm which was always aching is fine now, so I regard this new situation almost as if it were a spa. We all started to do some work for exercise. It

Letter from an internee to his wife (continued)

was decided that I would begin working as a tailor, along with Mr. Kawai and Mr. Kimura, but since we still don't have a sewing machine, we can't begin to work. So please send me a thimble along with number four and sixteen needles.

Please do not force yourself to work too hard, and take care. Please send my regards to the people from Duncan.

August 2, 1942

I received your letter yesterday. Thank you for the photograph. You say you gained five pounds. Nothing can make me happier than this news. You say that Chinese people are now living in our house in Duncan. It does not matter who is living there. I hope that the government will settle the problem once peaceful times return. They say people in the interior camps like Slocan are living in tents. Even where you have been living now, a tent would be too cold for you with delicate health, and I doubt very much that you could survive winter there. Please do not listen to rumours. Don't follow what other people do, and instead please listen to your own better judgment.

-Kensuke Kitigawa

Kitigawa, Kensuke. Diary, in Stone voices: Wartime writings of Japanese-Canadian Issei, Keibo Oiwa, Ed. (Montreal: Vehicule Press, 1991), p. 99, 101.

Life at Solsqua road camp

Reflection of a Japanese Canadian interned in the Solsqua road camp, published in a book entitled Years of sorrow, years of shame: The story of the Japanese-Canadians in World War II.

Lots of rice - but no freedom

The road camp was at Solsqua. That's near Salmon Arm. I was the only one at the camp who could handle a horse, so I did that for a while, but it was all on steep hills where the loggers cut down the trees for the road construction and one day a log fell on me and I was injured.

I couldn't just sit around in the bunkhouse so I'd hobble out and help the boys. You see, they were drilling to blast the rocks, so I turned that drill. We did a lot of rock work along there. You ask the boys who was in those road camps just how tough it was. It was even tougher than they would tell you now. Most of them forgot.

Life at Solsqua road camp (continued)

There were 110 men in that camp, sixty-five to a bunkhouse. We slept four together. We'd have a ten-o'clock curfew, lights out. The guards would be around, and some of the boys, a couple or a few wouldn't turn out their lights. So the guards would tell the Mounties (Royal Canadian Mounted Police) and the Mounties would come around and talk to me because I was sort of in charge in that bunkhouse. I told the guys that if they didn't behave I was the one that would be moved out and they might get a real tough guy.

The alarm went off at seven in the morning and we'd eat and at eight we'd walk out to the job. Clearing brush. Piling it. No widening of right-of-way. We had a white person as a straw boss and he was just from the area, a local, and he couldn't handle the men and they'd goof off, you know. I told the men that at least they could work enough to work up an appetite. They were paying for their food, I said, so why not do a little work. So then they did better. Then we'd walk back to camp and have lunch. A hot lunch. A white cook. But when the request came for the men to be given more rice, the chief engineer came along and asked if we wanted more rice, the cook said, "ah, I give these goddamned sons of bitches plenty of rice: and I tell the engineer we get it only once a week. We are used to it every day. And I explain that rice is the cheapest food they can serve us, so then we had rice almost every day. Then back on the job at one and work to five, so we worked regular hours.

We didn't booze. That's something you never heard about.

It's just that we didn't have our freedom ….

When we'd sit around at night talking, sure we were bitter. My bitterness started at Hastings Park when I was waiting to go to the camp. I was in Hastings Park and my wife and children were in Vancouver. I asked to go out and see my wife before we were shipped out and the authorities said no. That's when my real bitterness began. Not in the camp in the bush but right in Vancouver.

Broadfoot, Barry. Years of sorrow, years of shame: The story of the Japanese-Canadians in World War II (Toronto: Doubleday Canada Limited, 1977), p. 156–157.

Tashme Internment Camp

Tashme functioned as a small town, and it needed to have the services and functions that people would expect: stores, mail, newspapers, garbage collection, fire services. The residents were resourceful and creative. They used their ingenuity to create a functioning community amid difficult conditions.

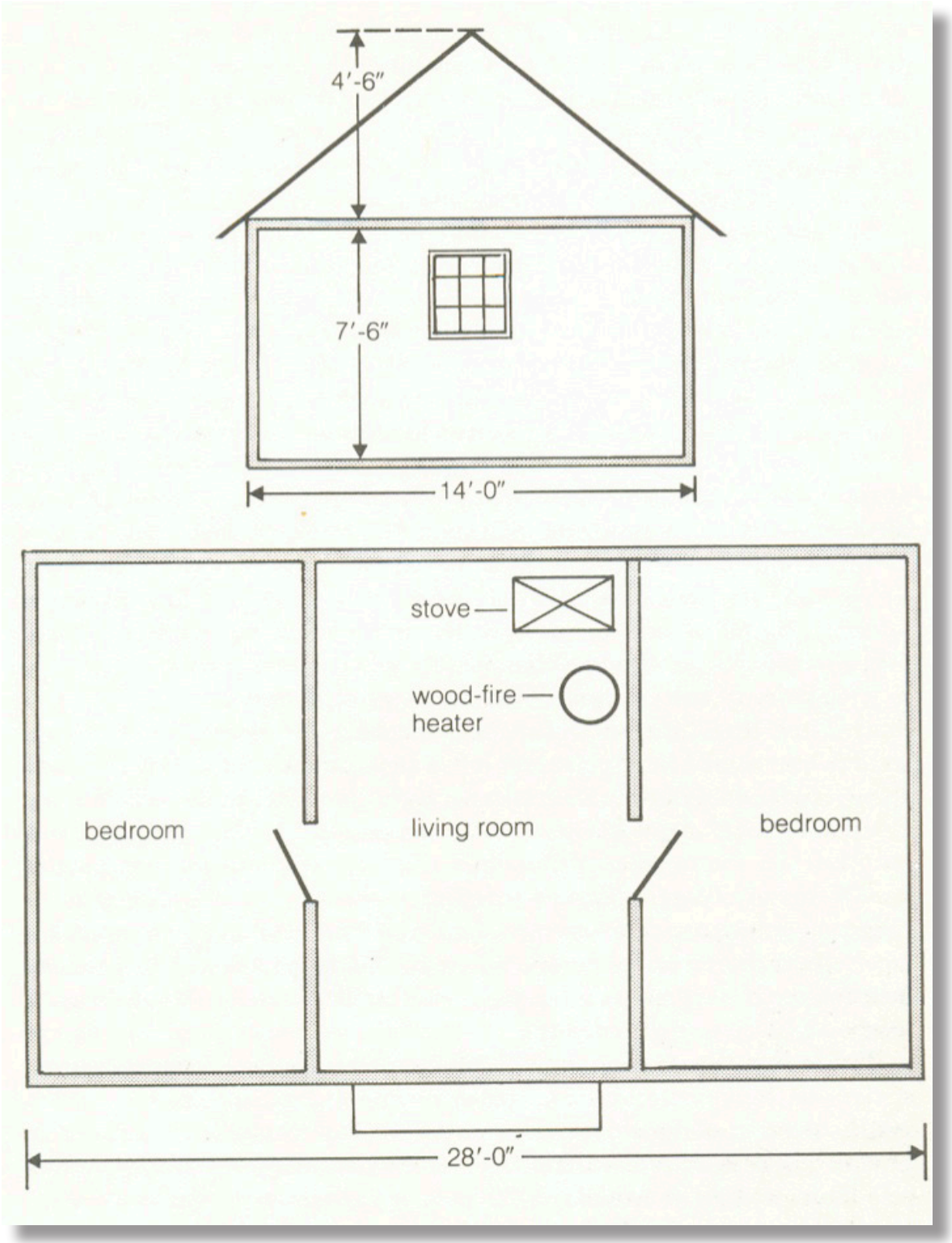
Everything the community needed could be found within its boundaries. Among them, residents possessed a variety of skills such as shoe repair, barbering and hairdressing, jewelry making and repair, and professional photography including film processing. (Although cameras were banned during the internment, in most cases the RCMP looked the other way and allowed internees to keep their cameras.) Many used their spare time to renovate the interior of their homes. People found ways to keep themselves busy and to share their skills. In this way, they made Tashme a more livable community.

Excerpt from *tashme.ca* | *Everyday Life*

View the full source online

Standard floor plan of a two-family housing unit

Measurements and floor plan of a standard two-family housing unit in a Japanese-Canadian internment camp taken from a report on internment camp living conditions from January 9–19, 1943.



Library and Archives Canada, Department of External Affairs Records, file 3469-AM-40

LESSON THREE: WHAT WERE THE IMPACTS?

Lesson Inquiry Question

What were the significant impacts of interment for Japanese Canadians?

Lesson Challenge

Create a concept map that shows the direct and indirect impacts of internment for Japanese Canadians.

Lesson Summary

In this lesson, students use details from primary and secondary sources to deepen their understanding of the impacts of internment for Japanese Canadians. To begin the lesson, students are introduced to the concepts of direct and indirect consequences by thinking about the implications of staying up late to study for an exam. Next, students use the concepts to guide their exploration of source documents and the selection of evidence of the impacts of internment. Students then use the criteria for an important consequence to select and describe important consequences of the internment of Japanese Canadians. To conclude the lesson, students use their learning to create concept maps that describe significant impacts of internment for Japanese Canadians.

Lesson Materials

- Activity Sheet A: Thinking About Consequences (1 copy for each group)
- Activity Sheet B: Examining the Consequences of the Internment (1 copy for each student)
- Briefing Sheet A: Japanese Canadian Internment—What Happened? (From Lesson 1; optional for this lesson)
- Source Collection A: Consequences of Japanese Internment (1 copy for each group)
- Activity Sheet C: Describing Important Consequences of Internment (1 copy for each student)

Important Considerations

- The activities in this lesson have been designed to be completed in one hour but can also be expanded for a more in-depth study of the long-term impacts of internment on Japanese Canadians, including those who left British Columbia and work in sugar beet farms or were taken to Prisoner of War camps.

- This lesson includes a selection of primary and secondary sources and other resources for student inquiry. The learning activities, thinking strategies, and criteria can also be used with other primary and secondary sources that examine the effects of internment.
- This lesson includes references to historical human rights violations. Please be mindful that these topics may connect to the experiences of many students. When preparing the class to engage thoughtfully with past and present human rights violations consider the approaches offered in the following resources:
    - "Responding to Trauma in Your Classroom" https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom
- Some of the documents in this lesson contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with such views by including consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.
- Additional resources to support student understanding of cause and consequence, the historical thinking concepts used in this lesson, can be found at:
    - "Thinking About History" https://tc2.ca/resources/history

Start the Thinking

1. Organize your students into small groups (2-4 students) and provide each group with at least one copy of Activity Sheet A (Thinking About Consequences). Begin by prompting students to suggest possible consequences in this scenario:
    - Concerned about an upcoming exam, a high school student stays up studying until 1:00am for three nights in a row before the exam.
2. Invite students to share their suggestions. As they share, explain that some consequences flow immediately or directly from an event, while other consequences are the result of a chain of events. Returning to the example, suggest that it may be possible for there to be a trail of consequences from the decision to stay up late studying for an exam. For example:
    - Staying up late → misses the bus → parent drives student to school → arrives late → hurries out of the car → is stressed about the exam → gets a lower grade

    Share the following criteria and examples:

    - *Direct consequences* are the immediate results of a situation. For example, bleeding is a direct consequence of cutting a finger, feeling cold is a direct consequence of going outside in the winter.
    - *Indirect consequences* emerge because of a direct consequence and of other indirect consequences. For example, staining one's shirt with blood is an indirect

consequence of cutting a finger. If a man were denied entry to a fancy restaurant because of his bloody shirt, this result would also be an indirect consequence of cutting his finger.

3. Guide students' attention back to their suggested consequences and prompt groups to note any direct consequences in second ring/circle and any related but indirect consequences in the outer ring/circle. Invite groups to share their decisions and thinking with the class.
4. Share the lesson question and challenge, and briefly explain in this lesson they will identify the significant direct and indirect consequences of internment on Japanese Canadians during the era of the Second World War.
5. Provide each student with a copy of Activity Sheet B (Examining the Consequences of the Internment). Encourage students to start their thinking by suggesting possible consequences of internment for Japanese Canadians on their activity sheet. Consider using one of the following sources to prompt student thinking:

   - From Lesson 1, Briefing Sheet A: Japanese Canadian Internment—What Happened?
   - From https://tc2.ca/products/japanese-internment-justified, the Teacher Notes section
   - "Japanese Canadian Internment": https://www.youtube.com/watch?v=C8TQTuMqM9g

   Prompt students to note their suggestions on their activity sheets.
6. Invite students to share any consequences that they noted. As they share, invite students to make a decision: which consequences or impacts of internment appear to be particularly important or significant? Encourage students to circle any important consequences on their activity sheets and assure students that they will be able to revisit their initial decision during this lesson.

Grow the Thinking

1. Organize students into small groups and provide each group with a copy of Source Collection A (Consequences of Japanese Internment). Guide students' attention to the first source in the collection and briefly explain that on February 24th, 1942, the Canadian government issued Order-in-Council P.C. 1942-1486 under the War Measures Act, granting the government special powers. This order gave the government the power to intern Japanese Canadians by legally and forcibly removing all people of Japanese origin, including Canadian citizens, from a 100-mile protected area along the British Columbia coast. As a result of this event, over 22,000 Japanese Canadians were sent to internment camps and lost their homes, businesses, possessions, and freedoms.
2. Ask groups to think of any direct consequences that the order may have had on Japanese Canadians on page one of Activity Sheet B. Students' suggestions might include:

- Japanese Canadians were forced to leave their homes and go to Hastings Park or other internment camps and could not enter, leave, or return to the area without government permission
- The government controlled their businesses and jobs
- Their freedom of speech and communication was curtailed or removed
- Their possessions were taken (radios, vehicles, property, businesses)
- They were forced to deliver some of their possessions to the RCMP (boats, vehicles)
- The government could decide how and when to release them and their possessions

3. Encourage groups to share their suggestions with the class, and to revise their own lists based on what they hear from others. As students share, guide students to page 2 of Activity Sheet B. Prompt groups to note any direct consequences in second ring/circle and any related but indirect consequences in the outer ring/circle. For example, ask them to consider the social, economic, and political impacts that could result from each direct consequence. Remind students to use the criteria for direct and indirect consequences to guide their thinking.

4. Prompt students to share their decisions and thinking with the class. Indirect consequences might include:
   - Malnutrition and sickness
   - Lack of privacy
   - Living in unsanitary conditions
   - Changes in schooling
   - Anger and other emotions

5. Consider assigning or inviting groups to select other sources from Source Collection A (Consequences of Japanese Internment). Ask groups to identify other consequences of internment on Japanese Canadians described in the sources. Prompt students to note these consequences on page one of Activity Sheet B.

6. Encourage groups to share their suggestions with the class, and to revise their own lists based on what they hear from others. As they share, guide students to organize their consequences on page 2 of Activity Sheet B using these steps:
   - Record any direct consequences on the middle circle
   - Note indirect consequences in the outer circle, locating it just outside the direct consequence it best connects with (could be more than one direct consequence).

7. Prompt students to share their consequence maps with their groups, using the criteria for direct and indirect consequences to check their consequence maps.

8. Guide students back to Activity Sheet A and their ideas about the direct and indirect consequences of staying up late to study. Prompt students to make a decision: which consequences were the most important?

9. Ask students to share their decisions and thinking with the class. As they share, use their ideas to co-develop or present the criteria for determining an important consequence. The criteria include:

- *Depth*: How deeply felt or profound were the consequences of the event?
- *Breadth*: How widespread were the impacts of the event? How many areas of life or people were impacted?
- *Duration*: For how long were the consequences of the event felt?

Invite students to revisit their initial decisions, this time using the criteria to describe one important direct and one indirect consequence.

10. Provide each student with a copy of Activity Sheet C (Describing Important Consequences of Internment). Inform students that their next task is to use the criteria to describe why consequences of internment were important. Prompt students to review the consequences from Activity Sheet B and to select one direct and one indirect consequence that matches each of the criteria from Activity Sheet C. For example,
    - Confiscation of businesses and property could be a direct consequence that had a long duration
    - Loss of income and lower standard of living could be an indirect consequence that with long duration

    Note that the focus of using the criteria is not to rank or choose the most important consequence but instead to accurately describe why the internment and the consequences were historically important and significant.

Reflect on the Thinking

1. Invite students to share their decisions and thinking about important consequences with the class. As they share, guide a discussion about the consequences of internment by posing questions such as:
    - How much did students' initial thinking about the important consequences of internment change or stay the same during the lesson?
    - How might students' descriptions of important consequences help us better understand why the internment of Japanese Canadians was such a significant historical event?
2. Organize students back into groups and invite them to share their ratings and decisions with the other members of their group. Encourage them to indicate which consequence had the most significant impact, and explain their thinking.
3. To conclude the lesson, encourage students to reflect on what the consequences of internment might help teach or reveal about other human rights injustices and atrocities.

Possible Extensions and Modifications

- Invite students to describe which impacts and effects of internment should be known by all people in Canada. Students could use the historical thinking concept of cause and consequence and the criteria for describing important impacts to guide their decision making.

- Consider extending ideas in this lesson by exploring which voices or perspectives might be missing in some of the sources considered in this lesson, and how that might shape our understanding of the consequences of internment on Japanese Canadians.

