

BROKEN PROMISES

JOURNEYS Digital Resource

Secondary Lesson Plans

LESSON RESOURCES

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/

3D Virtual Tour

<https://my.matterport.com/show/?m=zp7CzmtWKiu>

Follow Mary's Story

Broken Promises Exhibit Companion App

Apple 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: **Dispossession – History and Memory**
Grade Level: **8-12**
Time Required: **90 minutes**

Overview

In this series of activities students will engage with the Broken Promises exhibit on the dispossession of Japanese Canadians. The lessons will begin with a conversation about museums, their purpose and role in preserving history and sharing the past. Students will then explore the museum through a series of guide activities. These activities are built upon a series of critical questions that frame the learning experience.

Lesson Overview

Introduce the Museum

- What is the purpose of a museum?
- What do you expect to find in this museum?
- How does the museum use its collections to tell a story?
- Why do you think the Nikkei National Museum chose the title ‘Broken Promises’ for this exhibit?

Essential Questions

- What is the dispossession?
- Why was the property of Japanese Canadians sold?
- Who was responsible?
- How did Japanese Canadians protest the forced sales?
- What is the legacy of dispossession?

Investigation Stations

- Mary’s Story | Broken Promises Exhibit Companion App
- 3D Virtual Exhibit
- Letters of Protest
- Who Broke The Promise?
- Case Files

Teacher Preparation

- Computer with internet connection, iPad or tablet, or smart phone will be required
- Student Virtual Fieldtrip worksheets
- Guidelines for Teaching about Dispossession
- Teachers may also want access to a word cloud generator, Padlet or similar note taking tool to share information with students via a videoconferencing platform

Conclusion and Assessment

- Discuss how the Nikkei National Museum uses its collections and exhibitions, including the layout and design of the exhibit, to teach about dispossession and Japanese Canadian history
- How is the exhibit a ‘living memory’ of dispossession?
- Why is it important to preserve collections related to evacuation, internment and dispossession?
- Why is it important to preserve the stories that accompany the artifacts in the exhibit?
- What can we learn from the study of this exhibit about the challenges facing Japanese Canadians living through evacuation, internment and dispossession?

Helpful Resources and Links

- Landscapes of Injustice Elementary/Secondary Teacher resources:
<https://loi.uvic.ca/secondary/index.html>
- Landscapes of Injustice Narrative website:
<https://loi.uvic.ca/narrative/>
- Hastings Park 1942:
<http://hastingspark1942.ca/>
- Tashme Historical Project:
<http://tashme.ca/>

Sample Student Worksheet

Instructions: For each exhibit in the virtual field trip, answer the questions below.

Follow Mary's Story | Broken Promises Exhibit Companion App

1. What do you find most compelling about Mary's journey?
2. What was Mary's life like before interment and dispossession?
3. Describe what Mary lost through the experience of internment and dispossession.

3D Virtual Tour

1. Examine a variety of hotspots from the virtual tour.
 - a. Identify three hotspots that clarified on your thinking about dispossession.
 - b. Identify three hotspots that you have questions about.
 - c. Identify three hotspots that you would like to know more about.
2. Which hotspots are you drawn to and why?
3. Why did the curators of the virtual museum exhibit choose these particular items to be the focus of the virtual tour? What story do these items tell about the experience of Japanese Canadians during the dispossession?

Who Broke The Promise?

1. How does the organizational chart help us to understand who broke the promise and why the government and how it evolved?
2. Describe what happened to the real estate, fishing vessels, farms and personal property of Japanese Canadians.
3. Who is Kishizo Kimura?
What was Kimura's role in the dispossession of Japanese Canadian property?
4. Read about Ian McKenzie and Ivan Barnet. What was their view of Japanese Canadians?
5. How does the organizational chart help us to understand who was responsible for dispossession? Who do you think was most responsible for the policy of dispossession?
6. Who benefited from dispossession?

Letters of Protest

1. Why are the letters of protest organized under themes? Citing examples from actual letters, explain why Japanese Canadians felt outrage and betrayal.
2. How did Japanese Canadians use the law in support of their protests?
3. What actions were taken by the Yokoyama brothers, Akira and Tomio, in protest of the forced sale of their property? What was the net result of their claims to the Bird Commission? Do you think this was fair?
4. Why did the government want to dispossess Japanese Canadian land holders in the Fraser Valley? How was this land used after the end of the war?
5. Read the story of Toyo Takahashi. How does Toyo express her disappointment with the forced sale of her property in Victoria, BC? How did her emotional plea lead to special treatment by the Office of the Custodian?

Case Files

Choose case files from selected list and answer these questions:

1. What was lost?
2. How did Japanese Canadians attempt to protect their property?
3. Why was the government selling the property of Japanese Canadians after the end of the Second World War?
4. How did the government determine the value of property?
5. What factors would influence the value of businesses, real estate and chattels at the time of sales?
6. What is the Soldier Settlement Board? What was their involvement with the Murakami property?
7. Who profited from the forced sale of Japanese Canadian owned property?
8. What do the case files tell us about the impact of dispossession on the lives of Japanese Canadians?