

BROKEN PROMISES

JOURNEYS Digital Resource

Elementary Lesson Plans

LESSON RESOURCES

Use these resources to complete the lessons.

Who Broke the Promise?

https://centre.nikkeiplace.org/journeysdigitalresource_who-broke-the-promise/

Case Files

https://centre.nikkeiplace.org/journeysdigitalresource_case-files/

Letters of Protest

https://centre.nikkeiplace.org/journeysdigitalresource_letters-of-protest/

Exhibit Catalogue

ePUB: https://centre.nikkeiplace.org/wp-content/uploads/2020/09/2020-09-23-LOI-e-catalogue_En.epub

PDF: https://centre.nikkeiplace.org/wp-content/uploads/2020/09/2020-09-23-LOI-e-catalogue_En.pdf

Follow Mary's Story

Broken Promises Exhibit Companion App

The App Store:

<https://apps.apple.com/us/app/broken-promises-app/id1610815568>

Google Play:

<https://play.google.com/store/apps/details?id=com.NikkeiNationalMuseumCulturalCentre.BrokenPromisesApp>

LESSON: Diverse Points of View

by _____

Looking at the chart, **Who Broke the Promise?**, find out who said the following statements:

CHOICES:

a. William Lyon Mackenzie King

d. Ian MacKenzie

b. John Erskine Read

e. Ivan Barnet

c. Frank Shears

f. Kishizo Kimura

1. STATEMENT:

“The taking of the property away from these men
has nothing whatsoever to do with security”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

2. STATEMENT:

“Their country should never have been Canada.
I do not believe the Japanese are an assimilable race.”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

3. STATEMENT:

“No matter how honourable they might appear to be, every one of them ...
would be saboteurs and would help Japan when the moment came.”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

LESSON:
Diverse Points of View

by _____

4. STATEMENT:

[My role is] “carrying out ... government policy ...
not making or suggesting what the policy should be.”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

5. STATEMENT:

“From the current perspective ... when protests and demonstrations
are the trend, there might be some who laugh at ... silence and obedience.”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

6. STATEMENT:

“We must maintain the Pacific Coast as a white man’s country, and ...
educate the white man to realise that he can make a comfortable living”

Who said it? What was their role?

What was this person responsible for? What is your evidence?

Extension: Did you notice anything surprising or unusual about something that was said?
Explain on the back of this sheet.



LESSON:
Dispossession Activity

by _____

Looking at the **Case Files**, write and draw the kinds of losses experienced by Japanese Canadian families.

1. What **things** did Japanese Canadians lose?

2. What **experiences, opportunities, or rights** did Japanese Canadians lose?

3. What do you think it was like to experience all these kinds of losses? What did that **feel** like?

LESSON:

What Was Mary's Life Like?

by _____

Looking at **Follow Mary's Story | Broken Promises Companion App**, write and draw about these 3 parts of Mary's life after you go through the exhibit.

1. What was Mary's life like **before** internment and dispossession?

2. What was Mary's life like **during** internment and dispossession?

3. What was Mary's life like **after** internment and dispossession?

Imagine you were Mary's friend when she was sent away. What would you say to her or ask her?

On the back of this sheet, write Mary a letter as her friend.



LESSON:
Analyzing Letters of Protest
4-box guiding sheet

by _____

Look at the **Letters of Protest**, and answer the following questions:

<p>Who wrote the letter? What do you know about them?</p>	<p>What are their concerns?</p>
<p>What do they want the government to do?</p>	<p>Is there anything else? How are they asking? What kind of voice are you hearing in the letter? Are they angry, sad, in control, etc.?</p>

LESSON:

Protest Letter Template

by _____

Write your own letter of protest from the point of view of a Japanese Canadian Family, asking for their possessions back or at least fair market value for what was taken from them.

1. Salutation and Introduction

2. Problems and Concerns

3. What They Want from the Government

4. Conclusion and Close with Signature

BRIEFING NOTES FOR TEACHERS:

Diverse Points of View

Guidance notes for curators and teachers

by Kaitlin Findlay & Jordan Stanger-Ross

Who Broke the Promise?

Large-scale injustice requires many hands

- Individuals featured illustrate the different rationales that drove the policy.
- The chart shows a range of people with different positions and diverse opinions that were involved in creating the same policies on the dispossession and internment.
- Quotes included in the org chart: Illustrate personal motivations / Quotations of the intentional racism and evil – but that wasn't everyone

Kaitlin Findlay

Policy was fundamentally racist, but each policy maker had their own motives and ideas. This chart is not intended to highlight the most responsible, but rather the range of people with different positions who were involved in creating the same policy. The thinking behind the selection of individuals is to highlight the different rationales that drove the policy. You have people that were personally involved with creating the dispossession and internment policies, and they contributed different justifications. This is not a homogenous, evil, state mechanism, but rather a structure with diverse opinions. When you look at the diverse opinions, it is possible to imagine seeing yourself in this chart.

