

## TAIKEN Education Series: Our Elders, Our Stories

### Teacher's Guide for Video Resources

The Taiken series consists of four short videos of Japanese Canadian elders recounting their experiences, especially their memories of the internment period. The videos are available as part of the Nikkei National Museum's Journeys Education Kit, or online via our website and on YouTube. Below is a guide for how to use each video in the classroom, with specially designed worksheets, also available for download from our website.

Although students of all ages can learn from these videos, the activities provided for Aki Horii, Mary Kitagawa, and Roy Uyeda are designed for grades 4-6. The activity for Mits Sumiya's story is designed as an additional activity for secondary school students. The activities are not interdependent, so teachers may choose to complete just one activity with their students, or two or more. The same is true of the videos.

**Topics:** Japanese Canadian internment, Canadian wartime experience, multiculturalism, geography, families

**Materials:** TAIKEN videos (DVD or online; four videos ranging from 6-23 minutes in length); TAIKEN Viewing Guide worksheets (Four worksheets, 1-3 pages each); A/V equipment to screen videos

**Historical background:** The Nikkei National Museum has a number of educational resources available on Japanese Canadian history: <http://centre.nikkeiplace.org/school-programs/>

A short introductory pamphlet is available for free on our website:  
<http://centre.nikkeiplace.org/nikkei-national-museum-history/japanese-canadian-history-in-brief/>

Other useful resources include the Japanese Canadian Timeline:  
<http://centre.nikkeiplace.org/japanese-canadian-timeline/>

And our book, *Taiken: Japanese Canadians since 1877*, which is available through the museum shop.

#### **Before viewing the TAIKEN videos, students should know the following:**

- When the Second World War was fought, and the major participants on both sides of the war
- Where Pearl Harbor is, who bombed it and when, and the immediate consequences of this attack for Canada and the United States.

#### **Vocabulary notes:**

- **Hakujin:** literally "white person" in Japanese
- **Hinomaru:** the Japanese flag, a red circle on a white background (literally "the sun's circle")
- **Issei:** an immigrant from Japan. Literally "first generation" in Japanese, to distinguish from later generations.

- **Internment:** the act of putting someone in prison for political or military reasons, especially during a war. (Source: Cambridge Dictionary online)
- **Nisei:** “second generation” Canadian-born children of Issei
- **Nikkei:** of Japanese heritage and ancestry.
- **Picture Bride:** a woman who comes overseas via an arranged marriage where she has exchanged pictures and letters with a prospective husband, then married him by proxy.
- **War Measures Act:** a law allowing the Canadian government to impose martial law in times of national crisis. It was introduced in 1914 and repealed in 1988, and invoked three times during its lifespan. For more information: <http://www.thecanadianencyclopedia.ca/en/article/war-measures-act/>

### **Big Ideas and Objectives: next page**

#### **Aki Horii**

##### **Big Ideas**

- **What kinds of impact do social injustices have on lives of children and families?**
- **Students will learn about how the internment changed things we take for granted (e.g. education, mobility, jobs, etc.) by hearing the personal account of Aki Horii.**

##### **Core Competencies Addressed**

- Critical and Creative Thinking (comparing and contrasting, predicting, reasoning, reflection, etc. through viewing, listening, and discussion)
- Communication (listening to Aki’s first person narrative, recording own responses, sharing ideas)
- Personal Social (comparing with own life, forming own decision, sharing ideas with others, empathy, etc.)

#### **Roy Uyeda**

##### **Big Ideas**

- **What kinds of impact do social injustices have on lives of children and families?**
- **How can a person's heritage change their experience in and as a part of Canada?**
- **Students will learn about the lasting impact of Japanese Canadian internment by hearing the personal account of Roy Uyeda.**

##### **Core Competencies Addressed**

- Critical and Creative Thinking (comparing and contrasting, predicting, reasoning, reflection, etc. through viewing, listening, and discussion)
- Communication (listening to Roy’s first person narrative, recording own responses, sharing ideas)
- Personal Social (comparing with own life, forming own decision, sharing ideas with others, empathy, etc.)

## **Mary Kitagawa**

### **Big Ideas**

- **What kinds of impact do social injustices have on lives of children and families?**
- **Students will learn about the hardship caused for Japanese Canadian families by the internment by hearing the personal account of Mary Kitagawa.**

### **Core Competencies Addressed**

- Critical and Creative Thinking (comparing and contrasting, predicting, reasoning, reflection, etc. through viewing, listening, and discussion)
- Communication (listening to Mary's first person narrative, recording own responses, sharing ideas)
- Personal Social (examining impacts of injustice, sharing ideas with others, empathy, etc.)

## **Mits Sumiya**

### **Big Ideas**

- **In what ways do political and social climates shape and limit individual choice?**
- **How did racial discrimination affect the course of Mits Sumiya's life as a young man, including the rights and freedoms he had access to?**

### **Core Competencies Addressed**

- Critical and Creative Thinking (analyzing Mits' narrative, investigating context, etc. through viewing, listening, research, discussion)
- Communication (listening to Mits' first person narrative, recording own responses, sharing ideas)
- Personal Social (examining impact of human rights abuses, empathy, examining how choices are made, etc.)