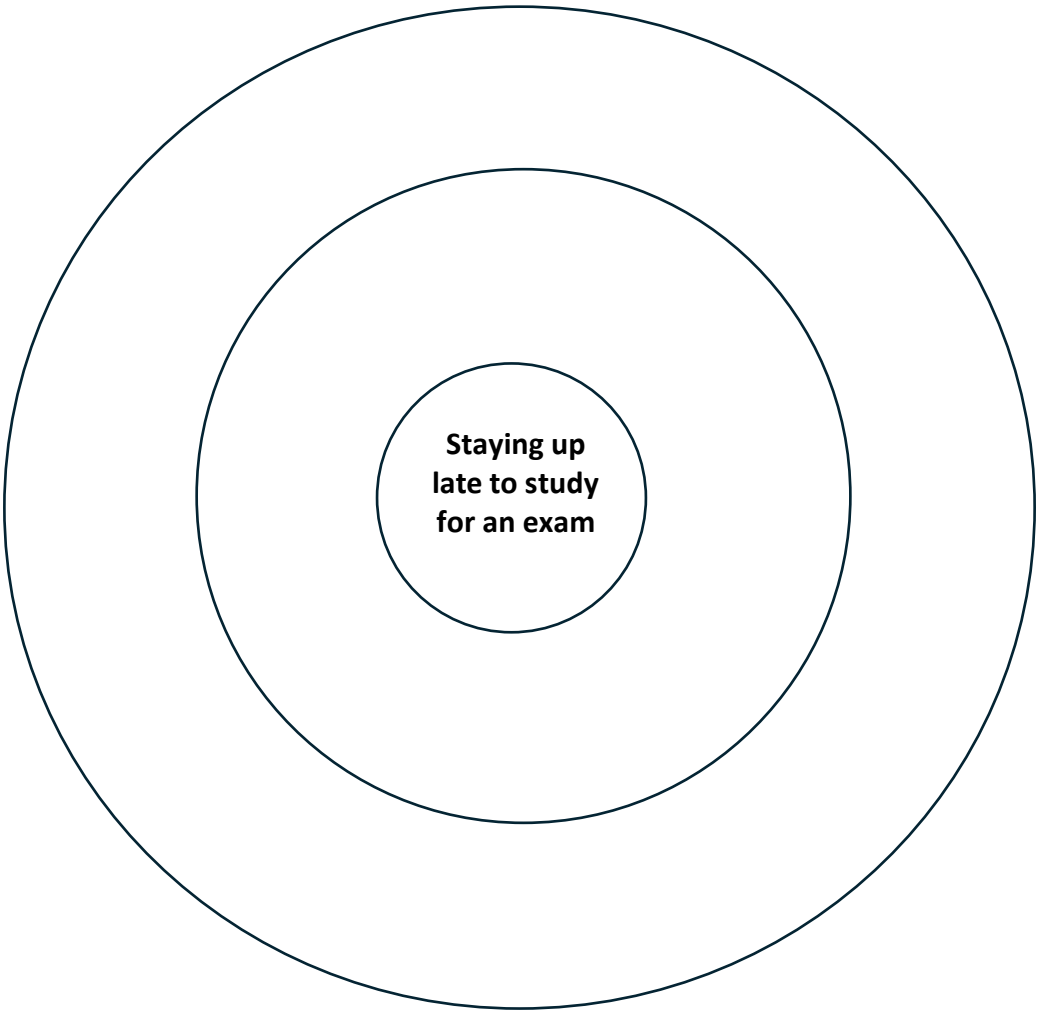
ACTIVITY SHEET A: THINKING ABOUT CONSEQUENCES

What are the possible consequences?

Read the scenario and think of as many possible consequences of the student's actions as you can.

Scenario: Concerned about an exam that they will write later in the week, a high school student stays up studying until 100am for three nights in a row before the exam.

Possible consequences of the student's actions:



ACTIVITY SHEET B: EXAMINING THE CONSEQUENCES OF INTERNMENT

What were some consequences of internment on Japanese Canadians?

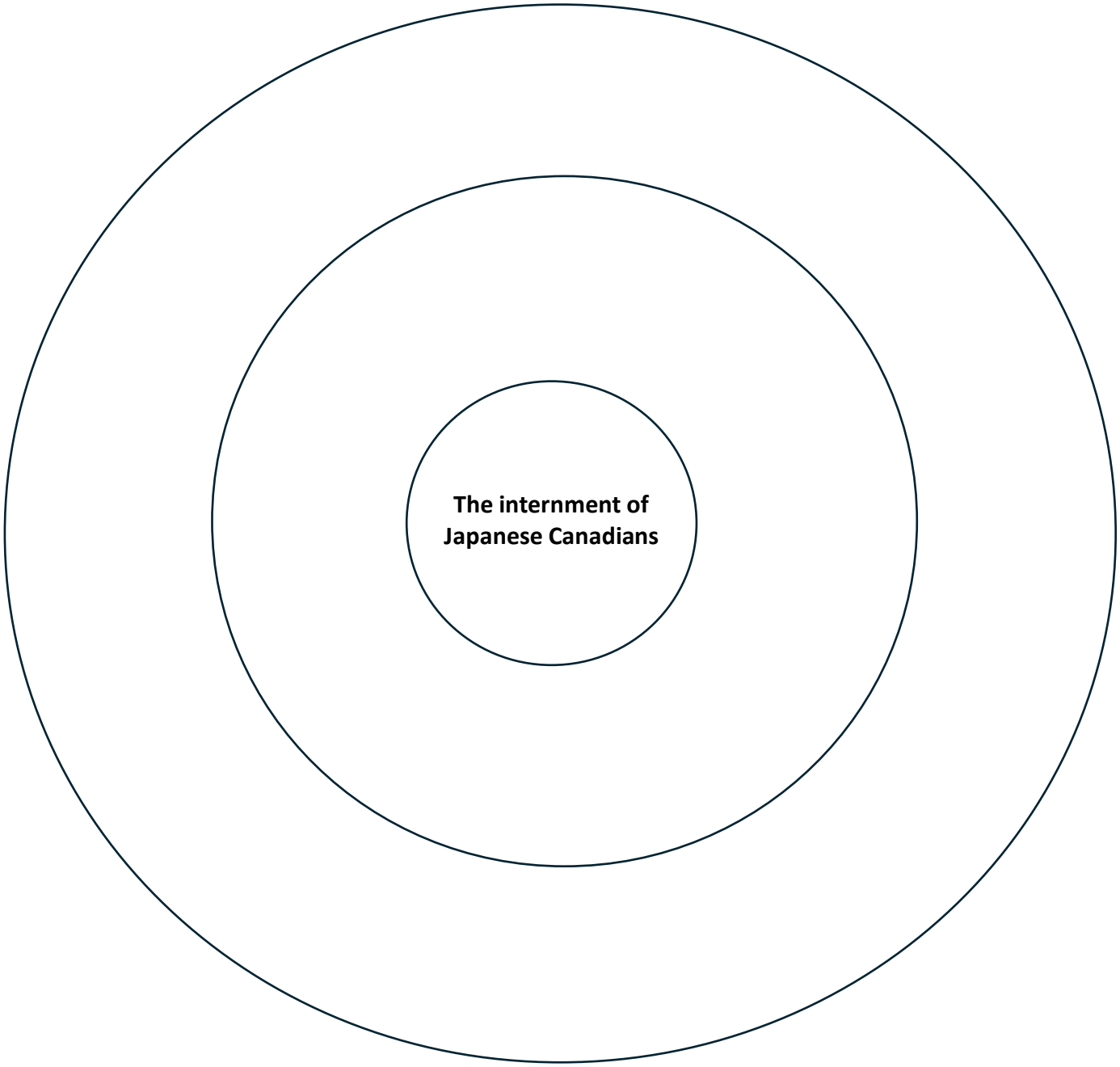
The different types of consequences

Direct consequences are the immediate results of a situation.

Indirect consequences emerge because of a direct consequence and of other indirect consequences.

Direct consequences can be fairly easy to identify, but it is often the indirect consequences that have the most far-reaching effects. In the case of the internment, a direct consequence was forcing Japanese Canadians from their homes and business to live internment camps. The related indirect economic impacts of internment had long-lasting effects for many generations of Japanese Canadians.

ACTIVITY SHEET B: EXAMINING THE CONSEQUENCES OF INTERNMENT *(page 2)*

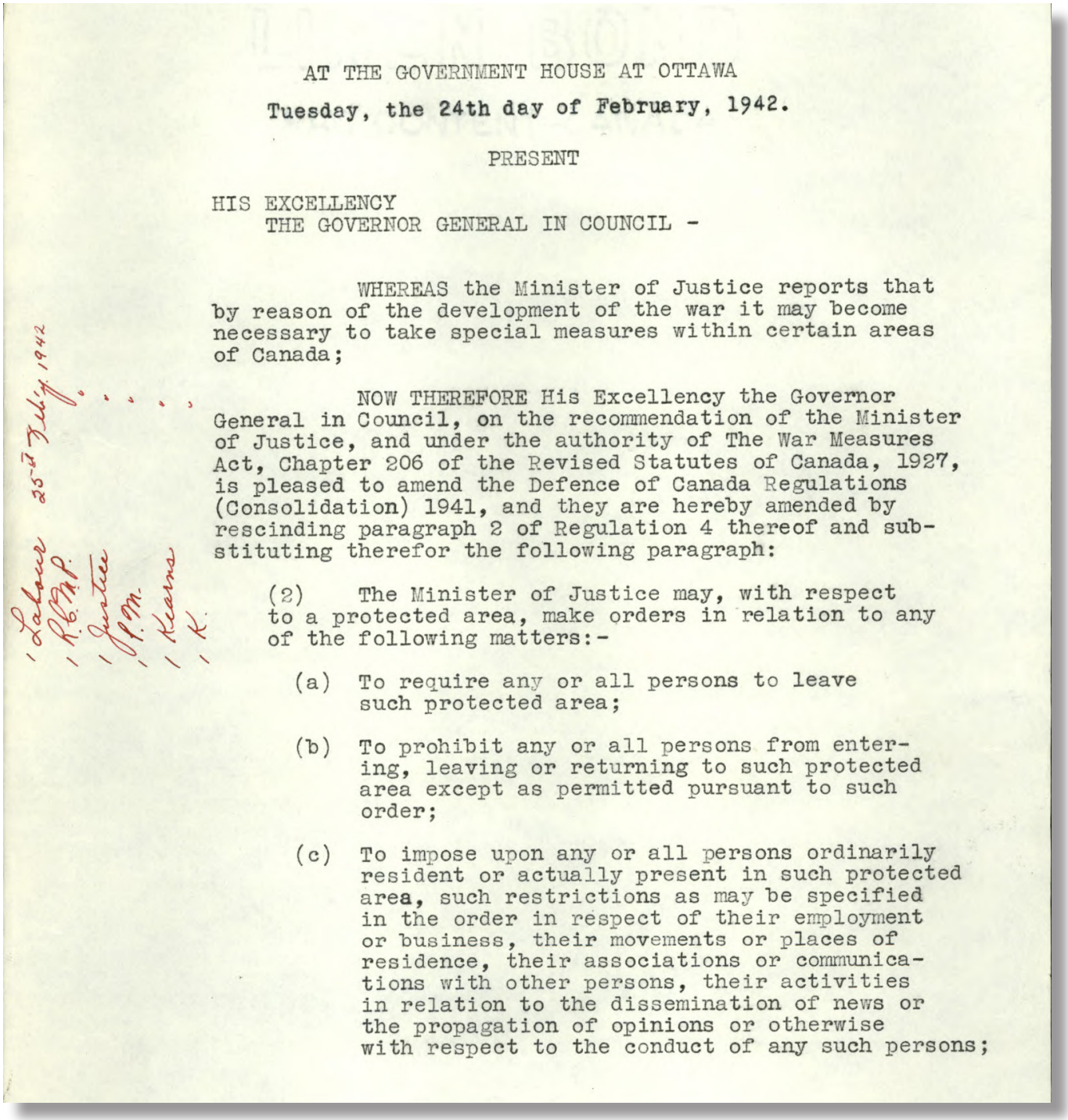


ACTIVITY SHEET C: DESCRIBING IMPORTANT CONSEQUENCES OF INTERNMENT

Criteria for important consequences	My example of an important consequence of the internment
Depth of impact How deeply felt or profound were the consequences? *Example: The impact of World War II was felt extremely deeply because as many as 85 million people died as a direct result of the war and many others were injured and left homeless.*	Direct consequence: Indirect consequence:
Breadth of impact How widespread were the impacts? *Example: The impact was widespread since it affected all of Europe and North America, and much of Asia and northern Africa.*	Direct consequence: Indirect consequence:
Duration of impact How long-lasting were the consequences? *Example: The war lasted six years but the consequences were felt for many years after it ended*	Direct consequence: Indirect consequence:

The Order-in-Council P.C. 1942-1486

This Order-in-Council, PC1942-1486 dated 24 February 1942, was one of the most important to the uprooting and internment of Japanese Canadians, allowing the Minister of Justice a number of significant powers, including the authority to require any person to leave the "protected area" in BC (which was designated by a prior order in council of the same year).



AT THE GOVERNMENT HOUSE AT OTTAWA

Tuesday, the 24th day of February, 1942.

PRESENT

HIS EXCELLENCY
THE GOVERNOR GENERAL IN COUNCIL -

WHEREAS the Minister of Justice reports that by reason of the development of the war it may become necessary to take special measures within certain areas of Canada;

NOW THEREFORE His Excellency the Governor General in Council, on the recommendation of the Minister of Justice, and under the authority of The War Measures Act, Chapter 206 of the Revised Statutes of Canada, 1927, is pleased to amend the Defence of Canada Regulations (Consolidation) 1941, and they are hereby amended by rescinding paragraph 2 of Regulation 4 thereof and substituting therefor the following paragraph:

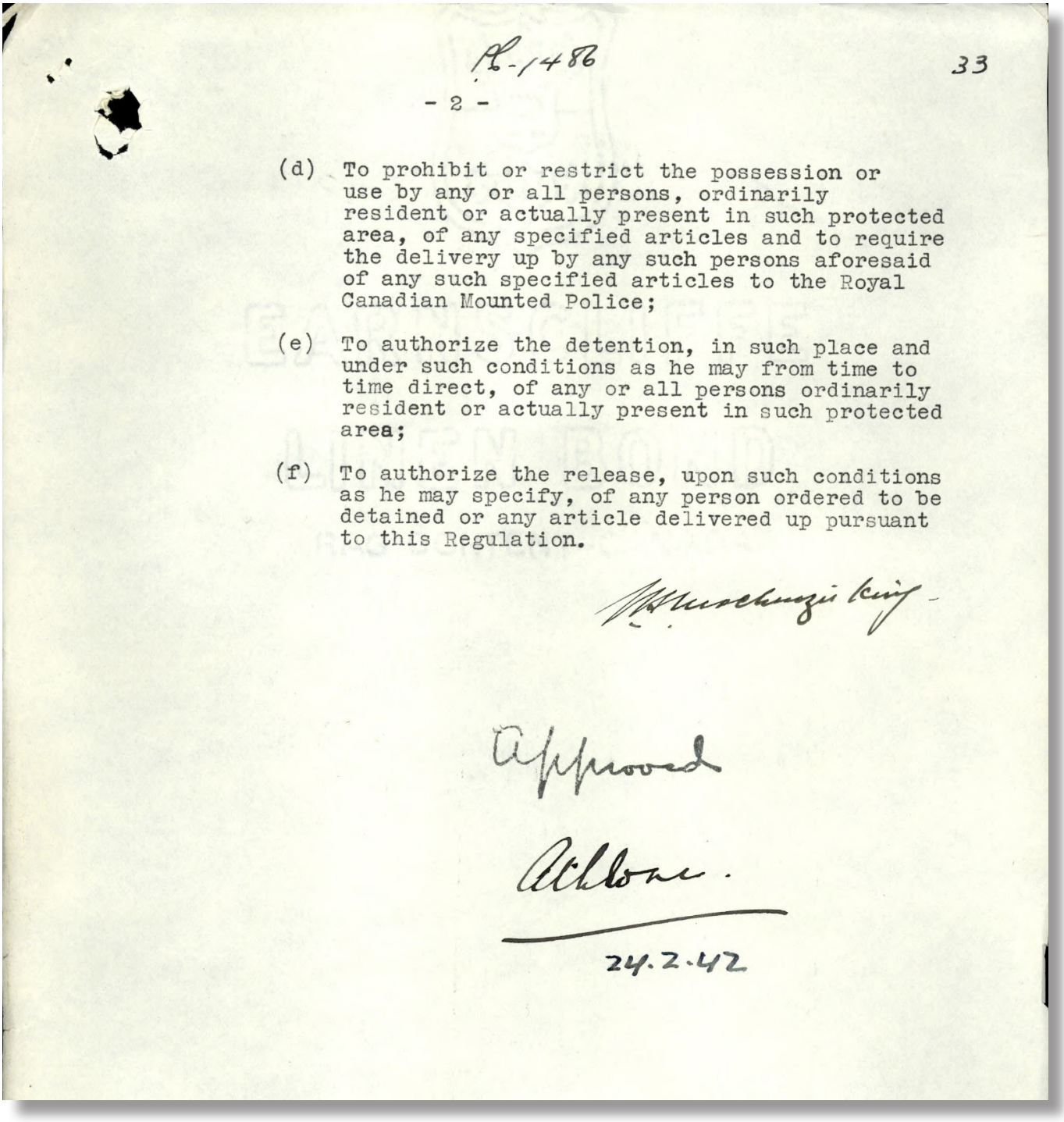
(2) The Minister of Justice may, with respect to a protected area, make orders in relation to any of the following matters:-

(a) To require any or all persons to leave such protected area;

(b) To prohibit any or all persons from entering, leaving or returning to such protected area except as permitted pursuant to such order;

(c) To impose upon any or all persons ordinarily resident or actually present in such protected area, such restrictions as may be specified in the order in respect of their employment or business, their movements or places of residence, their associations or communications with other persons, their activities in relation to the dissemination of news or the propagation of opinions or otherwise with respect to the conduct of any such persons;

The Order-in-Council P.C. 1942-1486 (continued)



P.C. 1486

33

- 2 -

(d) To prohibit or restrict the possession or use by any or all persons, ordinarily resident or actually present in such protected area, of any specified articles and to require the delivery up by any such persons aforesaid of any such specified articles to the Royal Canadian Mounted Police;

(e) To authorize the detention, in such place and under such conditions as he may from time to time direct, of any or all persons ordinarily resident or actually present in such protected area;

(f) To authorize the release, upon such conditions as he may specify, of any person ordered to be detained or any article delivered up pursuant to this Regulation.

W. L. Mackenzie King

Approved

Athlone.

24.2.42

Landscapes of Injustice, RG2, A-1-a, Volume 1749, PC1942-1486 dated February 24th, 1942

Letter addressed to the government from Toyemon Fukumoto regarding dispossession of their property, February 1945

You have informed me that my property known as Lot 11 - Block "D" - District No. 318 8636 Selkirk St. and chattels have been sold. As you are aware, I have never consented to the sale nor ratified it, but have at all times and do now, object to the sale of my said property.

