# ?Anticipation GuiDispossession Activity 1

L E S S O N

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| SUGGESTED TIME:40 - 80 minutesMATERIALS:letters of protest from Japanese Canadians4 Boxes: Analysing the Letters of Protest  Writing a Letter of Protest template |

OBJECTIVES

Students will:

begin to think about some of the key issues behind this unit learn to identify and clarify a problem develop alternative interpretations from various sources use a journal to reflect on their learning

PROCEDURE

1. If you have not done so yet, now is the time to tell students that in 1943, the government sold Japanese Canadian’s land, businesses, 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). 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 pre-war 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.

1. Analyse one letter of protest from a Japanese Canadian, (e.g. Toyo Takahashi from Jordan).
	* Show the letter projected on a screen or handout photocopies to groups or individuals.
	* After reading over the letter over 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.
		+ Pair: With a partner, they begin to fill out each section, discussing what they think and how they know.
		+ Share: The partners share with another partner group and with the rest of the class.
	* You can look at other letters in a similar fashion to get a broader sense of these letters of protest. You can also look at letter from other points of view:
		+ bystanders, friends and neighbours
		+ government officials, RCMP
		+ journalists and newspaper editorials
		+ advertisements for the selling off of Japanese Canadian confiscated property, people who bought the confiscated boats or properties, etc.
2. 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 they lost. 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 brought 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**.
	* Have students share their letters with the class. Was it hard to write these letters? If students have ever had to ask something back from a friend who borrowed something, 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.

SUGGESTED JOURNAL ENTRY (allow 10 - 15 minutes) Did you change your mind on any of the statements after discussion?

* + Why did you (or why didn't you) change your mind? Choose at least 2 statements and explain why you believe the statements are true or false. Some sentence starters:

I believe statement #1 is true because …

It is not okay to change rules …

ALTERNATIVE PROCEDURE

* Once students have finished the "Before Discussion" section, put up two signs on opposite ends of your classroom: "True" and "False." Read the first statement. Students stand under the answer they chose. Students explain why they chose the answers they did. Once students have given their opinions, allow them to change their answers and stand under their "After Discussion" answer.

Changes in answers may generate further discussion.

* Students go back to their desks to fill in their "After Discussion" answer.
* Repeat until all statements have been covered.
* ​
* possible priority diamond activity
* looking at the value of property in 1939/1988/2016 dollars
* the different perspective cards activity

2345678901234567890123456789012123456

4 Boxes: Analysing the Letters of Protest by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Who** wrote the letter? What can you tell about them? | **What** are their concerns? |
| **What** do they want the government to do? | Is there **anything else**? (e.g. How are they asking? What kind of voice are you hearing in the letter? Are they angry, sad, in control, etc.) |

Writing a Letter of Protest template by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |
| --- |
| Salutation and Introduction |
| Problems and Concerns |
| What they want from the government |
| Conclusion and Close with signature |

# GuiDispossession Activity 2

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|  |
|  |
| SUGGESTED TIME:40 minutesMATERIALS:Determining Historical Significance diamond |

OBJECTIVES

Students will:

begin to think about some of the key issues behind this unit learn to identify and clarify a problem develop alternative interpretations from various sources use a journal to reflect on their learning

PROCEDURE

1. Train students how to rank aspects of a historical event by their significance within that history. This activity comes from Morton and Seixas’s book **The Big Six** and was adapted by Anna Razzell and Chuck Baker to include the Cinderella part.
2. Hand out a copy of the Determining Historical Significance diamond sheet to each student. Explain to students that they are to put the nine parts of the Cinderella story (listed at the bottom) into the diamond chart (in the upper half of the page) in **order of importance,** and that they are to do so by **themselves.** (You might have to read or retell the story of Cinderella to refresh your students’ memories). The most important aspects go at the top and the least go at the bottom with the middle sections tying for importance.
3. After students have had a chance to complete the diamond, in partners or small groups, have students share their diamonds and explain why they put different aspects of the story where they did. Walk around and listen to their rankings and explanations.
4. Have students share their remarks, what they heard from their partners, and what they found interesting or surprising. Discuss the comments. Point out that students were basing their rankings on their **own personal values** and were developing **their own criteria.** We do the same thing with history: we assign significance based on criteria of what is important to us in this history.
5. Now that students have been trained to use the ranking diamond, have them do the same activity, but this time using their understanding and their own personal criteria for the dispossession of Japanese Canadians, using the **“Part B: Premade)” sheet**. (You might want to do this on a separate sheet instead of photocopied on the back of Cinderella sheet, so students do not prejudge). You can also use the **“Part B: Teacher Made)” sheet** with nine blanks at the bottom if you want to use **your own nine aspects**.
6. Again, share, debate and discuss the rankings and the criteria.
	* + “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**.
	* Have students share their letters with the class. Was it hard to write these letters? If students have ever had to ask something back from a friend who borrowed something, 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.

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ALTERNATIVE PROCEDURE

* Once students have finished the "Before Discussion" section, put up two signs on opposite ends of your classroom: "True" and "False." Read the first statement. Students stand under the answer they chose. Students explain why they chose the answers they did. Once students have given their opinions, allow them to change their answers and stand under their "After Discussion" answer.

Changes in answers may generate further discussion.

* Students go back to their desks to fill in their "After Discussion" answer.
* Repeat until all statements have been covered.
* ​

name : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Determining Historical Importance**

(from the BIG SIX Historical Thinking Concepts)

**Part A**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(most important)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(least important)

Put the parts of the story (below) into the diamond chart (above) in **order of importance**.

* wedding
* Stepsisters
* Fairy Godmother
* Cinderella
* glass slipper
* midnight
* Prince Charming
* pumpkin
* Stepmother

**Part B (premade)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(most important)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(least important)

For the **dispossession of Japanese Canadians**, please rank these 9 items listed below in terms of (historical) **importance** into the diamond above.

|  |  |  |
| --- | --- | --- |
| community | friends | racism |
| fairness | home | safety |
| family | loss | trust |

Notes/Reasons:

**Part B (dispossession premade)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(most important)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(least important)

For the **dispossession of Japanese Canadians**, please rank these 9 items that Japanese Canadians might have lost listed below in terms of **importance** into the diamond above.

|  |  |  |
| --- | --- | --- |
| community | friends | pets |
| education | home | safety |
| money | personal items | businesses and jobs |

Notes/Reasons:

**Part B (teacher made)**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(most important)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(least important)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notes/Reasons: