

Connections to Canada

Lesson 5: The Complexities of Redress: Redress & Reconciliation Campaigns

Lesson Description:

In this lesson learners will have a better understanding of three groups of people affected by WWII: Japanese Canadians interned, Battle of Hong Kong veterans, and the Chinese Canadian community. These groups were greatly affected at home and abroad. After a brief background on the three groups, learners will have a better understanding of their trauma and struggle throughout Canadian history. The lesson will then guide learners through their struggle for redress & reconciliation by addressing their complex campaigns for justice. Finally, learners will evaluate where they stand in regard to social activist's roles and will evaluate themselves based on their activist impulses. By using videos, historical information, and interactive activities learners will grow to become positive social actors in a complex world.

Core question(s):

- What makes a social activism campaign successful? Why did the Canadian government lack a response with regards to the three groups identified?

Learning Goals:

- To have a basic understanding of Japanese Canadians Internment, The Battle of Hong Kong, and Chinese Canadians: Force 136 unwanted soldiers & The Head Tax
- Learn about community struggle for redress and reconciliation
- Learn about redress & reconciliation campaigns, social activism campaigns, and how to be a positive social actor

Competencies: Historical Thinking

Historical Significance	Cause & Consequence	Continuity & Change	Historical Perspective
Using primary and secondary sources	Through inquiry	Through inquiry	Through inquiry
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Determine & explain the importance of people, events/developments or ideas <input checked="" type="checkbox"/> Assess the impact of the past and on the present <input checked="" type="checkbox"/> Evaluate how importance may shift for various people and over time 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Identify various causes using one or more accounts of the event or development <input checked="" type="checkbox"/> Explain both intended and unintended consequences <input checked="" type="checkbox"/> Assess the relative influence of various causes <input checked="" type="checkbox"/> Evaluate the impact of various consequences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Compare what has changed and what has stayed the same over a period of time (explain why) <input checked="" type="checkbox"/> Determine using sound inferences from multiple sources <input checked="" type="checkbox"/> Assess how an event may involve progress for some people or groups and decline for others 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain reasons for then and now ideas and beliefs <input checked="" type="checkbox"/> Infer past viewpoints using varied sources <input checked="" type="checkbox"/> Analyze how and why of ideas and beliefs in a particular time and why they may be different from today (context) <input type="checkbox"/> Analyze the tension that can exist between conflicting past and present-day viewpoints about history (presentism)

Materials

- PowerPoint Presentation
- Japanese Canadian Internment – Narrated by David Suzuki [\[video\]](#)
- Heroes Remember Presents the Battle of Hong Kong [\[video\]](#)
- Force 136: Chinese Canadian Heroes [\[video\]](#)
- Three Roles of Social Change [guide](#) and [handout](#)

(All videos in this lesson require access to wifi)

Materials Extension

- Savage Christmas: Battle of Hong Kong 1941 [\[video\]](#)
- Designing a Social Activism Campaign [Assignment](#)
- The Hong Kong Independent Battalion Local Heroes – The Hong Kong Resistance during the Japanese Occupation 1941 – 45, Dong Jiang Zong Dui [\[book\]](#)
- Orienting Canada Race, Empire and the Transpacific, John Price [\[book\]](#)
- Fighting for Canada – Chinese and Japanese Canadians in Military Service, Dennis McLaughlin & Leslie McLaughlin [\[book\]](#)
- Canada’s Road to the Pacific War – Intelligence, Strategy, and the Far East Crisis, Timothy Wilford [\[book\]](#)
- One Soldiers Story 1939 – 1945 – From the Fall of Hong Kong to the Defeat of Japan, George S. Macdonell [\[book\]](#)
- Obasan, Joy Kogawa [\[book\]](#)