Excerpt from *Writing Wrongs: Japanese Canadian Protest Letters of the 1940s*

View the full source online

Remembering the Degradation

Food and accommodations at Hastings Park were very poor by Canadian standards, even for that time, but obviously the government deemed them good enough for "enemy aliens". Hundreds of women and children were squeezed into the livestock building, each family separated from the next by a flimsy piece of cloth hung from the upper deck of double-decked steel bunks.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Experiences of Japanese Canadian Internment (continued)

Our Lemon Creek Shack

Around September 25, 1942, we finally left the stench of Hastings Park and boarded a train for the overnight trip to Slocan City, a cluster of old, Wild West type wooden buildings on the south end of Slocan Lake, approximately 300 miles from Vancouver. From there we were transported by truck to an open field two miles away. Our family of eight was assigned temporary accommodation in a canvas tent measuring 12 X 12 feet. This ordeal lasted for two weeks until we were loaded into a truck again to be taken to Lemon Creek, a camp about five miles away.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

A Final Farewell to Our Boats

We had learned that our boats would be towed to the Annieville Dyke in New Westminster. Standing there with some other JC fishermen, watching our boats—our livelihoods—passing by en route to the dispersal centre, we realized to our horror that the boats were being damaged because they had been poorly tied together. My mind filled with memories of the care I had lavished on my boat and I could feel my heart pounding with anger and frustration.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Experiences of Japanese Canadian Internment (continued)

A Woman Weeping at the Train Station

Shortly after we returned from Annieville Dyke, the government began sending Japanese nationals between the ages of 18 and 45 to road camps. Each week another trainload of them would be shipped out. A deadline of mid-March 1942 had been set for the expulsion of all native born Japanese. Many families were left without a father, without any source of income for food or other necessities.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Exiles in Japan

By the summer of 1946, the government was still denying us freedom of movement in this country, our native land. I had had enough of this shabby treatment and so I chose to be exiled to Japan along with the rest of my family. The Canadian government liked to use the euphemism "repatriation", but this was a misnomer. "Repatriation" means returning to one's home country, not going to a country that you have never seen before. Until 1946, I had never known any country but Canada

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Experiences of Japanese Canadian Internment (continued)

Looking Back on the Ordeal

The punishment that we were forced to endure as a result of ignorance and racial discrimination tested our endurance to the limit. Had we been criminals, the government would have provided us with food, shelter and the necessities of life. But as law-abiding citizens, we were treated far worse than thieves and murderers. Our only "crime" was that our features and names resembled those of the enemy. For that we were branded "enemy aliens" by our own government, not only during World War II, but also for years after the war ended.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

Assessing the Past

Traumatic experiences cannot be easily erased. Re-examining these events in my life, I find that the passage of time has not diminished my sense of outrage. I do not feel bitterness towards ordinary Canadians. During the war and for years after the war, many of them fell under the influence of hate-mongering politicians who tried to convince the nation that Japanese Canadians were enemy aliens not to be trusted.

Excerpt from *Japanese Canadian Redress: The Toronto Story*

View the full source online

LESSON FOUR: HOW ADEQUATELY HAVE GOVERNMENTS RESPONDED?

Lesson Inquiry Question

How adequate were the government's responses to the internment of Japanese Canadians?

Lesson Challenge

Rate the adequacy of the Canadian government's responses to the injustices of the internment of Japanese Canadians.

Lesson Summary

In this lesson, students rate the adequacy of government responses to the internment of Japanese Canadians during the era of the Second World War. To begin the lesson, students examine a response to a school-based scenario and, using criteria for an adequate response, judge its adequacy. Guided by these criteria, students consider the adequacy of the Canadian government's responses to Japanese Canadian internment. To conclude the lesson, students consider how the government might continue to improve on its efforts to respond to the injustice of Japanese Canadian internment.

Lesson Materials

- Activity Sheet A: Rating the Adequacy of a Response (one copy for each pair of students)
- Activity Sheet B: Thinking About Responses to Internment (one copy for each student)
- Briefing Sheet A: Background to Japanese Canadian Internment (one copy for each pair of students)
- Activity Sheet C: Rating the Response to Internment (one copy for each student)
- Briefing Sheet B: Response to Japanese Canadian Internment (1 copy for each small group)

Important Considerations

- This lesson is best positioned after students have completed Lessons 1,2, and 3 of this resource as it draws upon understanding the events of the internment, the experiences of internment, and the direct and indirect consequences for Japanese Canadians.
- This lesson includes a selection of primary and secondary sources and other resources for student inquiry. The learning activities, thinking strategies, and criteria can also be used with other primary and secondary sources that examine the effects of internment.
- This lesson includes references to historical human rights violations. Please be mindful that these topics may connect to the experiences of many students. When preparing the

class to engage thoughtfully with past and present human rights violations consider the approaches offered in the following resources:

  - "Responding to Trauma in Your Classroom" https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom

- Some of the documents in this lesson contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with such views by including consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.
- Additional resources to support student understanding of cause and consequence and ethical judgment, the historical thinking concepts used in this lesson, can be found at:
  - "Thinking About History" https://tc2.ca/resources/history

Start the Thinking

1. Organize students into pairs and provide each student with a copy of Activity Sheet A (Rating the Adequacy of a Response). After reading the fictional scenario about a student who is punished for bringing pills to school that were incorrectly identified as illegal drugs, invite students to make a decision: how adequate was the vice principal's response to the false accusation?
2. Invite students to share their ratings and reasoning with the class. As students share, use their ideas to co-create or provide the criteria for an adequate response. An adequate response would include:
   - *sincere and full admission*: The response includes a public apology that admits and acknowledges any mistakes and, where necessary, exposes any intentional wrongdoing;
   - *appropriate support*: The response includes Appropriate assistance and/or compensation for damages done, including the negative experiences and consequences for the victims, their families and descendants;
   - *prevention potential*: The response examines why the event happened and takes action to build public awareness and avoid future injustices; and
   - *respectful consideration*: the response acknowledges and respects everyone who was affected and doesn't create new victims or ignore previous victims.

   Consider recording the criteria for use later in this lesson.
3. Ask students to revisit their initial ratings, this time using the criteria for an adequate response to guide their thinking. Encourage groups to share their new decisions and thinking with the class, and prompt them to reflect on how much their thinking may or may not have changed.

4. Briefly explain that in history, we are often called upon to make ethical judgements of the adequacy of the actions of governments and public officials. This can be more challenging than judging a situation like the vice principal's response because we must be sensitive to the differing values and knowledge that existed at the historical time. It would be unfair to judge the actions of people in the past for things they did not know about or did not consider as important as we might in the present time. At the same time, the actions of people in the past cannot simply be excused because they are in the past.
5. Share the lesson question and challenge and inform students that they will rate the adequacy of the Canadian government's responses to the injustices of the internment of Japanese Canadians.
6. Provide each student with a copy of Activity Sheet B (Judging the Response to Japanese Canadian Internment). Encourage students to reflect on what they have previously learned about the injustices and consequences experienced by Japanese Canadian before, during and after internment. Prompt students to note these details in the top section of Activity Sheet B.
7. Invite students to make an initial decision: how adequate were the Canadian government's responses to the injustices of the internment of Japanese Canadians? Prompt students to use the rating scale in the "My first thoughts" section of the activity sheet and remind students to use the criteria for an adequate response. Encourage students to provide reasoning for their ratings, assuring them that they will be able to revisit their ratings throughout this lesson.

Grow the Thinking

1. Organize students into small groups (2-4 students) and provide each group with a copy of Briefing Sheet A (Background to Japanese Canadian Internment). Instruct students to note any injustices and consequences of internment for Japanese Canadians in the top section of Activity Sheet B. Invite groups to share the findings with the class.
2. Provide each group with a copy of Briefing Sheet B (Response to Japanese Canadian Internment) and each student with a copy of Activity Sheet C (Rating the Response to Internment). Ask groups to look for details for each of the criteria that can help determine the adequacy of the Canadian government's responses to Japanese Canadian internment. Remind students that details about a government response might help be used to describe why the response may have been both adequate and inadequate. For example:
    - Students might suggest that Prime Minister Muroney's apology in the House of Commons may help meet part of the criterion of a sincere and full admission; however, the Prime Minister did not acknowledge that any intentional wrongdoings were committed.
3. Invite groups to share their decisions and thinking with the class. As they share, prompt groups to use the rating scale on page 2 of Activity Sheet rate the adequacy of

government responses to the injustices of internment. Suggest to students that when judging government responses they should assess more than the adequacy of the apology; they may also consider compensation for loss, proposed education programs, legislative protection, fact-finding initiatives, and any other aspects of the response.

4. Ask groups to share their ratings and thinking with the class. As groups share, prompt students to revisit Activity Sheet B and their initial rating of government responses to the injustices of the internment of Japanese Canadians. Encourage students to work independently, using both the criteria and the evidence they've gathered to judge the adequacy of the Canadian government's response to Japanese Canadian internment.

Reflect on the Thinking

1. Instruct students to return to Activity Sheet A and their rating of the vice principal's response to the false accusation. Prompt students to suggest how the response might have been improved, reminding them to use the criteria for an adequate response to guide their thinking.
2. Invite students to share their suggestions with the class. As they share, inform students that their final task is to suggest how the government might have improved the response to the injustices of Japanese Canadian internment.
3. Guide students' back to Activity Sheet C. Ask groups to use what they have learned to suggest possible improvements in the right-hand column following these steps:
    - Ensure ratings and suggested improvements are reasonable, given what is known about the official response and the actions taken to redress this injustice.
    - Ensure the evidence in support of the ratings is accurate, clearly relevant, and comprehensively includes the important facts for each criterion.
4. Encourage groups to share their suggested improvements with the class.
5. To conclude the lesson, invite students to suggest what important lessons about responding to human rights injustices might be learned from the internment of Japanese Canadians.

Possible Extensions and Modifications

- Use the thinking strategies and criteria included in this lesson to rate Canadian government responses to other human rights injustices (e.g., Chinese Head Tax, Residential Schools, Komagata Maru, internments during the First World War)
- Explore which approaches and strategies used by Japanese Canadians and supporters were the most influential in persuading the government to take action and respond to the injustices of internment.
- Consider asking students to draft a letter addressed to a government official that either:
    - Expresses appreciation and explains why the government response is adequate:
    - Explains the inadequacy of the response and offers recommendations on the actions required to make proper amends; or

- Expresses appreciation for what is adequate about the government's response and makes recommendations on actions required to make full amends.

ACTIVITY SHEET A: RATING THE ADEQUACY OF A RESPONSE

Falsely Accused

Marcus had a pounding headache one morning before school. Not wanting to miss a day, especially with a big science presentation that afternoon, he took two aspirin. His mom, noticing he still didn't look great, poured a few more into a small sandwich bag and handed it to him. "If it gets worse, take a couple more later," she said. "Make sure you let someone at the office know I sent them with you."

At school, Marcus stopped by his locker between classes. He grabbed the bag of pills and slid it into the pocket of his hoodie, planning to take it to the office and ask if he could take another dose after lunch. Just as he zipped up, a teacher doing hall duty passed by and caught a quick glimpse of the plastic bag. The teacher paused but didn't say anything directly to Marcus.

Within an hour, Marcus was called to the office of the vice principal, Ms. Rivera, who asked him to empty his pockets. Confused, Marcus complied. He pulled out the bag, and Ms. Rivera examined it.

"Can you explain what these are?" she asked.

"They're just aspirin. I had a bad headache this morning. My mom gave them to me."

"Did your mother send a note or contact the school?"

"No. She just told me to ask someone here if I needed more later."

Ms. Rivera left the room. When she returned, she said the front office had checked and found no call or note from his mom. Since the pills were unmarked and in a plastic bag, and a staff member had reported seeing Marcus handling them in the hallway, the school needed to take the situation seriously. The district's policy prohibited any student from carrying medication, even over-the-counter types, without proper documentation.

Marcus tried to explain again, but the message was clear: they didn't know for sure what the pills were, and he'd have to wait while it was "looked into." His mom was called, but she didn't pick up because she was in a work meeting with her phone on silent. Marcus was told to wait in the front office while the situation was sorted out. Time dragged. Lunch came and went. He missed his science presentation. He sat in a chair near the secretary's desk, feeling more anxious with every passing minute.

Meanwhile, the rumor mill got to work. By the time the bell rang for sixth period, half the school had heard some version of the story. One student said they saw Marcus pulled out of class. Another claimed he had drugs in a plastic bag. Someone posted a blurry photo of Marcus sitting in the front office, captioned "Busted??" on social media.

ACTIVITY SHEET A: RATING THE ADEQUACY OF A RESPONSE *(page 2)*

When Marcus finally saw his mom after school, she was furious—not at him, but at the school. She confirmed everything on a call with Ms. Rivera, and later dropped off the original bottle of aspirin as proof. The next day, test results from a pharmacy verified that the pills were exactly what Marcus had said.

Two days later, Marcus's parents received the following letter from the school:

> Dear Mr. and Mrs. Walker,
>
> We would like to follow up with on the incidents related to the pills that Marcus brought to school. While we are sorry for inconvenience that was caused, we have determined that school staff followed all school district safety policies.
>
> We suggest that in the future any medications brought to school be clearly labeled and accompanied by a note or prior communication from a parent or guardian. While Marcus's intentions were completely understandable, bringing unlabeled medication in a plastic bag can understandably raise concerns in a school setting. We will review our procedures to ensure better communication and care in situations like this.
>
> Sincerely
> Ellen Rivera, Vice Principal

How Adequate Was the Response?

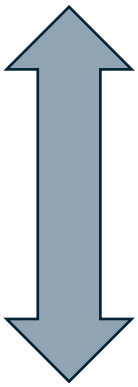
Judge the adequacy of the vice principal's response to the false accusation using the following scale.

5. The response was much more than required 4. The response was a little more than required 3. The response was what was required 2. The response was a little less than required 1. The response was much less than required	**Reasons that support your rating**

ACTIVITY SHEET B: THINKING ABOUT RESPONSES TO INTERNMENT

What injustices were caused by the internment of Japanese Canadians?

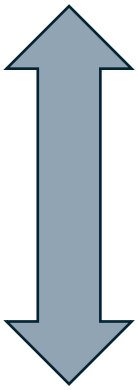
My first thoughts:
How adequate were the government's responses to the injustices of internment?



5. The response was much more than required
4. The response was a little more than required
3. The response was what was required
2. The response was a little less than required
1. The response was much less than required

Reasons that support my rating

My final thoughts:
How adequate were the government's responses to the injustices of internment?



5. The response was much more than required
4. The response was a little more than required
3. The response was what was required
2. The response was a little less than required
1. The response was much less than required

Reasons that support my rating

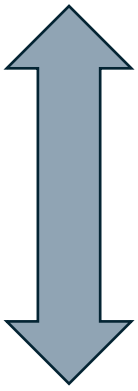
ACTIVITY SHEET C: RATING THE RESPONSES TO INTERNMENT

Criteria for an adequate response	Reasons why it may be adequate	Reasons why it may not be adequate	How could the response be improved?
Sincere and full admission A public apology that admits and acknowledges any mistakes and, where necessary, exposes any intentional wrongdoing.			
Adequate support Appropriate assistance and/or compensation for damages done, including the negative experiences and consequences for the victims, their families and descendants.			

ACTIVITY SHEET C: RATING THE RESPONSES TO INTERNMENT *(page 2)*

Criteria for an adequate response	Reasons why it may be adequate	Reasons why it may not be adequate	How could the response be improved?
Prevention potential The response examines why the event happened and takes action to build public awareness and avoid future injustices.			
Respectful consideration The response acknowledges and respects everyone who was affected and doesn't create new victims or ignore previous victims.			

How adequate were the government's responses to the injustices of internment?



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4. The response was a little more than required
3. The response was what was required
2. The response was a little less than required
1. The response was much less than required

Reasons that support the rating

BRIEFING SHEET A: BACKGROUND TO JAPANESE CANADIAN INTERNMENT

Historical context

During the late 1800s, many young Japanese men left Japan in search of a better future. Some ended up in Canada, mostly on the west coast, only to face new hardships and an unwelcoming society. Many were already skilled fishermen in Japan and a few found work in the fishing industry on the west coast, either in the boats or at one of the dozens of canneries where the fish were processed and canned. Many others found seasonal work in other natural resource industries such as logging and mining, which were hungry for cheap labour. As the number of Japanese immigrants to Canada grew in the early 20th century, the phrase "Asian invasion" became widely used in the media, along with the term "yellow peril." Citizens of British Columbia, who were already angry with the growing Chinese immigrant population, saw the Japanese as an additional threat to their jobs and culture.

Impounded Japanese Canadian fishing vessels at Annieville Dyke on the Fraser River in the early 1940s.
Source: University of British Columbia Library, Rare Books and Special Collections, JCPC 12b.001

On September 10, 1939, Canada, a loyal British dominion, followed Britain's decision and declared war on Germany. Allied with Canada's enemies, Germany and Italy, Japan had attacked countries in Southeast Asia. As a result, Japanese Canadians came under increasing suspicion and their loyalty to Canada began to be questioned.

Details about Japanese internment

Immediately following Japan's attack on Hawaii's Pearl Harbor in December 1941, Canada, like its ally, the United States, declared war on Japan. The War Measures Act was passed, giving the government extraordinary powers over people of Japanese descent living in Canada. Following the attack on Pearl Harbor, the lives of Japanese Canadians changed dramatically. Many lost their jobs, fishing boats were seized, and cultural organizations and newspapers were closed. Curfews were imposed, and a "secure zone" that excluded first Japanese Canadian men, and then women and children, was set up along the west coast.

Of the over 23,000 Japanese Canadians at the time, more than 75% were Canadian citizens. All were treated as enemy aliens. Local newspapers and radio stations continuously reported that Japanese spies were in their communities and would help the enemy when they invaded. In early 1942, the Canadian government began the process of removing all Japanese Canadians from BC's coast.

Men were sent to remote road camps in the BC interior to perform forced labour. Living conditions were harsh, and the pay was well below subsistence level. Community leaders and men who objected to the separation of families were sent to POW camps in Ontario. Women and children were sent to camps in the BC interrior, permitted to bring with them only what they could carry. Most were separated from their husbands and fathers, although men were eventually allowed to rejoin their families. Many families who wanted to stay together chose to go to sugar beet farms in the prairies where they worked under extremely harsh conditions.

Dining hall at the Slocan internment camp, British Columbia.
Source: University of British Columbia Library, Rare Books and Special Collections, JCPC 17.005.

The government promised to keep properties and possessions until after the war. Instead, in January 1943, an Order-inCouncil was approved by the Canadian government requiring that all of the property be sold.

Politicians had long pushed for the Japanese to be kept out of BC. In 1945, as the war was drawing to a close, Japanese Canadians were given two choices: relocate east of the Rockies or agree to be sent to Japan, a country many had never seen. Some who had gone to the Prairies chose to stay there, while others left for areas farther east, including Ontario and Quebec.

Significance of Japanese internment

On March 31, 1949, four years after the war ended, Japanese Canadians were given full rights of citizenship including the right to vote and live anywhere in the country. Less than half returned to BC, forced to start over again. They could never recover what was lost. Not only were their homes and businesses gone, but their communities had been destroyed.

The internment of Japanese Canadians exposed the deep-rooted anti-Asian feelings in Canada in general and in BC in particular. Already a disenfranchised (lacking rights) minority group, the treatment of Japanese Canadians as enemy aliens and the subsequent hardship and humiliation of internment left a painful imprint on the community. The Japanese Canadian internment during World War II marks a deliberate and legally sanctioned policy by the Canadian government to take away the rights and property of a group of Canadians based on their race and country of origin/ancestry.

BRIEFING SHEET B: RESPONSE TO JAPANESE CANADIAN INTERNMENT

The movement for redress and early government responses

One of the Canadian government's first efforts to compensate Japanese Canadians for the wrongs done to them was to pay them back for their losses suffered during World War II. In 1950, Justice Henry Bird recommended that individuals should receive $1.2 million in compensation, but that their legal fees should be deducted from this amount. This amounted to $52.00 a person. While some individuals accepted this offer, most did not even file claims. For the next 20 years, there were no further actions in terms of addressing the wrongs.

