

# Racism, Relocation, and Redress: The Japanese-Canadian Experience

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**Grade Level** High School  
**Duration** 2 class periods

## National Standards

### GEOGRAPHY

#### Element 4: Human Systems

12. The processes, patterns, and functions of human settlement.

#### Element 6: The Uses of Geography

17. How to apply geography to interpret the past.

## AZ Standards

### ELA

#### Writing

#### Production and Distribution of Writing

**9-10, 11-12 W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## Arizona Social Science Standards

### GEOGRAPHY

#### Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

HS.G3.1 Analyze the reciprocal nature of how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.G3.4 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration settlement.

HS.G3.5 Evaluate the impact of social, political, and economic decisions that have caused conflict or promoted cooperation throughout time.

### HISTORY

#### Cycles of conflict and cooperation have shaped relations among people, places, and environments.

HS.H2.1 Explain multiple causes of conflict.

HS.H2.2 Analyze approaches to conflict management and resolution.

HS.H2.3 Evaluate the short- and long- term impacts of conflicts and their resolutions.

#### Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.1 Analyze how societies, leaders, institutions, and organizations respond to societal needs and changes.

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

## Overview

During times of crisis, governments sometimes take actions against minority populations that are discriminatory. Students need to understand why this occurs, how it is carried out, and how it can be redressed.

## Purpose

In this lesson students will gain a better understanding of why and how Japanese-Canadians were interned during World War II and how it was later redressed.

## Materials

- Copies of Racism, Relocation, and Redress: The Japanese-Canadian Experience reading
- Copy of Racism, Relocation, and Redress: The Japanese-Canadian Experience Teacher Script
- Racism, Relocation, and Redress: The Japanese-Canadian Experience power point
- Copies of the Racism, Relocation, and Redress Writing Prompt, Checklist, and Scoring Guide

## Objectives

The student will be able to:

1. describe ways Japanese-Canadians were discriminated against before and during World War II.
2. state how the Canadian government redressed the wrongs committed against Japanese-Canadians.
3. describe how a forced migration would change the landscape and society of the new destination.

## Procedures

*Prerequisite Knowledge: Students should have prior knowledge of the internment of Japanese-Americans in the United States during World War II.*

*Also, prior to the lesson you should familiarize yourself with the script to the power point presentation so slides are advanced at the proper times.*

### SESSION ONE

*Note: Use your script to know when to advance slides on the power point so students have a visual of what they are reading about.*

1. Discuss the idea of a “forced migration.” Have students generate a list of what might force a person to move. Now have the students use their knowledge of the internment of Japanese in the U.S. to answer the following questions.
  - Why did the U.S. intern the Japanese-Americans living on America’s West Coast?
  - Where were they interned?
  - What effect did this internment have on the Japanese-Americans?
  - Do you think this kind of internment happened in other countries?
2. Distribute the Racism, Relocation, and Redress: The Japanese-Canadian Experience reading and begin the power point on Slide 1. Explain to students that they will be orally reading the handout while viewing the power point. Instruct them to write notes or underline/highlight important facts on the handout as it is being read.

3. Model this with the first paragraph. After that, take time after each paragraph for students to share what they felt was important; let them know it is acceptable to change what they have done. Be sure to allow time for questions and discussion.
4. At the end of the class period, instruct students to keep their reading for use on an assignment during the next class period.
5. Ticket Out the Door: For closure have the students answer on a small sheet of notebook paper: How would these Japanese-Canadians have changed the destinations to which they were sent as internees? They should have at least 5 ways. Answers can include: built buildings where there were none, gardened, grew crops to survive, established new social norms—like governmental leadership and customs, adapted the new environment to be more like “home,” built roads and communication systems, married or associated with more diverse groups than their former community, experienced more severe weather and terrain than “home,” etc.

### SESSION TWO

1. Distribute the Racism, Relocation, and Redress Writing Prompt. Go over the directions and allot time to clarify any questions.
2. Allow students to work on their essay for the remainder of the class period. It may then be completed as homework.

## Assessment

Ticket Out the Door can be graded for correct answers. Mastery will be considered at least 4 correct responses.

Essays may be graded using the scoring guide provided. A score of 80% or higher will be considered mastery.

## Extensions

Students could research the internment of German-Americans or Italian-Americans during World War II and report their results in either written or digital format.

You could select an image dealing with Japanese-Canadians and have students analyze it using the Primary Source Image Analysis Tool found on the Arizona Geographic Alliance website.  
<http://geoalliance.asu.edu/geolens>

Students could write a compare-contrast essay on the internment of Japanese-Canadians and Japanese-Americans.

Students could research and report on the circumstances that led up to the deportation of citizens of Japanese descent from Central and South America to detention camps in the United States.

Students can research the numbers of internees that chose to stay in the new location versus those that returned "home" to West Coast location.

## Sources

[www.JapaneseCanadianHistory.net](http://www.JapaneseCanadianHistory.net)

"Japanese Internment Camps", [www.yesnet.yk.ca](http://www.yesnet.yk.ca)

"Japanese Internment: Banished and Beyond Tears", [www.thecanadianencyclopedia.ca](http://www.thecanadianencyclopedia.ca)

"Japanese-Canadian Internment", [www.libwashington.edu](http://www.libwashington.edu)

"Japanese-Canadian Internment", [www.wikipedia.org](http://www.wikipedia.org)