



04.

# Dispossession Lessons

Lessons developed by

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## How

How do you teach students about Japanese Canadian Internment and Dispossession?



## Big Ideas

Conceptual understanding.  
Begin the thinking and conversations.  
Build empathy skills.

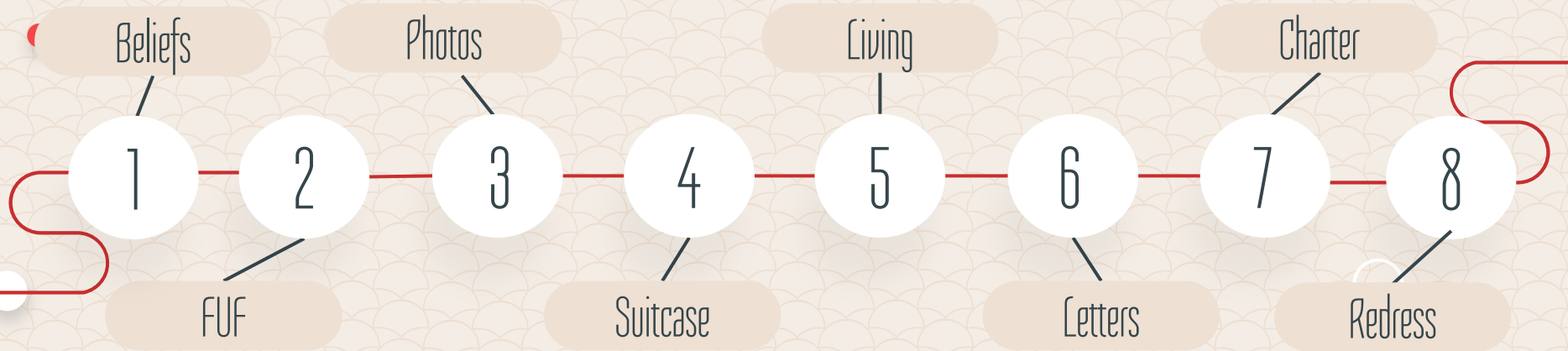


## Big Questions

Give a sense of the issues behind dispossession and build critical thinking skills along the way.

# DISPOSSESSION LESSONS

CORE DISPOSSESSION ACTIVITY



# BELIEFS: INTRODUCING THE ISSUES

## Beliefs

Agree or Disagree

### Beliefs

STATEMENT	BEFORE DISCUSSION		A "NEW" PERSPECTIVE		AFTER DISCUSSION	
	Circle Agree or Disagree then include brief note why.		Circle whether this perspective agrees or disagrees with the statement, then include brief note about this viewpoint.		Circle Agree or Disagree then include brief note why.	
1. It is always important to apologize after making a mistake.	Agree	Disagree	Agree	Disagree	Agree	Disagree
2. It is okay to change rules if it you can explain why.	Agree	Disagree	Agree	Disagree	Agree	Disagree
3. Canada is a fair place to live.	Agree	Disagree	Agree	Disagree	Agree	Disagree
4. "Home" is more about family than place.	Agree	Disagree	Agree	Disagree	Agree	Disagree
5. Being safe is more important than being free.	Agree	Disagree	Agree	Disagree	Agree	Disagree
6. Everyone should always be treated the same in all situations.	Agree	Disagree	Agree	Disagree	Agree	Disagree
7. People come to Canada because it is easier to live here than where they came from.	Agree	Disagree	Agree	Disagree	Agree	Disagree
8.	Agree	Disagree	Agree	Disagree	Agree	Disagree

# FAIR/UNFAIR GAME

Students play a strange game in which the rules are not clear and do not seem fair.

## FUF Game

### How

1. Divide students into teams and tell them they will be playing a game. Begin the "FUF" Game.
  - Note: You might want to arrange the teams beforehand to make sure that eye colour is distributed. One of our test teachers, Lindsay, noticed it was really hard for students to pick up on discrimination based on eye colour when there were too few blue-eyed students.
  - Go from team to team and have a student give a word.
  - Regardless of the word, give the team five points if the player has brown eyes and take off a point if the player has blue or green eyes (but do not tell them the criteria for scoring).
  - Go through a couple of rounds of this procedure and then have the teams discuss what they think the rules are. Keep playing, but increase the scoring or the penalties at your whim erratically (e.g. give 32 points for brown eyes and take off 26 points for blue eyes). At this point students may become frustrated. This is a good thing since students experience the unfairness of the situation and the confusion about not knowing the rules.
  - Eventually, tell students the rules.
2. Discuss the fairness of this game and how this relates to the immigrant experience (racism, not knowing rules).
3. Ask students how they felt as they played the game, and also how they felt once they found out the rules.
  - Point out the discriminatory overtones of the game because students were not judged on performance, but on a physical characteristic over which the students had no choice or control.
4. Discuss. (See suggested questions below in Assessment Considerations).
5. Students complete journal reflection. (See suggested journal reflection prompts below in Assessment Considerations).

Team A

Team B

# Property cards

323 Powell Street  
Hayami  
Radio repairs



We start by giving each student a property card.

# Development of property

- Residence above
- Business below



# Populate

Students populate their properties with people and possessions



Name

Hayami

Age

323 Powell Street

Occupation

Radio repairs



## Pin

They will pin these into their properties

## Attachment

Students develop an attachment to their virtual community, the people and the belongings



# Powell Street



A low-tech virtual community of a Japanese-Canadian neighborhood.

# Pearl Harbor

After students have built up sufficient possessions and attachment...

- Pearl Harbor
- The Evacuation Order

## **NOTICE TO ALL JAPANESE PERSONS AND PERSONS OF JAPANESE RACIAL ORIGIN**

TAKE NOTICE that under Orders Nos. 21, 22, 23 and 24 of the British Columbia Security Commission, the following areas were made prohibited areas to all persons of the Japanese race:—

LULU ISLAND (including Steveston)	SAPPERTON
SEA ISLAND	BURQUITLAM
EBURNE	PORT MOODY
MARPOLE	IOCO
DISTRICT OF QUEENSBOROUGH	PORT COQUITLAM
CITY OF NEW WESTMINSTER	MAILLARDVILLE
	FRASER MILLS

AND FURTHER TAKE NOTICE that any person of the Japanese race found within any of the said prohibited areas without a written permit from the British Columbia Security Commission or the Royal Canadian Mounted Police shall be liable to the penalties provided under Order in Council P.C. 1665.

AUSTIN C. TAYLOR,  
Chairman,  
British Columbia Security Commission

# Overnight

Avatars go from this...

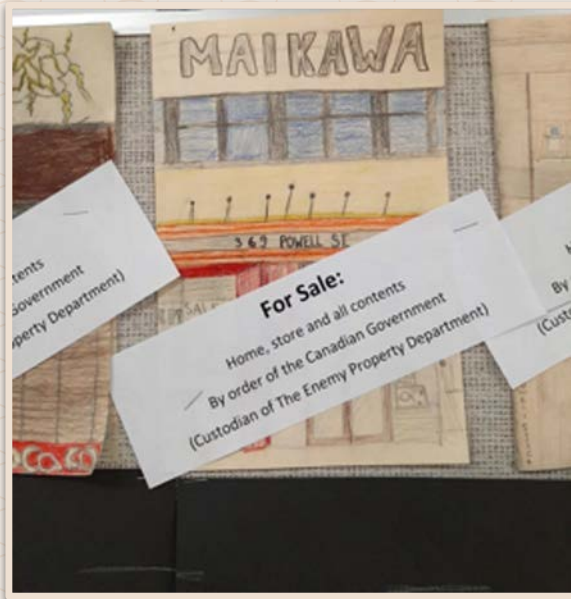


To this



# Incarceration continues

Possessions start to disappear from the Powell Street display



# Letters of protest by our students

Dear sir,

- Due to the amount of work and effort to make it liveable and the investments, you only sold it for little of what is actually cost.
- I worked really hard on my property and I have finished it with dedication.
- All our money was in the tailor shop.
- We seem to be treated as a lesser kind of human.
- My uncle and I made them [radios]...please return the stuff to me...we don't need the cash just memories.
- ...what I went through in those camps.
- I turned that house into a home.

What are some ideas or skills that might result from teaching about challenging times in Canada's history?

How can teaching and learning about Japanese Canadian internment and dispossession fit in to your grade's curricula?

Can you think of 3 big questions students may have/wonder about?  
What connections might they make with what they already know?