In the 1970s, the government allowed public access to government files. This allowed members of the public to review the government's wartime actions. Despite the fact that they were treated as "enemy aliens," it was revealed that the Japanese in Canada were never a threat to national security. In fact, documents indicated that the government's wartime actions were motivated by anti-Asian fears and the racist feelings of that period.

Protesters supporting the redressing of wrongs done to World War II Japanese internment victims in front of Canada's parliament buildings.

Documents also showed that the war provided the government with an opportunity to respond to what was sometimes referred to as the "Japanese problem." The wrongs of the past were being exposed.

The year 1977 marked the 100th anniversary of the arrival of Manzo Nagano, identified at the time as the first Japanese immigrant to Canada. During this year, the contributions of Japanese Canadians to Canadian society were highlighted in a number of community-led projects. At the same time, the younger generation of Japanese Canadians were learning of the injustices suffered by thei parents and grandparents during the war years. The seeds of a redress campaign were planted. Headed by the National Association of Japanese Canadians (NAJC), the struggle for Redress took eleven long years that included countless meetings, broken promises, disagreements within the Japanese community, rallies and protests, rejected proposals, public pressure, and an American government settlement for Japanese Americans that finally resulted in an agreement between the NAJC and the government of Prime Minister Brian Mulroney.

Official signing of the Japanese Canadian Redress Agreement by Prime Minister Brian Mulroney and Art Miki of the National Association of Japanese Canadians.
Source: 25th Anniversary of the Japanese Canadian Redress Agreement, Canadian Race Relations Foundation.

In his remarks to the House of Commons on September 22, 1988, Prime Minister Brian Mulroney officially apologized to Japanese Canadians for their internment during World War II. He stated,

> I know that I speak for Members on all sides of the House today in offering to Japanese Canadians the formal and sincere apology of this Parliament for those past injustices against them, against their families, and against their heritage, and our solemn commitment and undertaking to Canadians of every origin that such violations will never again in this country be countenanced or repeated.

On that day, the Japanese Canadian Redress Agreement was also signed. It consisted of:

- $21,000 for each individual Japanese Canadian who had been either expelled from the (west) coast in 1942 or was alive in Canada before April 1, 1949 and remained alive at the time of the signing of the agreement;
- a community fund of $12 million to rebuild the infrastructure of the destroyed communities;
- pardons for those wrongfully convicted of disobeying orders under the War Measures Act;
- recognition of the Canadian citizenship of those wrongfully deported to Japan and their descendants; and
- funding of $24 million for a Canadian Race Relations Foundation that supports projects, programs and conferences that promotes racial equality.[1]

Reactions to the apology and redress agreement

The following is a sample of responses to the Canadian government's apology and redress agreement from prominent members of the Japanese Canadian community. On September 22, 1988, Canada's Judo King, Mas Takahashi, said on Parliament Hill, I feel I've just had a tumour removed.[2]

Writer Arthur Miki said,

> As I listened to the carefully chosen words of the Prime Minister's speech announcing the Redress Agreement negotiated with the National Association of Japanese Canadians (NAJC), memories of the five years of the redress campaign flashed through my mind—the struggle within the Japanese Canadian community, the struggle with the Government and five successive Ministers of State for Multiculturalism, and the struggle to win the approval of the Canadian public. The redress issue became a test for all of us who were involved in the NAJC. Would we be able to take and maintain a strong position on redress, and would we be able to persist until our goal of a "just and honourable" settlement was achieved?[3]

[1] "Japanese Canadians," The Canadian Encyclopedias http://www.thecanadianencyclopedia.ca/en/article/japanese-canadians/.
[2] Art Miki, "A need for vigilance" National Association of Japanese Canadians.
[3] Roy Miki and Cassandra Kobayashi, Justice in Our Time: The Japanese Canadian Redress Settlement. Vancouver: Talon Books, 1991.

Albert Lo, chairperson of the Canadian Race Relations Foundation remarked,

> The Japanese Canadian Redress Agreement represents a milestone in the history of our country, in which the human rights violations Canada committed in the past were acknowledged… It constituted a model on which other Redress Agreements with Chinese Canadians, Aboriginal peoples who attended Residential Schools, and affected communities acknowledged through this Government's Community Historical Recognition Programme, have built… The celebration of this remarkable achievement allows us to continue to remember the past and to acknowledge the historical injustices and racism which were sanctioned [allowed] by the state.[4]

Mickey Nakashima, member of the British Columbia Japanese Canadian Citizens' Association, reflects on what it meant to the Japanese community when he said,

> The acknowledgement, apology and symbolic compensation to those who were eligible and still living meant that the burden of shame and presumed guilt that issei [Japanese term for the first Japanese immigrants to North America] and nisei [Japanese term for the children of the first Japanese immigrants to North American] had carried for years was lifted. We were finally absolved of [freed from] any wrongdoing. The greatest regret was for the issei of my parents' generation who had died without witnessing Redress.[5]

[4] 25th Anniversary of the Japanese Canadian Redress Agreement, Canadian Race Relations Foundation.
[5] Pamela Hickman and Masako Fukawa, Righting Canada's Wrongs: Japanese Canadian Internment in the Second World War Toronto: Lorimer, 2012.

LESSON FIVE: HOW MIGHT WE EDUCATE OTHERS?

Lesson Inquiry Question

What are the most meaningful ways to educate the public about the internment of Japanese Canadians?

Lesson Challenge

Propose a design for a meaningful display that commemorates the Canadian government's internment of Japanese Canadians during the era of the Second World War.

Lesson Summary

In this lesson, students propose the design for a meaningful display that commemorates the government's internment of Japanese Canadians. To begin the lesson, students examine existing memorials and develop criteria for meaningful commemorative displays. Working in small groups, students then use the criteria to examine other commemorative displays and to suggest possible improvements. Students then create a for a commemorative display that would educate Canadians about the causes, key events, consequences, and lessons learned from the Canadian government's internment of Japanese Canadians during the era of World War II.

Lesson Materials

- Source Collection A: Existing Commemorative Displays
- Activity Sheet A: Describing a Commemorative Display (at least three copies for each pair of students)
- Activity Sheet B: Designing a Meaningful Commemorative Display (one copy for each student)
- Various art supplies such as poster board, modelling clay, and/or access to computers for the commemorative displays students choose to create (e.g., poster, monument, plaque)

Important Considerations

- This lesson is best positioned after students have gained a basic understanding of the events of the Japanese Canadian internment and the impacts of internment on those who were interned.

- This lesson includes a selection of primary and secondary sources and other resources for student inquiry. The learning activities, thinking strategies, and criteria can also be used with other primary and secondary sources related to the internment.
- This lesson includes references to historical human rights violations. Please be mindful that these topics may connect to the experiences of many students. When preparing the class to engage thoughtfully with past and present human rights violations consider the approaches offered in the following resources:
    - "Responding to Trauma in Your Classroom" https://www.learningforjustice.org/magazine/spring-2016/responding-to-trauma-in-your-classroom
- Some of the documents in this lesson contain historical language and content that includes racist, stereotypical, or negative portrayals of Japanese Canadians. Be mindful that for students of Japanese ancestry and other racialized students, experiences of prejudice are ongoing. Preparing the class to engage thoughtfully with such views by including consideration of how to address racist, stereotypical, or otherwise offensive language in historical documents.
- Additional resources to support student thinking about historical commemorations can be found at:
    - "Thinking About Historical Commemorations" https://www.tc2.ca/products/thinking-about-historical-commemorations

Start the Thinking

1. Begin the lesson by digitally displaying or providing students with the first two images from Source Collection A (Existing Commemorative Displays). Briefly inform students that the two images are from the Nikkei Internment Memorial Centre Historic Site in New Denver, British Columbia. The site is the location of a former internment camp and features a Japanese ornamental garden, artifacts from the internment, and three cabins in which internees live. The centre was created as a memorial and commemoration to honour the Japanese Canadians who were interned during the era of the Second World War.
2. Encourage students to examine details of the images. Ask students to suggest what details or aspects make Nikkei Internment Memorial Centre Historic Site a particularly meaningful memorial.
3. Invite students to share their thinking with the class. As they share, use their thinking to co-develop or present the criteria for a meaningful commemoration. A meaningful commemoration:
    - describes important aspects of the event that all people should know, including details about the harms and impacts of the event or injustice;
    - communicates a powerful message or feeling;
    - uses interesting and important symbols, images, or objects; and
    - highlights people's actions, resilience, or resistance.

Consider displaying the criteria for use throughout the lesson.

4. Organize students into pairs and provide each group with a copy of Activity Sheet A (Describing Commemorative Displays). Ask groups to revisit the images of the Nikkei Internment Memorial Centre Historic Site, this time looking for details that match the criteria (additional details can be found at https://www.nikkeimemorial.ca/). Invite groups to share their thinking with the class.
5. Explain to students that, like public education campaigns, memorials and commemorations are also intended to shape how people think about a person or an issue. They may be intended to illustrate the significance of a person or event and ensure they are remembered. In the case of historical injustices, a memorial or commemoration may also seek to illustrate the cause of the harm, allocate responsibility, highlight the resilience of targeted groups, or may be commissioned by a government or organization to make amends. Often, the goal is to educate the public so such injustices will not occur again. These memorials or commemorations can take various forms but they often have a central message, use visuals, and present information in ways that leave lasting impacts.
6. Share the lesson question and challenge and inform students that in this lesson they will design a commemorative display to educate the public about the injustices of internment and ideally prevent future injustices from occurring.
7. Provide each student with a copy of Activity Sheet B (Designing a Meaningful Commemorative Display). Prompt students to reflect on what they've learned about the internment of Japanese Canadians and how they might help other people better understand the injustice. Encourage students to use the activity sheet to begin the design of their memorial. Assure students that they will be able to revisit their initial thinking throughout this lesson.

Grow the Thinking

1. Provide pairs with at least one additional copy of Activity Sheet A. Assign or have groups select at least one of images from Source Collection A. Ask groups to identify details (if any) from the pictured memorials that meet the criteria for a meaningful memorial (provide groups with additional copies of Activity Sheet A if needed).
2. Invite groups to share their thinking with the class. As they share, prompt groups to suggest how the display might be refined or changed to better meet the criteria for a meaningful memorial. Instruct groups to note their suggestions on their activity sheet, reminding them to use the criteria to guide their thinking.
3. Prompt groups to share their suggestions with the class. As they share, guide students to revisit their initial design ideas on Activity Sheet B. Encourage students to use ideas from the class discussion to refine their initial designs.
4. Explain to students that they are now ready to design their meaningful commemorative displays of Japanese internment. Guide students' attention to page 3 of the activity sheet

and encourage them to follow these key steps (additional detail included in the activity sheet):

- choose a sub-topic within the larger topic of Japanese internment
- identify any features that will communicate important details
- decide on a format for the commemorative display

5. Remind students that their task is to a create a meaningful commemoration and encourage students to choose a format that most effectively communicates important information and ideas. While their design may differ from other students' designs in terms of content and format, all designs should meet the criteria for a meaningful commemoration.

6. Encourage students to continue using Activity Sheet B to plan their design.

7. Organize students into pairs and provide each student with another copy of Activity Sheet A. Prompt students to use the activity sheet to provide feedback and guidance on their partner's draft design. Remind students to summarize the contents of the display and then comment on positive aspects before suggesting possible improvements for each of the criteria to create a powerful commemorative.

8. Provide students with the opportunity to revise and rework their plans for their displays based on peer feedback. Then, invite students to create their display either digitally or physically using the supplies provided.

Reflect on the Thinking

1. To conclude the lesson, guide a discussion about the internment and meaningful commemoration by posing questions such as:

- What are the most important reasons for continuing to make sure that all people know about the internment of Japanese Canadians?
- Which qualities or features of commemorations and memorials may make them more effective than other forms of education?
- How might commemorative displays help reduce the likelihood of similar human rights injustices?

Possible Extensions and Modifications

- When all commemoratives are complete, create a class display and invite other classes or community groups to visit the displays.
- Students might use the strategies and criteria from this lesson to assess and/or create displays commemorating other events and injustices in their community.

ACTIVITY SHEET A: DESCRIBING COMMEMORATIVE DISPLAYS

Title of display:		
Criteria for a meaningful commemorative display	**What parts or aspects of display meet the criteria?**	**What might be done to improve the display?**
Captures important aspects or details about the event		
Communicates a powerful message or feeling		
Uses interesting symbols and images		
Is clear about the impact of harm		
Highlights people's resilience or resistance		

ACTIVITY SHEET B: DESIGNING A MEANINGFUL COMMEMORATIVE DISPLAY

Important background information:
Powerful, central message or feeling:
Interesting and relevant features, symbols, or images:
Information about the impacts of harm:
Examples of resilience or resistance:

Use the space below to plan or sketch your commemorative display.

ACTIVITY SHEET B: DESIGNING A MEANINGFUL COMMEMORATIVE DISPLAY *(p. 2)*

Key steps	My planning
Choose an important or significant sub-topic within the larger topic of Japanese internment. Possible sub-topics include: • The impounding of fishing boats or other personal property prior to internment • Anti-Asian riots in Vancouver prior to internment • Conditions at Hastings Park where internees were held • Women's experiences during internment • Children's experiences during internment • The prisoner of war camps • Work done by interned Japanese Canadians (e.g., road workers, workers on sugar beet farms • Experiences at a specific internment camp	
Choose key features that will communicate important details. These can include: • Photographs, letters, and other documents • Artifacts and other objects • Symbols, artwork, and/or audio-visuals	
Decide on a format for the commemorative display. Options include: • Visual display or poster • Web page or infographic • Slide deck • Social media post • A model of a statue, park, garden, or display installation of items and artifacts and accompanying text for signage.	
Criteria for a meaningful commemoration A meaningful commemoration: • describes important aspects of the event that all people should know, including details about the harms and impacts of the event or injustice; • communicates a powerful message or feeling; • uses interesting and important symbols, images, or objects; and • highlights people's actions, resilience, or resistance.	

BRIEFING SHEET B: RESPONSE TO JAPANESE CANADIAN INTERNMENT

The movement for redress and early government responses

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[3] Roy Miki and Cassandra Kobayashi, Justice in Our Time: The Japanese Canadian Redress Settlement. Vancouver: Talon Books, 1991.

Albert Lo, chairperson of the Canadian Race Relations Foundation remarked,

> The Japanese Canadian Redress Agreement represents a milestone in the history of our country, in which the human rights violations Canada committed in the past were acknowledged… It constituted a model on which other Redress Agreements with Chinese Canadians, Aboriginal peoples who attended Residential Schools, and affected communities acknowledged through this Government's Community Historical Recognition Programme, have built… The celebration of this remarkable achievement allows us to continue to remember the past and to acknowledge the historical injustices and racism which were sanctioned [allowed] by the state.[4]

Mickey Nakashima, member of the British Columbia Japanese Canadian Citizens' Association, reflects on what it meant to the Japanese community when he said,

> The acknowledgement, apology and symbolic compensation to those who were eligible and still living meant that the burden of shame and presumed guilt that issei [Japanese term for the first Japanese immigrants to North America] and nisei [Japanese term for the children of the first Japanese immigrants to North American] had carried for years was lifted. We were finally absolved of [freed from] any wrongdoing. The greatest regret was for the issei of my parents' generation who had died without witnessing Redress.[5]

[4] 25th Anniversary of the Japanese Canadian Redress Agreement, Canadian Race Relations Foundation.
[5] Pamela Hickman and Masako Fukawa, Righting Canada's Wrongs: Japanese Canadian Internment in the Second World War Toronto: Lorimer, 2012.

LEARNING FROM INJUSTICE: THE INTERNMENT OF JAPANESE CANADIANS — A COLLECTION OF SLIDES AND LEARNING MATERIALS

In addition to the five lesson plans, this resource also includes three slide decks. The slide decks have been designed to introduce the topic of internment and invite learners to think about what Japanese Canadian teens may have felt and experienced during internment. The slide decks can support the five lessons or used on their own. The slide decks also feature images and details of the NIMC, bringing a little of the NIMC to learners who may not have the opportunity to visit in person.

The slide decks are self-contained, each focusing on developing understanding of the events, experiences, and consequences of internment. If taught individually, these activities are ideally suited for introducing and exploring historical events. As components of a unit of study, these lessons invite critical inquiry into a wide range of topics and issues relating to the experiences of Japanese Canadians and the impact of the internment operations. While the lessons have been designed to be completed in one class period, the individual parts of each lesson could be taught over multiple days and sessions.

WHAT WAS INTERNMENT LIKE FOR JAPANESE-CANADIAN TEENS?

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING CONSORTIUM

1

Note to facilitators

- During this slide show students learn more about the internment of Japanese Canadians and describe how Japanese-Canadian teens may have experienced internment.
- This activity has been designed to be completed in approximately one hour. Each slide includes instructions for students, and some slides include other details for facilitators in the notes section.
- The learning activities from this activity can be used with other primary and secondary sources that describe the experiences of Japanese Canadians who were interned.
- On some slides, a colour text box is used to highlight directions, instructions, or specific questions for students.

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING CONSORTIUM

2

Note to facilitators

- Materials required for this lesson:
  - Activity Sheet A: Describing Internment (one copy for each student)
  - Activity Sheet B: Learning About Experiences (one copy for each small group)
  - Source Collection A: Internment Experiences (one copy for each small group)
  - Materials and supplies for students' creations (e.g., poster paper, coloured pens)
- To learn more about the Nikkei Internment Memorial Centre, please visit www.NIMC.ca
- To learn more about critical thinking and historical thinking, please visit The Critical Thinking Consortium at www.TC2.ca

NIKKEI INTERNMENT MEMORIAL CENTRE

3

WHAT WAS INTERNMENT LIKE FOR JAPANESE-CANADIAN TEENS?

NIKKEI INTERNMENT MEMORIAL CENTRE

4

START YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

5

Start your thinking: what might internment have been like for teenagers?

On the next slide you'll see some photos that show some of the conditions experienced by Japanese-Canadian teens who were interned.

As you look at the photos, make a decision: what words best describe how Japanese-Canadian teens may have felt about internment?

6

What words best describe how Japanese-Canadian teens may have felt about internment?

7

What words best describe how Japanese-Canadian teens may have felt about internment?

8

What words best describe how Japanese-Canadian teens may have felt about internment?

9

What words best describe how Japanese-Canadian teens may have felt about internment?

10

Start your thinking: what might internment have been like for Japanese-Canadian teens?

- ❑ Sad
- ❑ Angry
- ❑ Worried
- ❑ Excited
- ❑ Lonely
- ❑ Bored
- ❑ Frustrated
- ❑ Disappointed
- ❑ Hopeful
- ❑ …others?