Jordan Stanger-Ross

An injustice is set in motion by political decision. No party can deny political accountability, which is why PM and cabinet is at the top of the chart. As these people are responsible for all the ministries under them. There was an exchange in the house of commons where some members of the opposition asks who is going to take responsibility for the bureaucrats working in the shadows, and the minister stands up and says 'I will.' It is right for us to focus on the Prime Minister and other key politicians, like Ian Mackenzie, the minister for BC. They made the highest decisions. But lower down, many other people had a hand in this injustice. Consider an analogy to the health care system. Politicians pass the laws that establish our system of health care. But when we receive care, doctors, nurses, fellow patients, or the environment of a hospital can have huge impacts on our experience. Or, just think of how important our teachers are to the quality of schooling. When the dispossession happened, politicians were responsible, but people working for them had tremendous impact as well. They executed this policy – that's how we got into this chart.

SAMPLE ANSWERS: Diverse Points of View

Looking at the chart, **Who Broke the Promise?**, students match the quotes to the policy maker.

1. STATEMENT: “The taking of the property away from these men has nothing whatsoever to do with security”	
Who said it? What was their role? b. John Erskine Read, federal government lawyer.	What was this person responsible for? What is your evidence? John Erskine Read was a legal Advisor for the Department of External Affairs within King’s office. He objected to the dispossession. He drafted and reviewed orders-in-council, a type of government legislation. Read wrote powerful memos to the Prime Minister conveying his outrage about the unjust treatment of Japanese Canadians.
2. STATEMENT: “Their country should never have been Canada. I do not believe the Japanese are an assimilable race.”	
Who said it? What was their role? d. Ian MacKenzie, BC federal cabinet minister	What was this person responsible for? What is your evidence? Ian MacKenzie was an elected BC cabinet minister. He was elected on promises that included calls for Asian exclusion, and had long standing political commitments to Veterans. He argued that Japanese Canadian property should be given to veterans.
3. STATEMENT: “No matter how honourable they might appear to be, every one of them ... would be saboteurs and would help Japan when the moment came.”	
Who said it? What was their role? a. William Lyon Mackenzie King, war-time Prime Minister of Canada.	What was this person responsible for? What is your evidence? William Lyon Mackenzie King was responsible for all the cabinet committees that sat under him. King would get memos from cabinet meetings, but it is difficult to say how much of the dispossession he personally oversaw.

SAMPLE ANSWERS: Diverse Points of View

Looking at the chart, **Who Broke the Promise?**, students match the quotes to the policy maker.

4. STATEMENT: [My role is] “carrying out ... government policy ... not making or suggesting what the policy should be.”	
Who said it? What was their role? c. Frank Shears, head of the Office of the Custodian	What was this person responsible for? What is your evidence? Frank Shears was initially the manager of the Custodian of Enemy Property. He eventually became the director. For over 10 years, Shears was responsible for administering the forced property sales.
5. STATEMENT: “From the current perspective ... when protests and demonstrations are the trend, there might be some who laugh at ... silence and obedience.”	
Who said it? What was their role? f. Kishizo Kimura, government appointee for the Japanese Canadian Community	What was this person responsible for? What is your evidence? Kimura was appointed by the government to represent Japanese Canadians on committees that oversaw the dispossession. He was an established businessman in the fishing industry. The government wanted a token Japanese Canadian who was trusted in the community to encourage Japanese Canadian cooperation with government policies.
6. STATEMENT: “We must maintain the Pacific Coast as a white man’s country, and ... educate the white man to realise that he can make a comfortable living”	
Who said it? What was their role? e. Ivan Barnet, Superintendent for the Soldier Settlement Board.	What was this person responsible for? What is your evidence? Ivan Barnet was a Superintendent for the Soldier Settlement Board. He oversaw the appraisal of Japanese Canadian farms. He tried to buy them for less than their full value. He supported giving Japanese Canadians farmland to returning white veterans. As a low level official, he mapped and appraised Japanese Canadian farms for sale in summer 1942, before there was explicit policy to do so.

SAMPLE ANSWERS: Dispossession Activity

Looking at the **Case Files**, have students write and draw the kinds of losses experienced by Japanese Canadian families.