## A Child in Prison Camp

TAKASHIMA

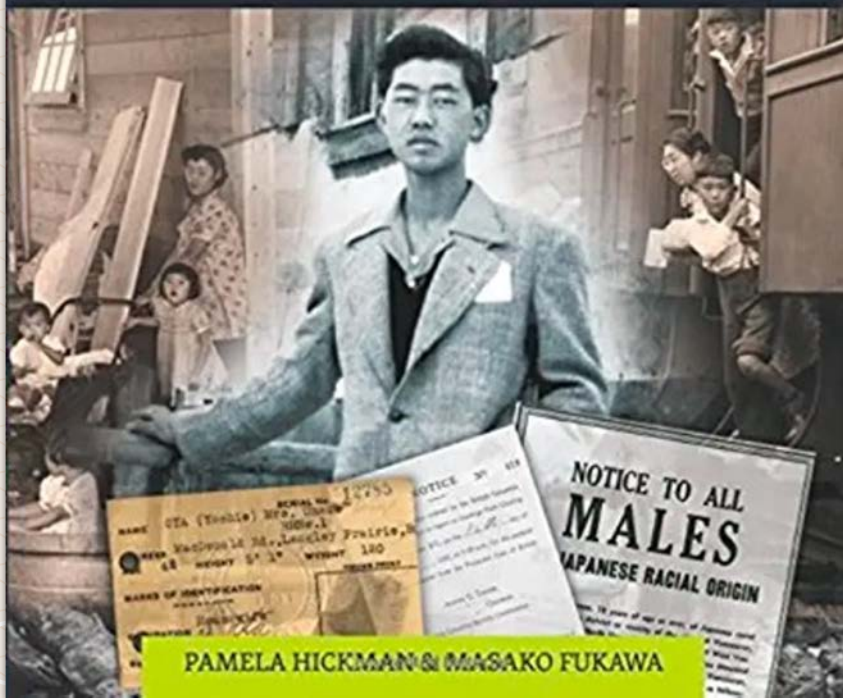
When Shizuye Takashima, “Shichan” as she was called, was eleven years old, her entire world changed forever. As a Japanese-Canadian in 1941, she was among thousands of people forced from their homes and sent to live in internment camps in the Canadian Rockies. Although none had been convicted of any crime, they were considered the enemy because the country was at war with Japan. In this true story of sadness and joy, Shichan recalls her life in the days leading up to her family’s forced movement to the camp, her fear, anger, and frustration as the war drags on, and the surprising joys in the camp: a Kabuki play, holiday celebrations, and the ever-present beauty of the stars.

- From the Penguin/Random House website

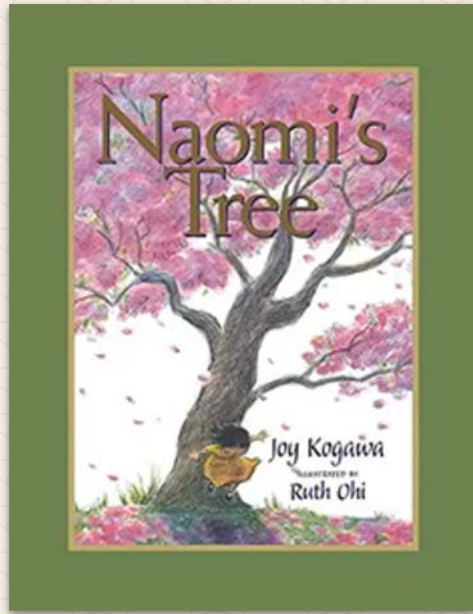
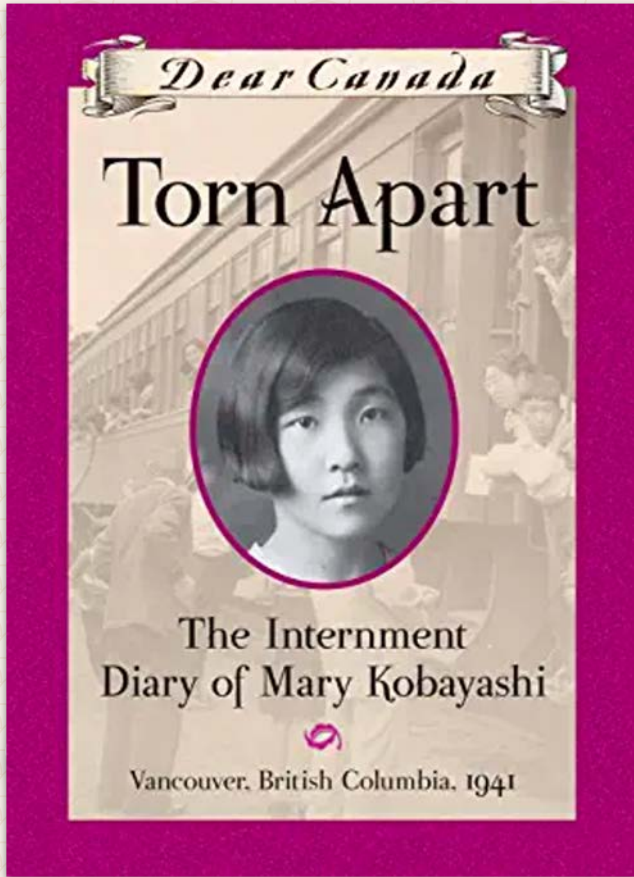
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# RIGHTING CANADA'S WRONGS