What words best describe how Japanese-Canadian teens may have felt about internment?

11

Lesson inquiry question: how did Japanese-Canadian teens and young adults experience internment?

Your challenge: Use details from primary sources to help you make an artwork that accurately describes about how Japanese-Canadian teens experienced internment.

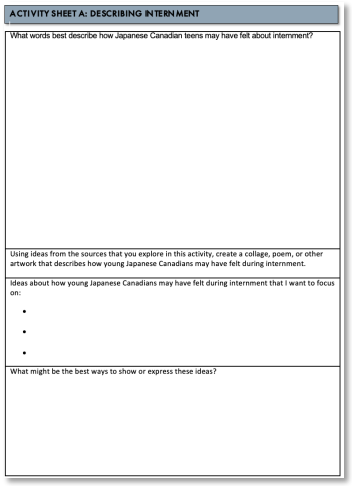
Your artwork could be a collage, poem, storyboard, or other format of your choice.

12

Start your thinking: what might internment have been like for teenagers?

Use the space on Activity Sheet A to write down any words or phrases that describe how Japanese Canadian teens may have experienced internment.

You'll be able to add to your ideas throughout this activity.



ACTIVITY SHEET A: DESCRIBING INTERNMENT

What words best describe how Japanese Canadian teens may have felt about internment?

Using ideas from the sources that you explore in this activity, create a collage, poem, or other artwork that describes how young Japanese Canadians may have felt during internment.

Ideas about how young Japanese Canadians may have felt during internment that I want to focus on:

-
-
-

What might be the best ways to show or express these ideas?

13

GROW YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

14

What might internment have been like for Japanese-Canadian teens?

- ❑ The camps were in isolated locations.
- ❑ Teens had to leave their schools and friends.
- ❑ Each person was allowed to bring only one suitcase and 150 pounds of clothing, bedding, and cooking utensils to the camps.
- ❑ Some people who were interned were sent to work on sugar beet farms or building roads for low pay.
- ❑ There was a dawn-to-dusk curfew.
- ❑ The Royal Canadian Mounted Police could enter homes without a warrant.

Which of the conditions would have been the most challenging for Japanese-Canadian teens?

15

What was Japanese internment?

- In the 1870s, Japanese people began immigrating to Canada. Many of these were men searching for adventure and wealth. They often worked in logging, mining, fishing or farming. Some started businesses.
- In 1941, there were 23 224 people of Japanese descent living in Canada. More than half were second-generation Canadian-born, known as *Nisei*.

What important contributions did Japanese Canadians make to their communities?

16

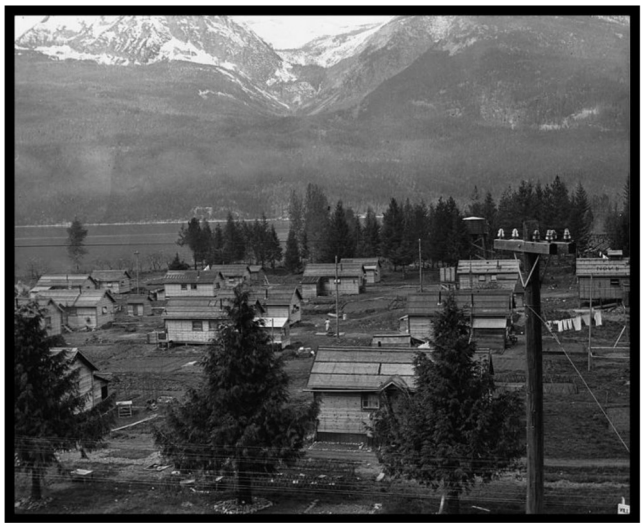
What was Japanese internment?

- At the beginning of WWII, the Government of Canada passed the *War Measures Act*, which allowed the government to arrest and detain those it deemed "enemies of the state."
- All children and adults of Japanese origin were called "enemy aliens."
- When Canada went to war with Japan, all people in Canada with Japanese ancestry were deemed "enemy aliens" by the government and their rights were restricted.

What factors may have most influenced the government's unjust decision to intern Japanese Canadians?

17

What was Japanese internment?



- A year after Canada declared war on Japan, Japanese Canadians were forcibly moved from the BC coast to isolated "internment camps" in the interior, including the community of New Denver.
- Some Japanese Canadians were sent to work building roads or on sugar beet farms in Alberta.
- They were permitted to bring few belongings with them: all of their other belongings were confiscated.

18

Why did the internment happen?

- Some people believed that if Japan were to attack Canada, Japanese Canadians might sabotage the Canadian military and help Japan. Some even feared that Japan would invade Canada's west coast.
- Japanese people in Canada experienced racism from white people as well as from the Canadian government. In 1907, many Japanese businesses in Vancouver were vandalized by a large angry mob.

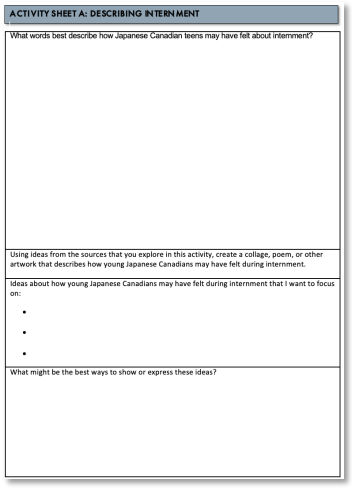
What factors may have most influenced the government's unjust decision to intern Japanese Canadians?

19

What might internment have been like for teenagers?

Return to Activity Sheet A and your initial ideas for write down any words or phrases that describe how Japanese-Canadian teens may have experienced internment.

What words and phrases would you add to your collection?



ACTIVITY SHEET A: DESCRIBING INTERNMENT

What words best describe how Japanese Canadian teens may have felt about internment?

Using ideas from the sources that you explore in this activity, create a collage, poem, or other artwork that describes how young Japanese Canadians may have felt during internment.

Ideas about how young Japanese Canadians may have felt during internment that I want to focus on:

-
-
-

What might be the best ways to show or express these ideas?

20

How can we learn more about internment?

Letters

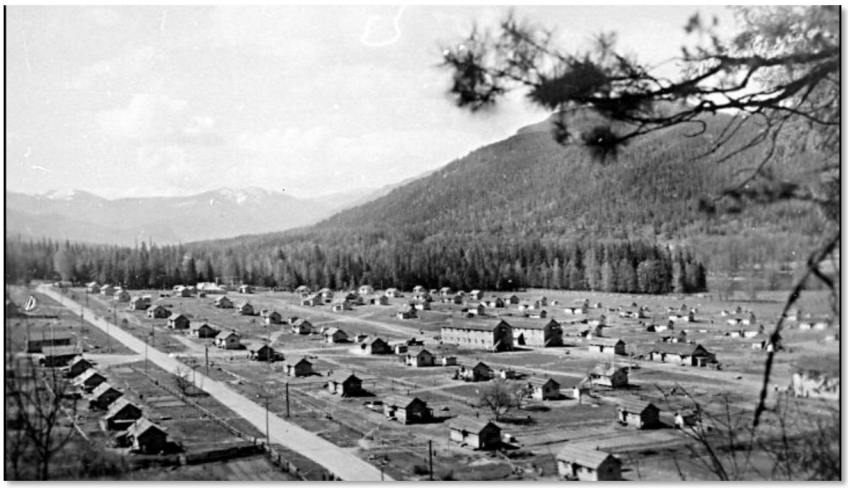
Photographs

Official documents

What important information might be learned from primary sources about how Japanese-Canadian teens experienced internment?

21

What might internment have been like for teenagers?



What details in this image could help describe how Japanese-Canadian teens may have felt about internment?

22

Describing internment

Use Activity Sheet B to write down any words or phrases that describe how Japanese-Canadian teens may have experienced internment.

Be sure to use details from the picture to guide your thinking!

ACTIVITY SHEET B: LEARNING ABOUT EXPERIENCES

Use details from photographs, documents, or letters to help you think of words and phrases that help describe how young Japanese Canadians experienced internment.

What details do you notice?	What words and phrases can help describe how young Japanese Canadians experienced internment?

23

Describing internment

SOURCE COLLECTION A: INTERNMENT EXPERIENCES

Source 1: Letter from Kazuko Shinobu, 11 August 1943

Letter from Kazuko Shinobu (New Denver, BC) to her parents Saburo and Sada Shinobu (Kaslo, BC), dated 11 August 1943. Kazuko writes about visiting Slocan and a new ruling that restricted travel to other interior towns during summer school.

New Denver, BC

Aug. 11, 1943

Dear Mother and Dad,

Thank you very much for the two letters you sent through the kindness of Mr. (Shinigu?). I was very happy to receive them. You know, the girls here often receive letters, and it seemed that I was the only one who hadn't. When Mr. Shinigu came, he distributed the letters to the Kaslo girls and I was very much disappointed when there was none for me. Afterwards, I found your letter on the basket of cherries and you can guess how I felt.

The thing that the girls enjoy most are cherries. In the mess hall, the Kaslo cherries disappear the most quickly. When New Denver cherries are served, there are always some left. You can tell too how much cherries are liked, by the way the girls in our cabin eat them when I offer them. Thanks very much for sending them.

On Wednesday last week, I bought my ticket and secured a permit to Slocan. Imagine how disappointed I was, when on Thursday, all the permits were cancelled. I ran around all night and finally on Friday noon got special permission to go. The new ruling came in force (there?) during summer school no one could go visiting to other interior towns. My visit to Slocan was a delightful one. I went on Friday - (Mari-chan and Arimoto-san) was waiting at the bus-stop. Aya-chan was on her holiday at (Nakeup?), but Arimoto-san was home on a two week holiday from camp, so it was quite "migiyaka." I had all my meals at the Tokanaga's and even slept there. One reason why I enjoyed myself was because they all treated me like one of the family. The day I sent, we had ("reusha"?) during my stay, I had all kinds of vegetables, huckleberry pie, cookies, candies and stewed fruits. They really did stuff me. I went to Mr. Goto's house the next day and on our way back to the Tokunaga's we carried back the cherries which Mr. Soto had ready. I did not see Mr. Masao Soto but I did see Mr. Yamanaka. He did not mention anything about cherries. The Tokunaga's were very kind - I even learned (or think I did anyways) how to make buns, so when I go back to Kaslo, I shall practice on you. They want me to come to Slocan every weekend, but I don't think that is possible.

- Work with a small group and choose at least two sources from the Source Collection A.
- Use Activity Sheet B to write down any words or phrases that describe how Japanese-Canadian teens may have experienced internment. Be sure to use details from the sources to guide your thinking!

24

What might internment have been like for Japanese-Canadian teens?

- ❑ The camps were in isolated locations
- ❑ Teens had to leave their schools and friends
- ❑ Each person was allowed to bring only one suitcase and 150 pounds of clothing, bedding, and cooking utensils to the camps
- ❑ Some people who were interned were sent to work on sugar beet farms or building roads for low pay
- ❑ There was a dawn-to-dusk curfew
- ❑ The Royal Canadian Mounted Police could enter homes without a warrant
- ❑ …others?

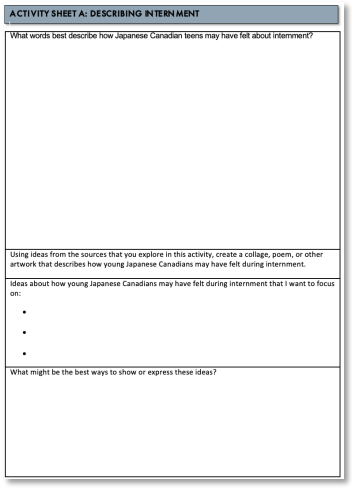
What would you change or add to your original ideas about which conditions would have been the most challenging for Japanese-Canadian teens?

25

What might internment have been like for teenagers?

Return to Activity Sheet A and your initial ideas for write down any words or phrases that describe how Japanese-Canadian teens may have experienced internment.

What words and phrases would you add to your collection?



ACTIVITY SHEET A: DESCRIBING INTERNMENT

What words best describe how Japanese Canadian teens may have felt about internment?

Using ideas from the sources that you explore in this activity, create a collage, poem, or other artwork that describes how young Japanese Canadians may have felt during internment.

Ideas about how young Japanese Canadians may have felt during internment that I want to focus on:

-
-
-

What might be the best ways to show or express these ideas?

26

REFLECT ON YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

27

Reflect on your thinking: what might internment have been like for Japanese-Canadian teens?

- ❑ Sad
- ❑ Angry
- ❑ Worried
- ❑ Excited
- ❑ Lonely

- ❑ Bored
- ❑ Frustrated
- ❑ Disappointed
- ❑ Hopeful
- ❑ …others?

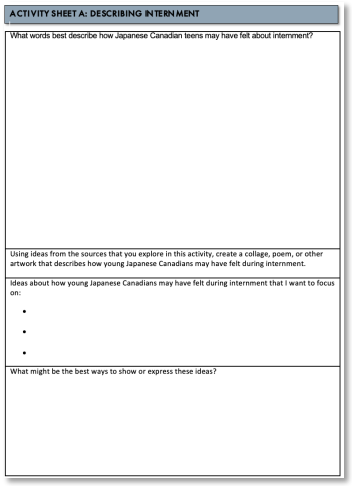
Would you change or add to your ideas about which words best describe how Japanese-Canadian teens may have felt about internment?

28

What might internment have been like for teenagers?

Use Activity Sheet A to help you plan your artwork that describes how Japanese-Canadian teens may have experienced internment.

Your artwork could be a collage, poem, storyboard, or other format of your choice.



ACTIVITY SHEET A: DESCRIBING INTERNMENT

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Ideas about how young Japanese Canadians may have felt during internment that I want to focus on:

-
-
-

What might be the best ways to show or express these ideas?

29

What might internment have been like for teenagers?

Think about what you've learned about internment and how Japanese-Canadian teens may have experienced internment.

- What aspects of internment might have been most challenging for Japanese-Canadian teens?
- What might Japanese-Canadian teens have done to find and create community and belonging even while they were interned?
- What messages felt most important to communicate in your artwork?
- What was it like to create an art piece using primary sources as materials?

30

ACTIVITY SHEET A: DESCRIBING INTERNMENT

What words best describe how Japanese Canadian teens may have felt about internment?

Using ideas from the sources that you explore in this activity, create a collage, poem, or other artwork that describes how young Japanese Canadians may have felt during internment.

Ideas about how young Japanese Canadians may have felt during internment that I want to focus on:

-
-
-

What might be the best ways to show or express these ideas?

ACTIVITY SHEET B: LEARNING ABOUT EXPERIENCES

Use details from photographs, documents, or letters to help you think of words and phrases that help describe how young Japanese Canadians experienced internment.

What details do you notice?	What words and phrases can help describe how young Japanese Canadians experienced internment?

Activity 1: What Was Internment Like for Japanese-Canadian Teens?

SOURCE COLLECTION A: INTERNMENT EXPERIENCES

Source 1: Letter from Kazuko Shinobu, 11 August 1943

Letter from Kazuko Shinobu (New Denver, BC) to her parents Saburo and Sada Shinobu (Kaslo, BC), dated 11 August 1943. Kazuko writes about visiting Slocan and a new ruling that restricted travel to other interior towns during summer school.

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Aug. 11, 1943

Dear Mother and Dad,

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The thing that the girls enjoy most are cherries. In the mess hall, the Kaslo cherries disappear the most quickly. When New Denver cherries are served, there are always some left. You can tell too how much cherries are liked, by the way the girls in our cabin eat them when I offer them. Thanks very much for sending them.

On Wednesday last week, I bought my ticket and secured a permit to Slocan. Imagine how disappointed I was, when on Thursday, all the permits were cancelled. I ran around all night and finally on Friday noon got special permission to go. The new ruling came in force (there?) during summer school no one could go visiting to other interior towns. My visit to Slocan was a delightful one. I went on Friday - (Mari-chan and Arimoto-san) was waiting at the bus-stop. Aya-chan was on her holiday at (Nakeup?), but Arimoto-san was home on a two week holiday from camp, so it was quite "migiyaka." I had all my meals at the Tokanaga's and even slept there. One reason why I enjoyed myself was because they all treated me like one of the family. The day I sent, we had ("reusha"?) during my stay, I had all kinds of vegetables, huckleberry pie, cookies, candies and stewed fruits. They really did stuff me. I went to Mr. Goto's house the next day and on our way back to the Tokunaga's we carried back the cherries which Mr. Soto had ready. I did not see Mr. Masso Soto but I did see Mr. Yamanaka. He did not mention anything about cherries. The Tokunaga's were very kind - I even learned (or think I did anyways) how to make buns, so when I go back to Kaslo, I shall practice on you. They want me to come to Slocan every weekend, but I don't think that is possible.

(...)

Last week, we all received cheques for twenty-five dollars. From that amount we had to pay eighteen dollars for food and board, and one dollar for the students council. The six dollars that remain is for our use. Do you know, I didn't think that we would use much money in New Denver, but we certainly do. Little things do add up to a lot. However, I have sufficient money, so please don't worry.

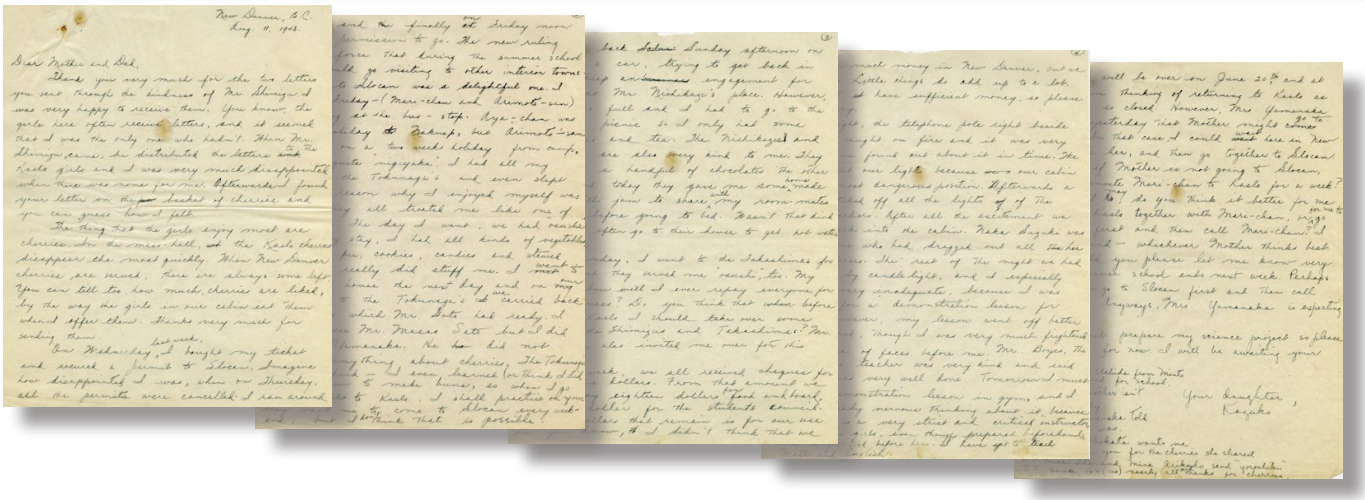
Last night, the telephone pole right beside our cabin caught on fire and it was very lucky that we found out about it in time. We switched out our lights because our cabin was in the most dangerous position. Afterwards a man switched off all the lights of the student teachers. After all the excitement we trooped back into the cabins. Naka Suguki was the only one who had dragged out all her heavy suitcases. The rest of the night we had to study by candlelight, and I especially found it very inadequate, because I was studying for a demonstration lesson for today, However, my lesson went off better than I hoped, though I was very much frightened by the sea of faces before me. Mr. Boyes, the Soc. Studies teacher was very kind and said that it was very well done. Tomorrow I must give a demonstration lesson in gym, and I am already nervous thinking about it because Mrs. Lee is a very strict and critical instructor. Most of the girls, even though prepared beforehand, are tongue-tied before her. I have yet to teach math and English.