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
Activity 1: Pre-War & War Years 1885 – 1949	✓			Background information/ key points: <ul style="list-style-type: none"> • Japanese Canadians Internment 1941 – 1949 • The Battle of Hong Kong & POWs 1941 - 1945 • Chinese Canadians: <ul style="list-style-type: none"> ◦ Head Tax: 1885 – 23 ◦ Chinese Exclusion Act: 1923 – 47 ◦ Force 136 unwanted soldiers: 1944 - 46 Each of the three points are accompanied by an informational video, to give learners further knowledge and understanding. Critical thinking questions: <ul style="list-style-type: none"> • Why did this happen? • What were the contributing factors? 	<ul style="list-style-type: none"> • PowerPoint Presentation • Japanese Canadian Internment – Narrated by David Suzuki [video] <ul style="list-style-type: none"> ◦ suggested stop time 7:04 • Heroes Remember Presents the Battle of Hong Kong [video] • Force 136: Chinese Canadian Heroes [video] <ul style="list-style-type: none"> ◦ suggested stop time is between 6th to 7th minute
Activity 2: Post War 1945 - Ongoing	✓			Covers redress and reconciliation campaigns. Background information, key points: <ul style="list-style-type: none"> • Japanese Canadians Internment – redress & reconciliation received 1988 • The Battle of Hong Kong – redress & reconciliation received 2011 • Chinese Canadians and The Head Tax – redress & reconciliation received 2006/ ongoing 	<ul style="list-style-type: none"> • PowerPoint Presentation

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
				Critical thinking questions: <ul style="list-style-type: none"> • Why did it take so long for redress to occur? • Why were these groups in these predicaments in the first place? 	
Activity 3: Three Roles of Social Change		✓	✓	During this activity learners will have the chance to see how they fit into a social activism campaign. Groups will have group discussions with each other and the entire class.	<ul style="list-style-type: none"> • PowerPoint Presentation • Three Roles of Social Change guide and handout
Activity 4: Group Discussion: Deconstructing Three Roles of Social Change Activity	✓			Have learners return to their seat, conduct group discussion on activity and lesson. Questions to ask: <ul style="list-style-type: none"> • What bothers you about the other groups OR what would frustrate you about working with other groups? • What would you say to others operating in different roles? • What is the value of the different roles? • For an effective social activism campaign do you think all three are required? If yes, why? If no, why? • Do you think the activity you participated in is relevant to social justice and or activism today? 	<ul style="list-style-type: none"> • PowerPoint Presentation
Activity 5: Thinking Question	✓			Group concludes with thinking questions and any critical questions learners have.	<ul style="list-style-type: none"> • PowerPoint Presentation

(W) Whole group (S) Small group (I) Individual

Extension Learning Activity: Open-ended Inquiry Project

Film Study

- Savage Christmas: Battle of Hong Kong 1941 [\[video\]](#)

Critical thinking questions for film:

1. Why did the Canadian government send troops to HK?
2. Why were they treated so poorly in POW camps?
3. Is this relevant to what current soldiers experience?
4. Why were these veterans treated poorly? And why don't more Canadians know about the battle of Hong Kong?

Extension Learning Activity: Open-ended Inquiry Project

Designing a Social Activism Campaign

Link to Assignment: https://docs.google.com/document/d/1aEfj5kXPCimCi3CkTOaeO_-myLbqRMQ1/edit

Other Resources

- The Hong Kong Independent Battalion Local Heroes – The Hong Kong Resistance during the Japanese Occupation 1941 – 45, Dong Jiang Zong Dui [book]
- Orienting Canada Race, Empire and the Transpacific, John Price [book]
- Fighting for Canada – Chinese and Japanese Canadians in Military Service, Dennis McLaughlin & Leslie McLaughlin [book]
- Canada's Road to the Pacific War – Intelligence, Strategy, and the Far East Crisis, Timothy Wilford [book]
- One Soldiers Story 1939 – 1945 – From the Fall of Hong Kong to the Defeat of Japan, George S. Macdonell [book]
- Obasan, Joy Kogawa [book]

Bibliography

https://docs.google.com/document/d/1ID7pi6_hPveTa0uX8qXWrRD7P2EgfreS1GCHVXVHrc/edit#