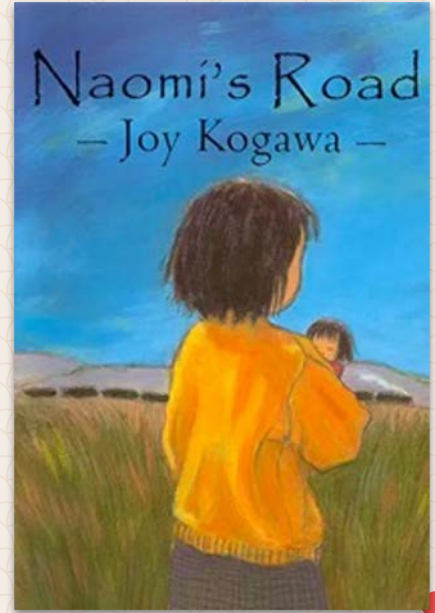
## Japanese Canadian Internment *in the Second World War*



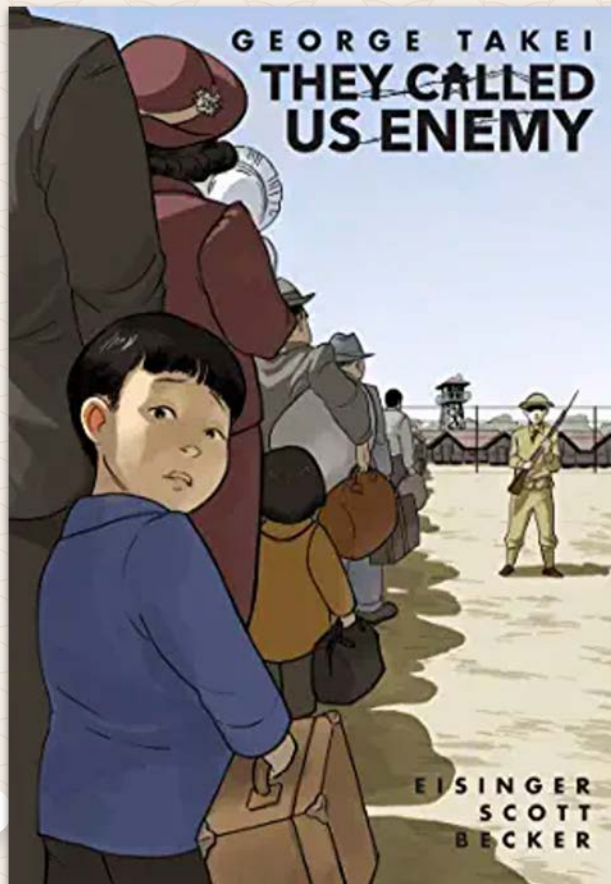




Picture book for older readers/listeners due to “heaviness” of the story.