## **AKI HORII: Procedure**

### **Total time for activity: 2 hours**

1. Before viewing any segments, students fill in the first column about themselves. Share a few responses and have a quick discussion to build context and anticipation before viewing Aki's story. *(15 minutes)*
2. View "Life Before the War" (0:00-5:10). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Students may want to write these things down on the back of their sheets as they view and discuss. Now students fill in the second column/sheet. Play "Life Before the War" again to help students complete this column. Discuss how the Part A responses and Part B responses compare, and possible reasons for the similarities and differences. You may want to have students make Venn diagrams to illustrate the similarities and differences. *(20-30 minutes)*
3. View "Everything Changed" (5:10-13:31). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Now students fill in the third column/sheet. Play "Everything Changed" again to help students complete this column. Discuss how the Part B responses and Part C responses compare.
  - a. Discuss: Why did things change so much for Aki and his family? What do you think about that? If this happened to you, how would you feel? What do you think is going to happen to Aki's family when the war is over? *(25-35 minutes)*
4. View "Starting Again from Scratch" (13:31-18:52). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Now students fill in the fourth column/sheet. Play "Starting Again from Scratch" again to help students complete this column. Discuss how the Part B responses and Part D responses compare (before and after the war).
  - a. Discuss: How do you think Aki's family dealt with starting over again? Were you surprised the family decided to stay in Canada after they were treated this way? If this happened to you, what would you do? *(25-30 minutes)*
5. View "Words of Wisdom" (18:52-22:05). Discuss how Aki's earlier experiences are related to the stories he tells in this last section, and how his experiences might affect how he feels about these things. *(10 minutes)*

If time permits, discuss Aki's story as a whole. Suggested questions:

- Why would Aki have a problem with the word evacuation instead of internment? (Everything Changed)
- What does the term "enemy alien" mean? Why did the government call Aki an enemy alien? (Everything Changed)
- How do you think Aki felt when he got a special permit to visit Vancouver after the war? (Everything Changed)
- Why does Aki think education is important? How does education help fight racism? (Words of Wisdom)

## **ROY UYEDA: Procedure**

### **Total time for activity: 1.5-2 hours**

1. Before viewing any segments, students fill in Part A about themselves. Share a few responses and have a quick discussion to build context and anticipation before viewing Roy's story. *(15 minutes)*
2. View "Life Before the War" (0:00-3:18). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Students may want to write these things down on the back of their sheets as they view and discuss. Now students fill in the second column on the chart. Play "Life Before the War" again to help students complete this column. Discuss how the Part A responses and Part B responses compare, and possible reasons for similarities and differences. You may want to have students make Venn diagrams to illustrate the similarities and differences or make one as a class on the blackboard. *(15-20 minutes)*
3. View "Everything Changed" (3:18-6:59). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Now students answer the questions in part C. Play "Everything Changed" again to help students complete their answers. Discuss how Roy and his family's life changed since before the war in both Hastings Park and Bay Farm.
  - a. Discuss: Why did things change so much for Roy and his family? What do you think about that? If this happened to you, how would you feel? What do you think is going to happen to Roy's family when the war is over? *(15-20 minutes)*
4. View "Starting Again from Scratch" (6:59-14:47). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Now students answer the questions in Part D. Play "Starting Again from Scratch" again to help students complete this column. Discuss how the Part B responses and Part D responses compare (before and after the war). *(20-25 minutes)*
  - a. Discuss: If you had to leave Canada for another country tomorrow, do you think you would come back as an adult like Roy did? Why or why not? Why do you think Roy came back to Canada? Why might this have been a difficult choice? *(5-10 minutes)*
  - b. Discuss: How did the events of the war continue to shape Roy's life afterwards? In Japan, Vancouver, Montreal, and Vancouver again? *(5 minutes)*
5. View "Words of Wisdom" (14:47-15:58). Have students answer section E, and then discuss as a class: what are examples of education that would help reduce discrimination? What strategies in addition to education can be used? What else have you learned from Roy's story? *(5-10 minutes)*

### **MARY KITAGAWA: Procedure**

**Total time for activity: 60 minutes**

1. View “Life Before the War” (0:00-1:25). After the viewing, discuss what the students noticed and what questions they have. Have students fill out the first row of the chart in part A. Play “Life Before the War” again to help students complete this column. *(5-10 minutes)*
2. View “Everything Changed” (1:25-8:07). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Have students complete the chart in Part A: play “Everything Changed” again to help students finish the questions. Discuss how these sections are different from the Murakamis' lives before the war.
  - a. Discuss: Why did things change so much for Mary and her family? What do you think about that? If this happened to you, how would you feel? What do you think is going to happen to Mary’s family when the war is over? *(20-25 minutes)*
3. View “Starting Again from Scratch” (8:07-12:26). Students do not fill in the response sheet yet, but just watch and listen. After the viewing, discuss what the students noticed and what questions they have. Now students answer the questions in Part B. Play “Starting Again from Scratch” again to help students complete this column. Discuss how life changed for Mary and her family after the war, compared to before.
  - a. Discuss: How do you think Mary’s family dealt with starting over again? Were you surprised the family decided to stay in Canada after they were treated this way? Why do you think they decided to return to Salt Spring Island? If this happened to you, what would you do? *(15-20 minutes)*
4. View "Words of Wisdom" (12:26-14:15). Discuss how Mary's earlier experiences are related to the things she says in this last section. Have the students answer the question in part C. Play "Words of Wisdom" again to help them as they write their answer. *(10 minutes)*

### **MITI SUMIYA: Procedure**

**Total time for activity: 50 minutes**

1. View Mits' story (Video length: 6 minutes, 45 seconds) and have students answer the questions on the handout. *(20 minutes)*
2. At 3:02, stop the video and explain the War Measures Act. Students will then write their responses to questions 3a. and 3b. Replay 3:02-5:34.
3. Have students share and discuss their answers in small groups. *(15 minutes)*
4. Regroup as a class and have each group share their answers and thoughts *(10 minutes)*
5. Broader topics which can be discussed if time allows: the difference between civil and martial law, reasons for imposing martial law, the War Measures Act and its history of use; the impact of Mits' decision to resist being sent to a road camp on his life, and the relative situation of the alternative available to him.