(...)

I must prepare my science project so please excuse me for now. I will be awaiting your answer.

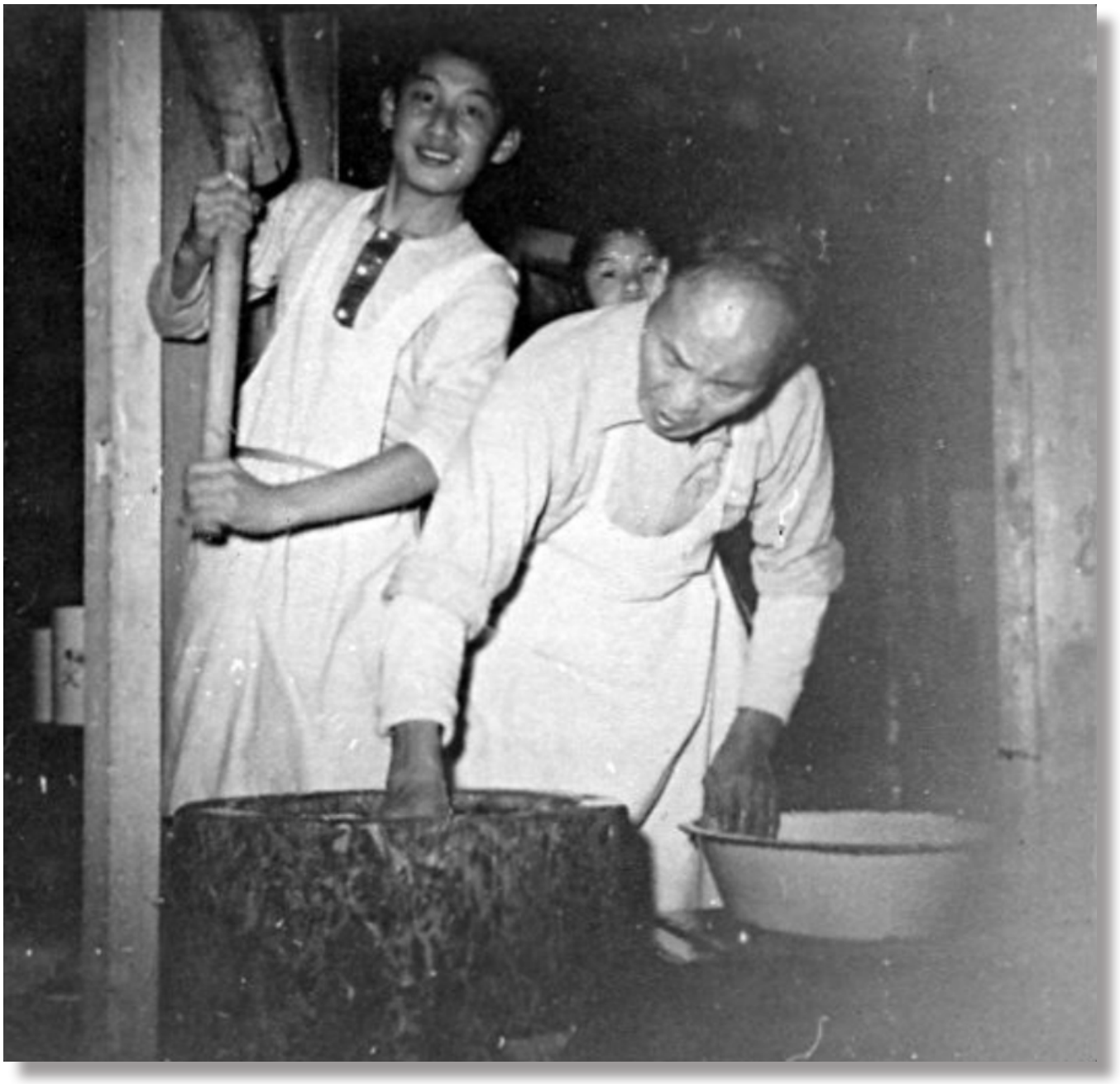
Your daughter,

Kayuko



Nikkei National Museum, 2018-36-2-3-10-1, 2018-36-2-3-10-2, 2018-36-2-3-10-3, 2018-36-2-3-10-4, 2018-36-2-3-10-5
www.nikkeimuseum.org

Source 2: Photo of a young and an older man making mochi, ca. 1942



Nikkei Internment Memorial Centre, Kiyoko Takahara collection

Source 3: City of Kelowna "welcome" sign

Nikkei Internment Memorial Centre

Source 4: New Denver junior and senior high school group, 1949

The caption at the bottom of the photo reads: “New Denver JR. and SR. High School 1949.”

Nikkei Internment Memorial Centre, Kay (Kuri) Takenaka collection

Source 5: Graduating class, 1943

Nikkei Internment Memorial Centre, Kay (Kuri) Takenaka collection

Source 6: Two male actors performing on stage wearing traditional costumes in New Denver

There is a banner above the stage in Japanese: “New Denver Grand Performance Club.”

Nikkei Internment Memorial Centre, Nobuyoshi Hayashi collection

Source 7: Registration Card for Miyuki Oka, 1945

Internment registration card for Miyuki Oka. There is a small square black and white photo of a teenage girl with shoulder-length curly black hair in the bottom right corner. There are two holes with metal rings through the card along the right side. It is dated August 23, 1945 at Vancouver. Below this is a blue stamp that reads "CANADIAN BORN" and the signature from the issuing officer at the bottom.

Nikkei National Museum, Oka Family collection, 2011-28-5-1-2-1
www.nikkeimuseum.org

The information on the back reads:

"SERIAL No. 17305
NAME: OKA, Miyuki
ADDRESS: 48 Fir, Lemon Creek, B.C.
AGE: 16 HEIGHT: 5'1" WEIGHT: 105 lbs.
MARKS OF IDENTIFICATION: [blank]
OCCUPATION: Student
Signature: Miyuki Oka"
There is a square in the bottom right corner with a black finger print in it, above which it reads "THUMB PRINT."

Source 8: Teen Town Dance Group Portrait; New Denver, BC, 1949

The image shows roughly four rows of thirty-six teenage boys and girls posing in what appears to be a hall. On the front is a caption that reads, “New Denver, 1949.”

Nikkei National Museum, Kumano family collection

Source 9: Postcard and letter from Sumi Mototsune (Raymond, Alberta) to Jane Gillis (Surrey, BC), 1943

This is one of many letters written to Joan Gillis by friends she met at Queen Elizabeth Secondary in Surrey, B.C.

Matt Meuse/CBC
via https://www.cbc.ca/news/canada/british-columbia/japanese-canadian-teens-wwii-1.4632541

I imagine you're going to school every day and enjoying your everyday life. That's swell!!!

Life is very dull out here. No school. No play.

Guess what??? It's beet topping season now. Think of us in the field pulling and topping beets while you're doing your geometry, social studies, et cetera. Will you Joan? And I'll think of you having a wonderful time while I work. ...

Excerpt from letter to Jane Gillis from Sumi Mototsune
via https://www.cbc.ca/news/canada/british-columbia/japanese-canadian-teens-wwii-1.4632541

View the full source online

Source 10: Teenage Boys, [Greenwood, BC] (c.1943)

The image depicts a group of four teenage boys standing with their arms around one another in front of a white picket fence. Behind the fence is barren, sparsely vegetated land. From left to right pictured, the first teenage boy is wearing a zip up jacket with a white polo underneath and baggy gray pants, and his hair gelled back. The second teenage boy, identified as Mamoru Madokoro, has his hair gelled back as well. The boy is wearing a black sweater with a white collared shirt underneath, and gray pants. The third boy has his hair done in a pompadour, and is wearing a striped cardigan with a white collared shirt underneath and gray pants. The boy is identified as Mas Hatanaka. The fourth teenage boy is wearing a collared gray sweater with a white trim, and gray pants. This image was likely taken at Greenwood internment camp, BC.

Nikkei National Museum, Mamoru Madokoru collection

WHAT IMPORTANT IDEAS CAN WE LEARN FROM ART ABOUT JAPANESE INTERNMENT?

NIKKEI INTERNMENT MEMORIAL CENTRE

Tashme at Dusk, Kazuo Nakamura, 1944

1

Note to facilitators

- During this slide show students explore various art forms to understand why it's important learn about the internment of Japanese Canadians during the Second World War era.
- This activity is best positioned after students have explored the causes and consequences of the internment of Japanese Canadians.
- This activity has been designed to be completed in approximately one hour. Each slide includes instructions for students, and some slides include other details for facilitators in the notes section.
- The learning activities from this resource can be used with art from other sources and collections of art about the internment of Japanese Canadians.
- On some slides, a colour text box is used to highlight directions, instructions, or specific questions for students.

NIKKEI INTERNMENT MEMORIAL CENTRE

2

Note to facilitators

- Materials required for this lesson:
  - Activity Sheet A: Thinking About Important Ideas (one copy for each student)
  - Activity Sheet B: Decoding the Art (one copy for each small group)
  - Source Collection A: Learning About Internment Through Art
- To learn more about the Nikkei Internment Memorial Centre, please visit www.NIMC.ca
- To learn more about critical thinking and historical thinking, please visit The Critical Thinking Consortium at www.TC2.ca

NIKKEI INTERNMENT MEMORIAL CENTRE

3

WHAT IMPORTANT IDEAS CAN WE LEARN FROM ART ABOUT JAPANESE INTERNMENT?

Tashme at Dusk, Kazuo Nakamura, 1944

NIKKEI INTERNMENT MEMORIAL CENTRE

4

START YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

Tashme at Dusk, Kazuo Nakamura, 1944

5

Start your thinking: what is this image trying to say?

Carefully look at the image at the next slide. Using details from the image, decide what important ideas the image is trying to communicate.

Image created by Cayley Ermter

6

Activity 2: What Important Ideas Can We Learn About Internment Through Art?

7

Start your thinking: what is this image trying to say?

- ❑ A. Change happens quickly
- ❑ B. People's words and thoughts are often complex
- ❑ C. People often have big thoughts
- ❑ Other?

Which of these choices best describes what important ideas the image might be trying to communicate?

8

Start your thinking: what's the purpose of art?

- Art can be made in many forms and for many purposes and reasons. Posters, paintings, poems, and other forms of art can be made for
  - communication
  - expression
  - beauty
  - social or political commentary
- The purpose of an artwork depends upon the artist's goals and intentions.
- We can interpret or infer what an artist may be trying to say by studying the details of an artwork.

9

Start your thinking: what important ideas can we learn from art about internment?

- Some Japanese Canadians created art to describe their experiences of internment. This art was created both during and after internment and continues today.
- There are many different forms of art about internment: paintings, sculptures, photographs, poems, film, and others.
- In addition to describing the experiences of internment, this art also communicates other important ideas about racism, identity, and the effects of trauma.

Why might art be a powerful way of exploring important events like internment?

10

Start your thinking: what is this image trying to say?

When the artist Kazuo Nakamura painted this piece, he was 18 years old and living in Tashme internment camp near Hope, BC. The painting shows the internment camp at night.

Carefully look at the image on the next slide.
What important ideas the image is trying to communicate?

Tashme at Dusk, Kazuo Nakamura, 1944

11

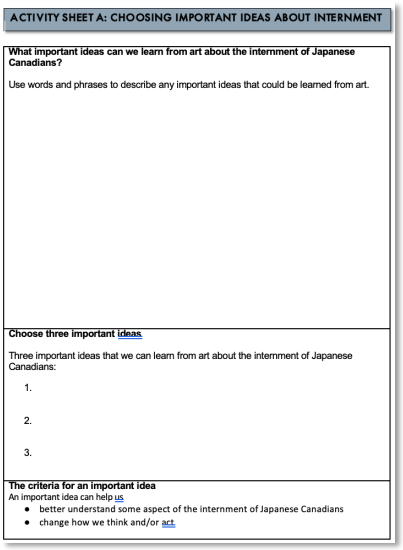
12

Activity 2: What Important Ideas Can We Learn About Internment Through Art?

Lesson inquiry question: what important ideas can we learn from art about internment?

Your challenge:
Describe important ideas that we can learn from art about Japanese internment.

On Activity Sheet A, use words or phrases to describe any important ideas that might be learned from art about the Japanese internment.



ACTIVITY SHEET A: CHOOSING IMPORTANT IDEAS ABOUT INTERNMENT

What important ideas can we learn from art about the internment of Japanese Canadians?

Use words and phrases to describe any important ideas that could be learned from art.

Choose three important ideas

Three important ideas that we can learn from art about the internment of Japanese Canadians:

1.

2.

3.

The criteria for an important idea

An important idea can help us

- better understand some aspect of the internment of Japanese Canadians
- change how we think and/or act

13

GROW YOUR THINKING

Tashme at Dusk, Kazuo Nakamura, 1944

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

14

Activity 2: What Important Ideas Can We Learn About Internment Through Art?

Grow your thinking: how can we interpret the ideas in art?

Think about the art from the beginning of this lesson: how did you decode or interpret it?

What did you look at? What questions did you ask?

15

Grow your thinking: how can we interpret the ideas in art?

We can decode or interpret the ideas in art by examining design elements:

- *Arrangement*: Where and how are details in the art positioned?
- *Visual techniques*: How are colour, light, shadows, motion, and other techniques used?
- *Features and details*: What is featured or included in the art? What is not included?

16

Grow your thinking: how can we interpret the ideas in art?

What ideas might the artwork be sending?

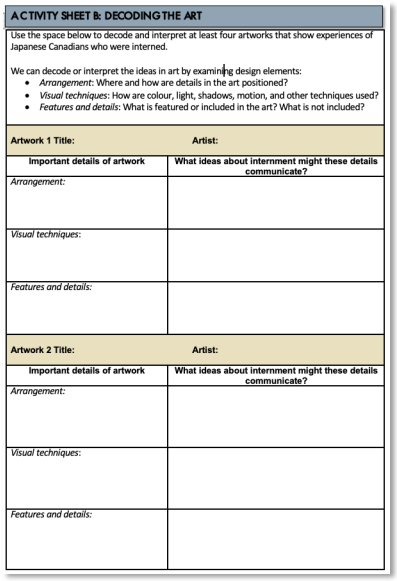
Use the questions to guide your thinking.

- *Arrangement*: Where and how are details in the art positioned?
- *Visual techniques*: How are colour, light, shadows, motion, and other techniques used?
- *Features and details*: What is featured or included in the art? What is not included?

17

What can we learn about internment from art?

Work with a small group and use Activity Sheet B to describe the ideas that *Tashme at Dusk* might be communicating about internment.



ACTIVITY SHEET B: DECODING THE ART

Use the space below to decode and interpret at least four artworks that show experiences of Japanese Canadians who were interned.

We can decode or interpret the ideas in art by examining design elements:

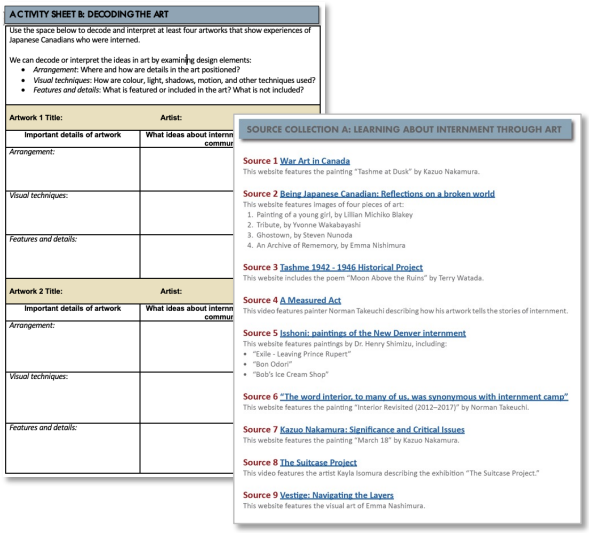
- *Arrangement*: Where and how are details in the art positioned?
- *Visual techniques*: How are colour, light, shadows, motion, and other techniques used?
- *Features and details*: What is featured or included in the art? What is not included?

Artwork 1 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	
Artwork 2 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

18

Activity 2: What Important Ideas Can We Learn About Internment Through Art?

What can we learn about internment from art?



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Artwork 1 Title: **Artist:**

Important details of artwork	What ideas about internm commu
Arrangement:	
Visual techniques:	
Features and details:	

Artwork 2 Title: **Artist:**

Important details of artwork	What ideas about internm commu
Arrangement:	
Visual techniques:	
Features and details:	

SOURCE COLLECTION A: LEARNING ABOUT INTERNMENT THROUGH ART

Source 1 War Art in Canada
This website features the painting "Tashme at Dusk" by Kazuo Nakamura.

Source 2 Being Japanese Canadian: Reflections on a broken world
This website features images of four pieces of art:
1. Painting of a young girl, by Lillian Michiko Blakey
2. Tribute, by Yvonne Wakabayashi
3. Ghostown, by Steven Nunoda
4. An Archive of Rememory, by Emma Nishimura

Source 3 Tashme 1942 - 1946 Historical Project
This website includes the poem "Moon Above the Ruins" by Terry Watada.

Source 4 A Measured Act
This video features painter Norman Takeuchi describing how his artwork tells the stories of internment.

Source 5 Isshoni: paintings of the New Denver internment
This website features paintings by Dr. Henry Shimizu, including:
- "Exile - Leaving Prince Rupert"
- "Bon Odori"
- "Bob's Ice Cream Shop"

Source 6 "The word interior, to many of us, was synonymous with internment camp"
This website features the painting "Interior Revisited (2012–2017)" by Norman Takeuchi.

Source 7 Kazuo Nakamura: Significance and Critical Issues
This website features the painting "March 18" by Kazuo Nakamura.

Source 8 The Suitcase Project
This video features the artist Kayla Isomura describing the exhibition "The Suitcase Project."