1. What **things** did Japanese Canadians lose?

- The Atagi brothers lost their family heirlooms and boat building tools
 - Eikichi Kagetsu lost his timber company
 - The Murakami family lost their farm
 - The Morishita family lost their home and business. The contents of the Ebisuzaki store were auctioned, and then the store was sold.
 - Tagashira family lost their tobacco shop
-

2. What **experiences, opportunities, or rights** did Japanese Canadians lose?

- Hiroshi Okuda lost job opportunities. He writes about the racism he experiences, and how difficult it is to find work in Montreal as a Japanese Canadian.
 - * Tsuma Tonomoura's husband Moichiro lost his freedom. He is arrested when he refuses to leave the family farm, and is sent to a prisoner-of-war camp in Ontario.
 - * The Murakami children lost their happy childhood on Salt Spring Island, and opportunities for education. Their father writes about his daughter walking 8 kilometers to the internment camp school and her shoes have worn out.
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3. What do you think it was like to experience all these kinds of losses? What did that **feel** like?

- * Eikichi Kagetsu felt cheated. At the Bird Commission, he was awarded only a third of what he believed a fair adjustment to the original sale price of his property would be.
- * Rinkichi Tagashira is outraged and confused. He writes to the Office of the Custodian to say he "does not understand why the Custodian sold his property at such a dumping price"
- * Hiroshi Okuda writes about his worries about finding work.
- * The Murakami family felt betrayed by their friend Gavin Mouat, who had promises to protect their property.

BRIEFING NOTES FOR TEACHERS:

Letters of Protest

Students read letters of protest from dispossessed Japanese Canadians to see how some of them reacted to the losses they suffered.

Materials

- **Letters of Protest**
https://centre.nikkeiplace.org/journeysdigitalresource_letters-of-protest/
- **4-box guiding sheet**
- **Writing a Letter of Protest template**
- **VIDEO: Jordan Stanger-Ross: A historical overview of internment and dispossession** loitrelementary.weebly.com/jordans-historical-interview.html

1. If you have not done so yet, now is the time to tell students that in 1943, the government sold Japanese Canadians' land, businesses, and property back at home without their permission while the Japanese Canadians were incarcerated in camps or forced to live and work on the farms of the Prairies. (If you chose to do the Powell Street simulation, this issue would have come up as the avatars' possessions were removed after being forced out of Powell Street: <http://loitrelementary.weebly.com/>) You can tell them (from our introduction):

What happened to their homes and possessions?

When they were forced from their homes, Japanese Canadians were told that they could take with them only what they could carry (two suitcases or 150 lbs for adults and 75 lbs for children). Their homes, businesses, farms, furniture, and other possessions were to be held for safe keeping by the "Custodian of Enemy Alien Property" who later sold everything without the owners' consent and at a small percentage of their prewar value. When restrictions were lifted in 1949, four years after the war, Japanese Canadians had to start all over again. They had no homes to return to.

2. Analyse one letter of protest from a Japanese Canadian. Show the letter projected on a screen or hand out photocopies to groups or individuals.
3. After reading the letter with the class so that everyone knows the contents of it, students do a Think-Pair-Share:

Think: Using the 4-box guiding sheet, they think about the important elements of the letter: the people, property and possessions, feelings, what they want, and how they are trying to achieve what they want.

BRIEFING NOTES FOR TEACHERS:

Letters of Protest

Pair: With a partner, they begin to fill out each section, discussing what they think and the evidence that supports their beliefs.

Share: The partners share with another partner group and with the rest of the class.

4. Students write their own letters of protest.
From the point of view of their Powell Street avatar families, students write letters of protest asking for their possessions back or at least fair market value for what was taken from them. Discuss the criteria of what would make an effective letter: e.g. convincing, based on fact and proof (showing historical understanding), tone of the writing, etc.

When one of our test teachers (Ilana in Ontario) did this lesson, the students applied their understanding to bring historical context to their writing, and as they were making their case in their letters, they put in realistic aspects:

- “My husband fought for Canada in World War I ...”
- “We owned a candy store where all the children from the neighbourhood would come ...”

Students could use the letter template to help them write drafts of their letters of protest. Refer back to the actual letters of protest from Japanese Canadians, and discuss not only what they said but how they said it. The letters tend to be polite and respectful, but assertive.

5. Have students share their letters with the class. Was it hard to write these letters? If students have ever had to ask for something back from a friend who had borrowed it, have them imagine asking the government to pay them back properly for something of theirs that was sold without their permission.

An effective display would be mounting the good copies of their letters beside their abandoned residences on the Powell Street simulation.

Have students read these letters, Japanese Canadians’ and their own, out loud for more impact.

6. Optional: For more information, the teacher could show some of Jordan’s video interviews about dispossession.

VIDEO: Jordan Stanger-Ross: A historical overview of internment and dispossession

loitrelementary.weebly.com/jordans-historical-interview.html