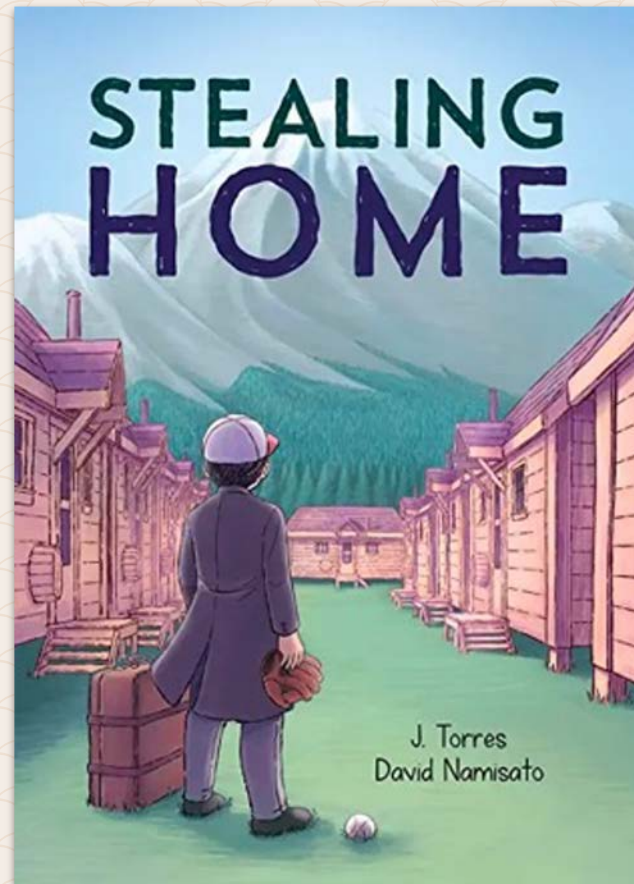


Naomi's story in a chapter book for grade four and up.