Source 9 Vestige: Navigating the Layers
This website features the visual art of Emma Nishimura.

Work with a small group and use Activity Sheet B to describe the ideas about internment that might be learned from at least three other artworks.

You can choose artworks from Source Collection A or other collections of art about internment.

19

REFLECT ON YOUR THINKING

Tashme at Dusk, Kazuo Nakamura, 1944

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

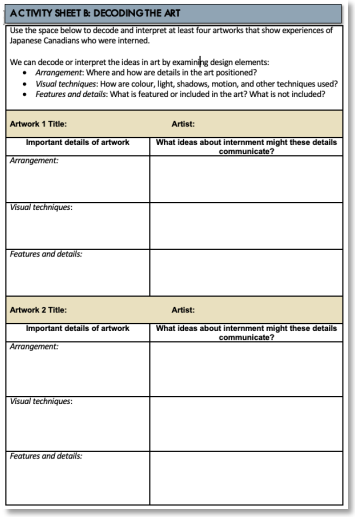
20

Activity 2: What Important Ideas Can We Learn About Internment Through Art?

Reflect on your thinking: what important ideas can we learn from art about internment?

Share your group's thinking from Activity Sheet B with the class.

What important ideas did you notice in the different artworks that you selected?



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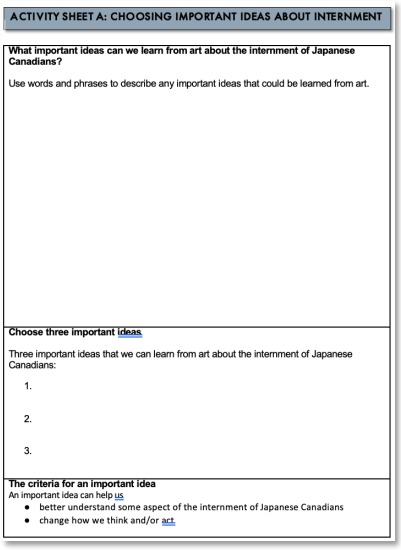
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	
Artwork 2 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

21

Reflect on your thinking: what important ideas can we learn from art about internment?



ACTIVITY SHEET A: CHOOSING IMPORTANT IDEAS ABOUT INTERNMENT

What important ideas can we learn from art about the internment of Japanese Canadians?

Use words and phrases to describe any important ideas that could be learned from art.

Choose three important ideas

Three important ideas that we can learn from art about the internment of Japanese Canadians:

1.

2.

3.

The criteria for an important idea

An important idea can help us

- better understand some aspect of the internment of Japanese Canadians
- change how we think and/or act

Working on your own, revisit Activity Sheet A and your thoughts about the important ideas that we can learn from art about internment.

What ideas or messages would you add to your collection?

You can use ideas from what groups shared or other ideas that you may have.

22

Reflect on your thinking: what important ideas can we learn from art about internment?

Which ideas about internment might be the most important?

Use Activity Sheet A and the criteria to help you decide which ideas about internment might be the most important.

Share your decisions and thinking with the class.

The criteria for an important idea

An important idea can help us:

- better understand some aspect of the internment of Japanese Canadians
- change how we think and/or act

23

ACTIVITY SHEET A: CHOOSING IMPORTANT IDEAS ABOUT INTERNMENT

What important ideas can we learn from art about the internment of Japanese Canadians?

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Choose three important ideas

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ACTIVITY SHEET B: DECODING THE ART

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Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

Artwork 2 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

Artwork 3 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

Artwork 4 Title:	**Artist:**
Important details of artwork	**What ideas about internment might these details communicate?**
Arrangement:	
Visual techniques:	
Features and details:	

SOURCE COLLECTION A: LEARNING ABOUT INTERNMENT THROUGH ART

Source 1 War Art in Canada
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Source 2 Being Japanese Canadian: Reflections on a broken world
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- "Bon Odori"
- "Bob's Ice Cream Shop"

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Source 9 Vestige: Navigating the Layers
This website features the visual art of Emma Nashimura.

WHAT ARE THE BEST WAYS TO TELL THE STORIES OF INTERNMENT?

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING CONSORTIUM

1

Note to facilitators

- During this slide show and related learning activities students learn more about the Nikkei Internment Memorial Centre (NIMC) in New Denver, BC, and how the NIMC helps tell the stories on internment.
- This activity has been designed to be completed in approximately one hour. Each slide includes instructions for students, and some slides include other details for facilitators in the notes section.
- The learning activities from this activity can be used with other primary and secondary sources that describe the experiences of Japanese Canadians who were interned.
- On some slides, a colour text box is used to highlight directions, instructions, or specific questions for students.

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING CONSORTIUM

2

Note to facilitators

- Materials required for this lesson:
  - Activity Sheet A: Designing an Informative Display (one copy for each student)
  - Source Collection A: Internment Artifacts (one set for each small group)
- This slide show also includes video footage of the NIMC:
  - Slide 9: the link to a Youtube video is included the notes section of the slide
  - Slide 16: the video is included in the slide and can be accessed using the play button at the bottom of the image.
- To learn more about the Nikkei Internment Memorial Centre, please visit www.NIMC.ca
- To learn more about critical thinking and historical thinking, please visit The Critical Thinking Consortium at www.TC2.ca

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

3

WHAT ARE THE BEST WAYS TO TELL THE STORIES OF INTERNMENT?

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

4

START YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

5

Start your thinking: how can we tell the stories from the past?

a. A book about the lives of teenagers
b. A diary or journal
c. A pen
d. A bag of snacks
e. A receipt for some clothes
f. A smart phone
g. Others?

Imagine a time traveller from 100 years in the future came to your class and wanted to know what it was like to be a teen today.

Which objects or artifacts from a teen's backpack would provide the most useful information?

Use the ranking ladder on the next slide to rate the items.

6

Which artifacts would provide the most useful information about the life a teen?

a. A book about the lives of teenagers
b. A diary or journal
c. A pen
d. A bag of snacks
e. A receipt for some clothes
f. A smart phone
g. Others?

7

Start your thinking: how can we tell the stories from the past?

Looking back at the items from a teen's backpack, which would have been the most reliable sources? Which would have provided the most information?

Historians use variety of sources of evidence to tell the stories from the past. Some sources of evidence are more reliable than others, and some sources provide more information than other sources.

8

Start your thinking: how can we tell the stories from the past?

Today, we will be going on a virtual field trip to the NIMC in New Denver.

We will think about how the NIMC effectively tells the stories of internment.

Then, we will design our own displays to tell the story of internment using objects from the centre's collection.

What sources and artifacts could *best tell* the stories of Japanese internment?

9

Start your thinking: how can we tell the stories from the past?

The Nikkei Internment Memorial Centre (NIMC) is a National Historic Site in New Denver, BC, in the location of an internment camp was. Built in the 1990s, it has exhibits and displays of artifacts that tell the stories of Japanese internment in Canada. It also includes several buildings that internees built or lived in during internment.

10

Video: the story of the Nikkei Internment Memorial Centre

Watch and listen to the details in the video about the NIMC.

What does the NIMC do to tell effectively the stories of internment?

11

Lesson inquiry question: what are the best ways to tell the stories of internment?

Your challenge: Create an informative display of images from that effectively tells the stories of Japanese Canadians who were interned.

12

GROW YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

13

Grow your thinking: how can we tell the stories from the past?

What are the important differences between the two types of sources?

Historians use ***primary*** and ***secondary*** sources to help tell the stories from the past:

- ***primary sources:*** are created by someone who lived at the time or who was involved in an event (e.g., a letter from a teen).
- ***secondary sources:*** are created using from information drawn from other sources (e.g., an author who writes about teens).

14

Grow your thinking: how can we tell the stories from the past?

a. A book about the lives of teenagers
b. A diary or journal
c. A pen
d. A bag of snacks
e. A receipt for some clothes
f. A smart phone
g. Others?

Think back to the sources from the beginning of the lesson:

Which are *primary sources?*

Which are *secondary sources?*

15

How does the NIMC tell the stories of internment?

The Memorial Centre has many displays about Japanese internment. The displays in the cabins are recreations of what a building might have been like when internees lived there. The displays in the exhibit hall uses words, images, and/or objects to tell important stories about internment.

16

What details do you notice in this display?

What types of sources are being used in the display?

17

How does the NIMC tell the stories of internment?

Watch this video that shows parts of the NIMC.

Which types of sources and artifacts objects do you notice in this cabin? Why might the NIMC have chosen these sources and artifacts?

What might the displays tell us about life in an internment camp?

18

Create an informative display

Work in a small group to plan an informative display about internment:

1. Think of a message or story about internment related to internment that is important for other people to know. Write this on Activity Sheet A.

2. Explore the Internment Artifacts in Source Collection A. Choose at least four that help to best tell your selected story about internment.

3. Organize your selected sources and artifacts in a way that best communicates the message or story.

19

REFLECT ON YOUR THINKING

NIKKEI INTERNMENT MEMORIAL CENTRE

CRITICAL THINKING

20

Reflect on your thinking: what are the best ways to tell the stories of internment?

What important details or stories about the experiences of Japanese Canadians during internment did you learn by looking at the sources and artifacts?

Which sources and artifacts had the greatest impacts on you?

Why is the Nikkei Internment Memorial Centre an important place of remembrance?

Share your informative display with the class.

What types of sources and artifacts were most useful for telling your selected story?

21

ACTIVITY SHEET A: DESIGNING AN INFORMATIVE DISPLAY

The story about Japanese internment I want to share through my display is:

This story is important because:

Choose the artifact cards that would best tell the important story that you've selected.

Description of artifact or source	What details from the artifact or source help tell the story?

How might your selected artifacts or source be arranged to best tell the story that you've selected?

Use the space below to draw how you might arrange the items.

SOURCE COLLECTION A: INTERNMENT ARTIFACTS

Misao Okamura Registration Card, 1941

Registration card belonging to Misao Okamura, dated April 23, 1941. It features a black and white photograph of Misao, and her thumbprint on the back of the card.

Nikkei National Museum, Banno Family Collection, 2016-30-2-2-6, www.nikkeimuseum.org

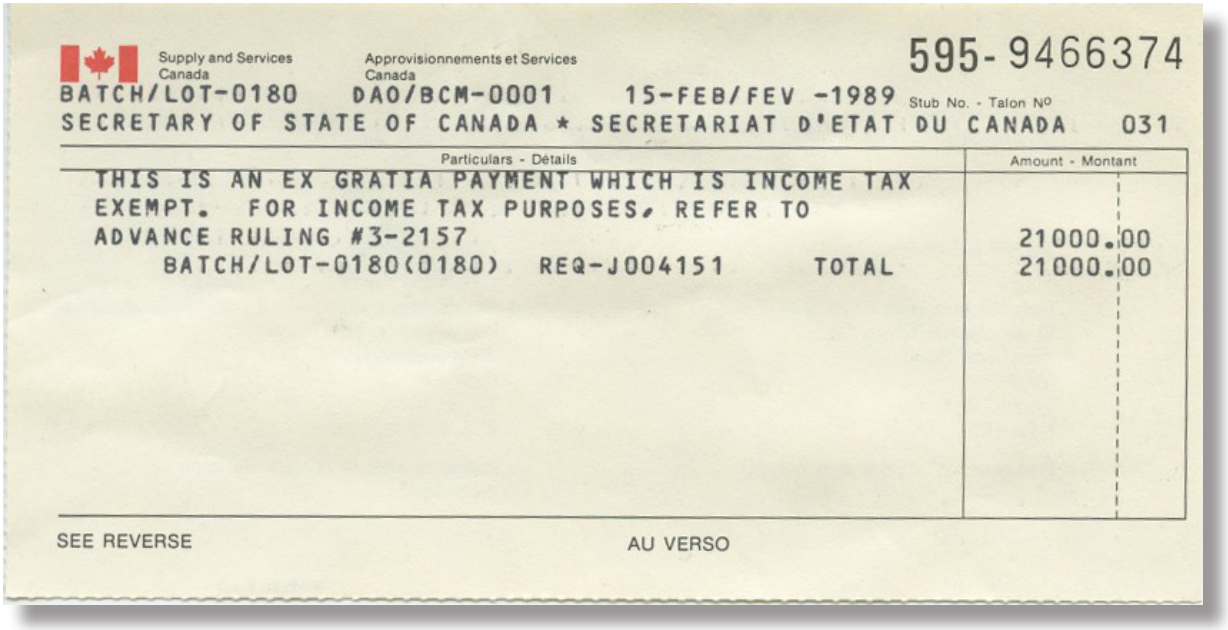
Envelope from S. Fujiwara to Mrs. Misao Okamura, 1942

Envelope (with censor tape) S. Fujiwara (Kaslo, BC) to Mrs. M. Okamura (Tashme, BC), dated 1942.

Nikkei National Museum, Banno Family Collection, 2016-30-2-2-9, www.nikkeimuseum.org

Japanese Canadian Redress payment, 1989

Government-issued check stub for individual Japanese Canadian Redress payment, totaling $21000.00.



Supply and Services Canada / Approvisionnements et Services Canada

595-9466374

BATCH/LOT-0180 DAO/BCM-0001 15-FEB/FEV -1989 Stub No. - Talon Nº

SECRETARY OF STATE OF CANADA * SECRETARIAT D'ETAT DU CANADA 031

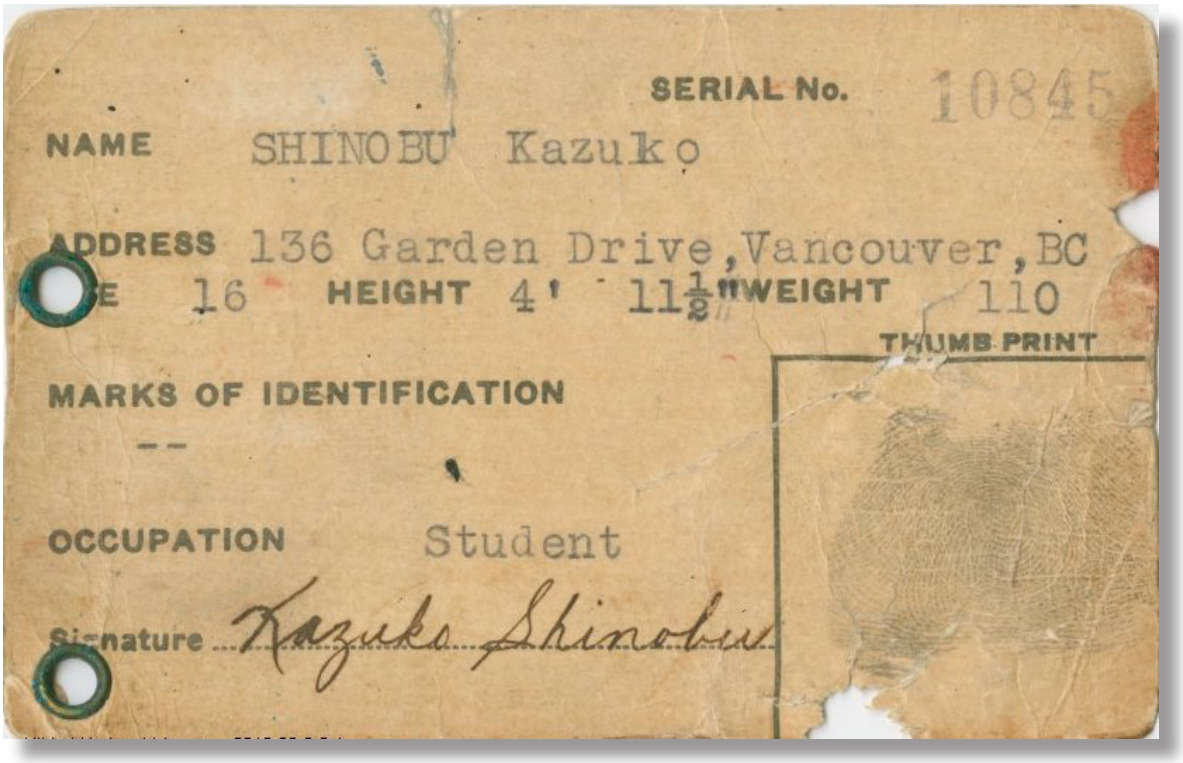
Particulars - Détails	Amount - Montant
THIS IS AN EX GRATIA PAYMENT WHICH IS INCOME TAX EXEMPT. FOR INCOME TAX PURPOSES, REFER TO ADVANCE RULING #3-2157	
BATCH/LOT-0180(0180) REQ-J004151 TOTAL	21000.00
	21000.00

SEE REVERSE AU VERSO

Nikkei National Museum, Ed and Muriel Kitagawa Collection, 2010.30.5.2.1, www.nikkeimuseum.org

Kazuko Shinobu Registration Card

Registration Card assigned to Kazuko Shinobu. It is dated June 19th, 1941. It includes an image of Kazuko Shinobu and her thumbprint. Her address is also on the card.