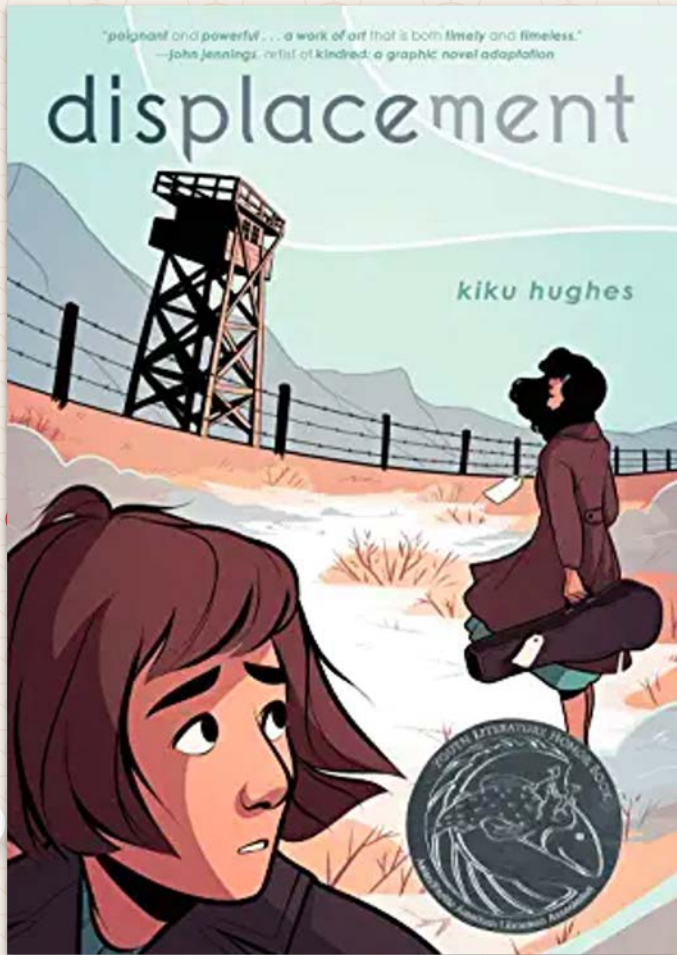


Japanese American Experience

## Graphic Novels

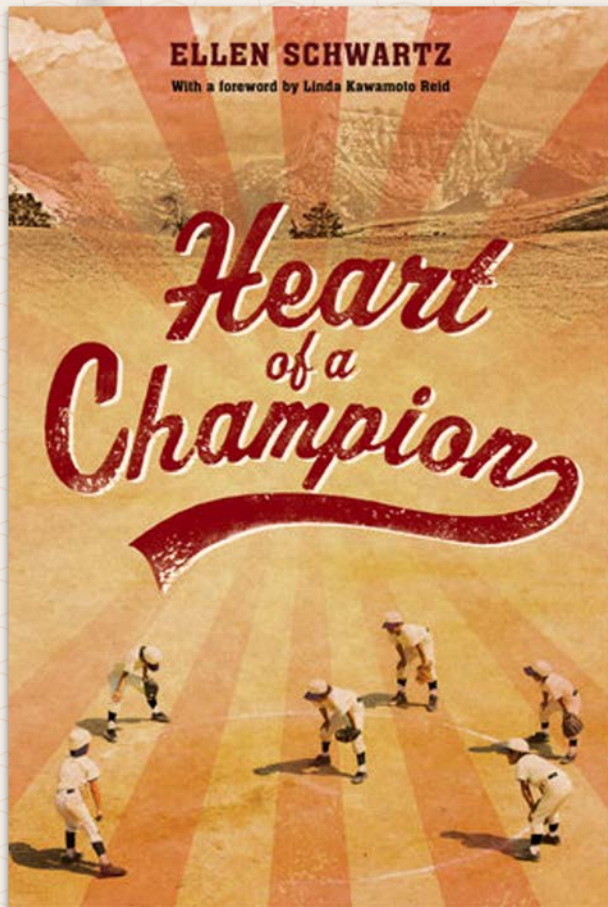


Japanese Canadian Experience

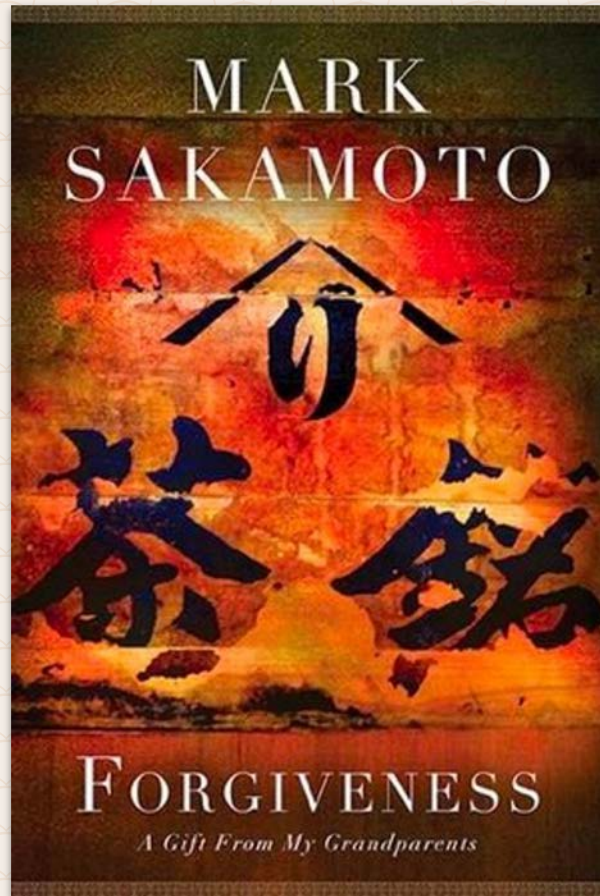


Kiku Hughes hopes that readers will:

- get a broader understanding of Japanese American incarceration
- gain an understanding of community trauma caused by racist targeting can persist for generations
- see the power that memories can have



Novel for grades 4-7, MYRCA List 2018



Adult, CBC Canada Reads Winner 2018



# LANDSCAPES OF INJUSTICE

*A New Perspective on the Internment and  
Dispossession of Japanese Canadians*

Edited by **JORDAN STANGER-ROSS**

# Links

01

[Landscapes of Injustice](#)

02

[Landscapes of Injustice-elementary lessons](#)

03

[Landscape of Injustice-high school lessons](#)

04

[Landscape of Injustice-Lessons in French](#)

05

[2019 Field School website](#)

[National Association of Japanese Canadians](#)

[Japanese Cultural Association of Manitoba](#)

[Canadian Museum for Human Rights](#)

[Nikkei National Museum & Cultural Centre](#)

[Library and Archives Canada](#)

06

07

08

09

10

What are you wondering?





[Link to Google slides](#)

# Thank you

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