SERIAL No. 10845

NAME SHINOBU Kazuko

ADDRESS 136 Garden Drive, Vancouver, BC

AGE 16 HEIGHT 4' 11½" WEIGHT 110

THUMB PRINT

MARKS OF IDENTIFICATION

--

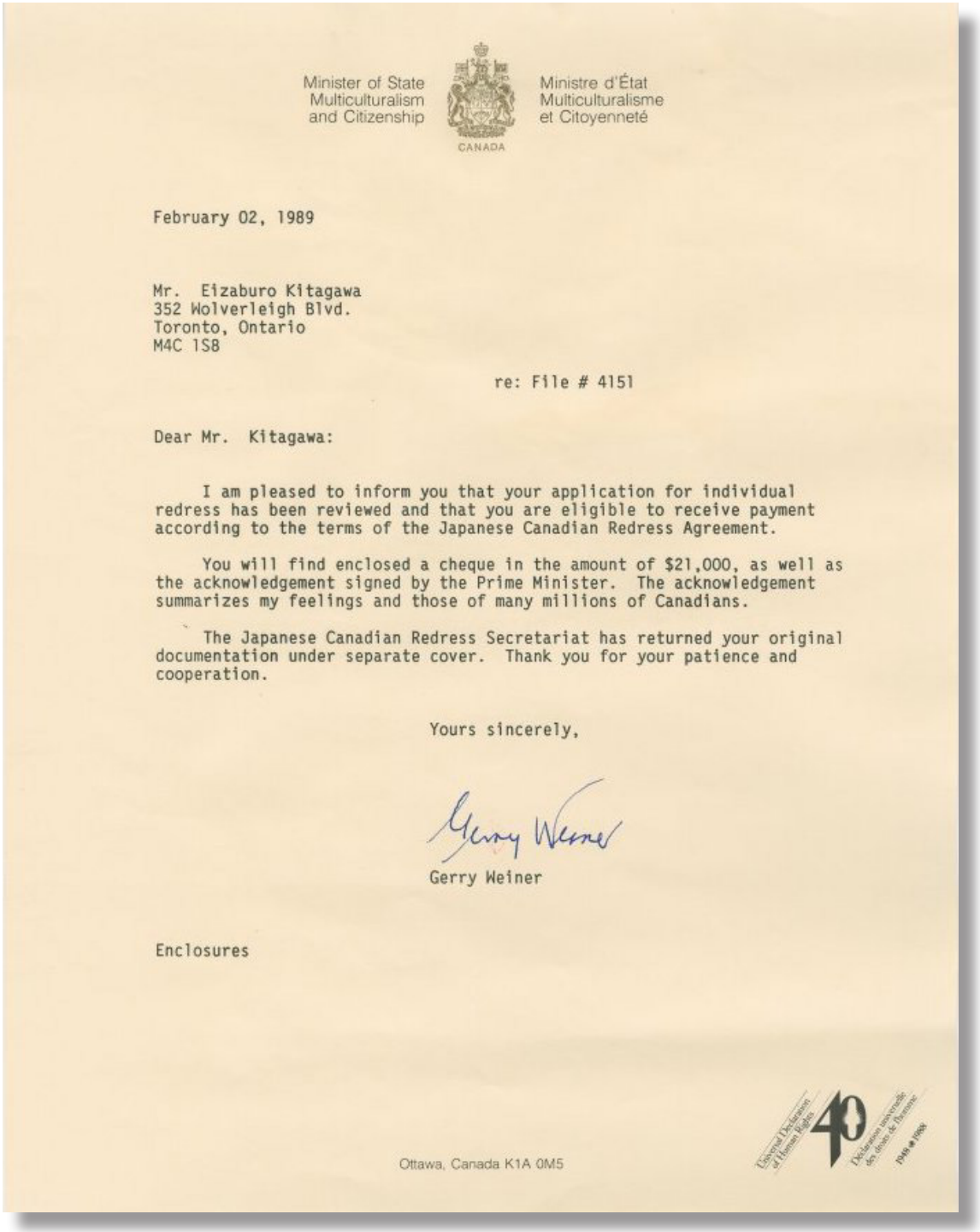
OCCUPATION Student

Signature Kazuko Shinobu

Nikkei National Museum, Eiji Yatabe Collection, 2018.36.2.2.1, www.nikkeimuseum.org

Letter to Mr. Eizaburo Kitagawa; February 2, 1989

Letter to Mr. Eizaburo Kitagawa, signed Gerry Weiner, Minister of State Multiculturalism and Citizenship, Government of Canada, dated February 2, 1989, regarding Mr. Kitagawa's application and approval of eligibility for individual redress according to the terms of the Japanese Canadian Redress Agreement, and notice of enclosures including a cheque for $21,000 and an acknowledgment signed by the Prime Minister. Annotated in pen with "Gerry Weiner."



Minister of State
Multiculturalism
and Citizenship

CANADA

Ministre d'État
Multiculturalisme
et Citoyenneté

February 02, 1989

Mr. Eizaburo Kitagawa
352 Wolverleigh Blvd.
Toronto, Ontario
M4C 1S8

re: File # 4151

Dear Mr. Kitagawa:

I am pleased to inform you that your application for individual redress has been reviewed and that you are eligible to receive payment according to the terms of the Japanese Canadian Redress Agreement.

You will find enclosed a cheque in the amount of $21,000, as well as the acknowledgement signed by the Prime Minister. The acknowledgement summarizes my feelings and those of many millions of Canadians.

The Japanese Canadian Redress Secretariat has returned your original documentation under separate cover. Thank you for your patience and cooperation.

Yours sincerely,

Gerry Weiner

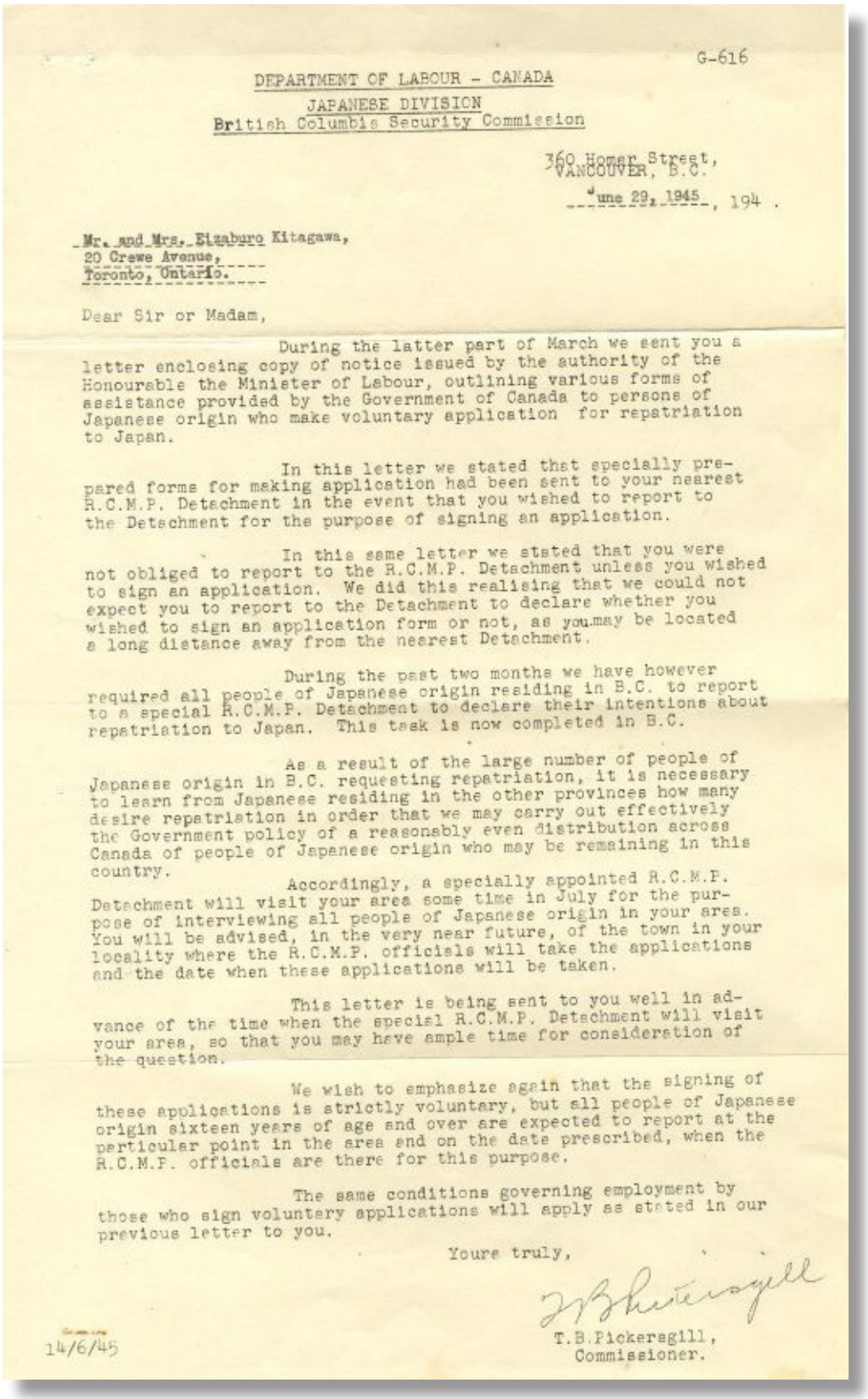
Enclosures

Ottawa, Canada K1A 0M5

Nikkei National Museum, Ed and Muriel Kitagawa Collection, 2010.30.5.2.5, www.nikkeimuseum.org

T.B. Pickersgill to Mr. and Mrs. Eizaburo Kitagawa; June 29, 1945

Letter from T.B. Pickersgill, to Mr. and Mrs. Eizaburo Kitagawa, requesting that all persons of Japanese racial origin over the age of sixteen report to the RCMP Detachment to declare their intentions about repatriation to Japan, whether or not they wish to repatriate.



G-616

DEPARTMENT OF LABOUR - CANADA
JAPANESE DIVISION
British Columbia Security Commission

360 Homer Street,
VANCOUVER, B.C.

June 29, 1945, 194 .

Mr. and Mrs. Eizaburo Kitagawa,
20 Crewe Avenue,
Toronto, Ontario.

Dear Sir or Madam,

During the latter part of March we sent you a letter enclosing copy of notice issued by the authority of the Honourable the Minister of Labour, outlining various forms of assistance provided by the Government of Canada to persons of Japanese origin who make voluntary application for repatriation to Japan.

In this letter we stated that specially prepared forms for making application had been sent to your nearest R.C.M.P. Detachment in the event that you wished to report to the Detachment for the purpose of signing an application.

In this same letter we stated that you were not obliged to report to the R.C.M.P. Detachment unless you wished to sign an application. We did this realising that we could not expect you to report to the Detachment to declare whether you wished to sign an application form or not, as you may be located a long distance away from the nearest Detachment.

During the past two months we have however required all people of Japanese origin residing in B.C. to report to a special R.C.M.P. Detachment to declare their intentions about repatriation to Japan. This task is now completed in B.C.

As a result of the large number of people of Japanese origin in B.C. requesting repatriation, it is necessary to learn from Japanese residing in the other provinces how many desire repatriation in order that we may carry out effectively the Government policy of a reasonably even distribution across Canada of people of Japanese origin who may be remaining in this country.

Accordingly, a specially appointed R.C.M.P. Detachment will visit your area some time in July for the purpose of interviewing all people of Japanese origin in your area. You will be advised, in the very near future, of the town in your locality where the R.C.M.P. officials will take the applications and the date when these applications will be taken.

This letter is being sent to you well in advance of the time when the special R.C.M.P. Detachment will visit your area, so that you may have ample time for consideration of the question.

We wish to emphasize again that the signing of these applications is strictly voluntary, but all people of Japanese origin sixteen years of age and over are expected to report at the particular point in the area and on the date prescribed, when the R.C.M.P. officials are there for this purpose.

The same conditions governing employment by those who sign voluntary applications will apply as stated in our previous letter to you.

Youre truly,

T.B.Pickersgill,
Commissioner.

14/6/45

Nikkei National Museum, Ed and Muriel Kitagawa Collection, 2010.30.5.1.1.a-c, www.nikkeimuseum.org

Shinran Shōnin Birthday Celebration Banner

Wooden banner featuring a pale green border surrounding red painted Japanese text on a white canvas. The texts reads, “Shinran Shōnin, Birthday Celebration, Buddhist Church” (shinran shōnin, kōtanshukugakai, bukkyōkai). Red and grey weaved fabric surrounds the banner’s wooden border. A hanging wire is attached to the back of the banner.

Shinran Shōnin was a Japanese monk who founded the Jodo Shinshu sect of Buddhism. This banner was used during the internment once a year in May to commemorate Shōnin’s birthday.

NIMC

Six Women in Kimonos; New Denver, BC, Circa 1944

Six women wearing kimonos and standing in front of two cars. Behind them are mountains. A seventh woman is standing off to the side. Third from the right is Tamiko (Tam) Nakamura.

Nikkei National Museum, Genzaburo and Kimiko Nakamura Family Collection, 2012.10.1.2.18, www.nikkeimuseum.org

Phonola Radio

Wooden AM radio featuring three black plastic dials, a speaker, a tuning display, and wires coming out of the back. The tuning display is behind a piece of glass. Frequencies and the word “Phonolo” can be seen on the display.

NIMC

Telegraph

The telegraph features various components used to facilitate telecommunication via tapping the knob connected to the spring lever.

NIMC

Doll

Child's stuffed doll featurin a face made from a hard-pressed molded fabric with painted-on features. She is dressed in a blue and red floral print bonnet and top and is wearing dark blue trousers with suspenders. The sewn-in label reads, "FREEMAN TOY COMPANY, TORONTO."

NIMC

Photograph of New Denver baseball game, 1944

NIMC

View of Japanese Internment buildings and garden plots, circa 1942

NIMC

New Denver Orchard School Graduating Class, 1945

NIMC

United Church sewing class at New Denver Japanese internment camp, 1943

NIMC

Group of loggers with clear-cut field behind them, circa 1942

NIMC

Rosebury internment buildings in winter with icicles, 1943

NIMC

New Denver Japanese internment camp buildings, circa 1942

NIMC

Women running in a race while spectators watch, circa 1942

NIMC

Two unidentified women sitting beside garden and house in unidentified Japanese internment camp

NIMC

Sanatorium at New Denver Japanese internment camp

NIMC

Group of students from New Denver summer school, 1943

NIMC

Group of men and women wearing party hats in New Denver, 1945

NIMC

Woman dressed as a geisha at unidentified Japanese internment camp

NIMC

New Denver Japanese internment camp with buildings and tents, 1942

NIMC

Thunder River work camp crew building road way at Blue River

NIMC

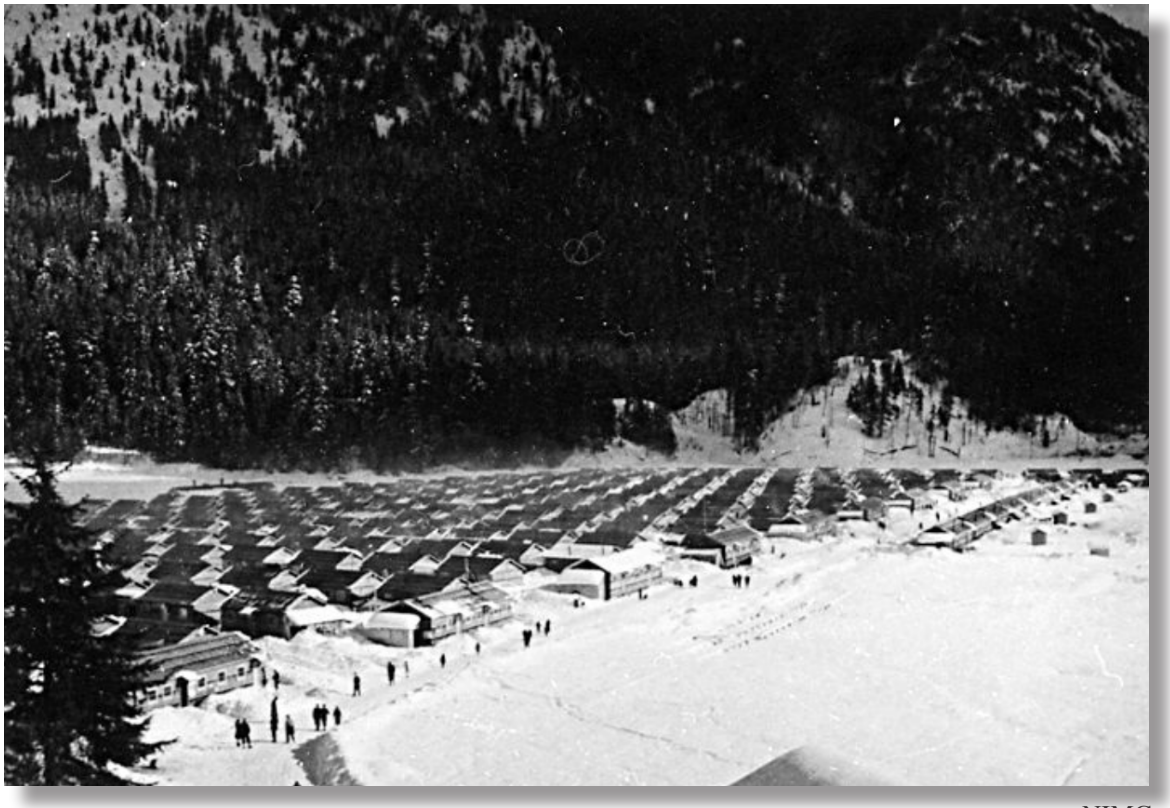
Water collection system consisting of barrels and logs at work camp

NIMC

Three women with figure skates at Tashme Japanese internment camp, 1944

NIMC

Tashme Japanese Internment camp houses in winter, 1943



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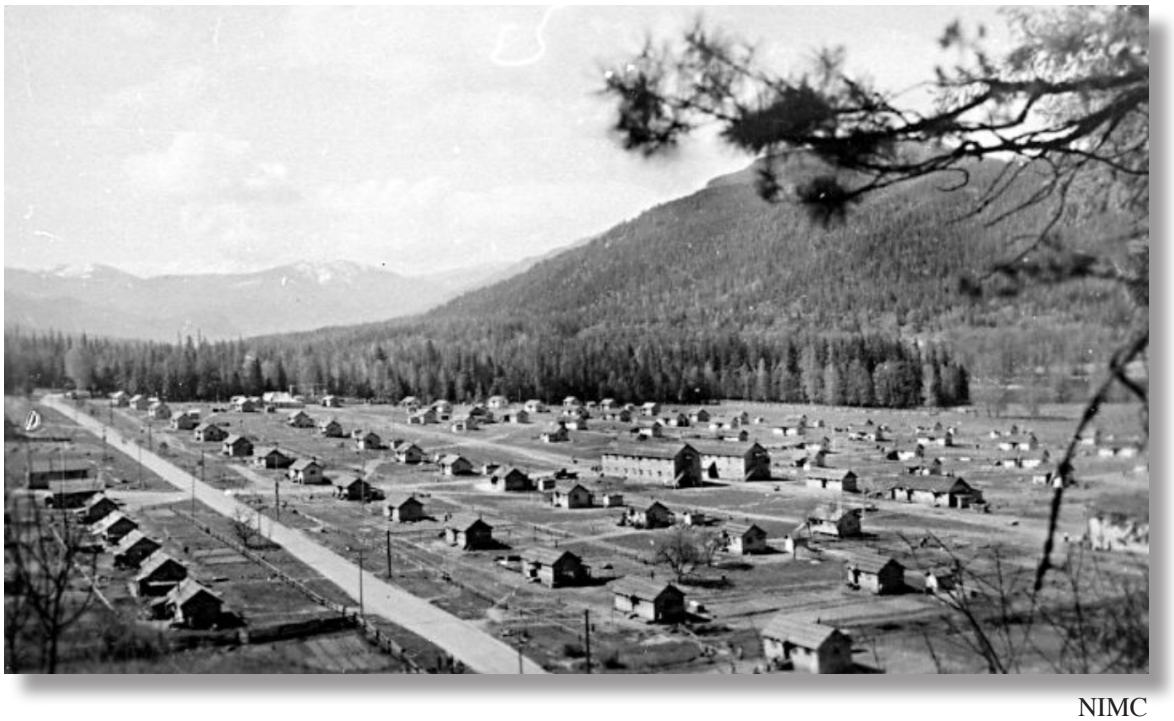
Inside of work camp sleeping quarters

NIMC

Popoff Japanese internment camp, 1942



NIMC

Soya Sauce Barrel

NIMC

Trophy

NIMC

A group of men building a bridge with logs at Tashme Japanese internment camp, circa 1943

NIMC