

Road to Reconciliation

Lesson 2:

'Apology', what does it mean?

Lesson Description:

Learners will reflect on what constitutes an apology and what forms of redress should be taken in the context of WWII in Asia. Learners will also explore what other redress measures are needed besides an apology by examining primary sources.

Core question(s):

- What political background (East Asia and/or international relations) influenced the Japanese government's position towards the redress movement?
- How do institutional or international decisions/policies make an impact on survivors' recovery to peace and reconciliation?
- Who's responsible for bringing justice for victims of war crimes?

Learning Goals:

- Examine what form redress should take
- Investigate the Japanese government's responses to its war crimes
- Explore participants' personal civic responsibility to bring justice to the victims

Competencies: Historical Thinking

Historical Significance	Cause & Consequence	Continuity & Change	Historical Perspective
Using primary and secondary sources	Through inquiry	Through inquiry	Through inquiry
<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	<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 type="checkbox"/> Evaluate the impact of various consequences	<input 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	<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 checked="" type="checkbox"/> Analyze the tension that can exist between conflicting past and present-day viewpoints about history (presentism)

Materials

- PowerPoint Presentation
- Chart paper and markers
- Survivors' reaction towards 'December agreement' [\[video\]](#)
- Peace Statue Map ([Korea](#) and [World](#))

Materials Extension

- Sorry State Trailer [\[video\]](#)
- JMSS redress timeline

(All videos in this lesson require access to wifi)

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
Activity 1: Minds-On Introductory: Sorry State?	✓	✓		<ul style="list-style-type: none"> • Watch the trailer of 'Sorry State' • In small groups, discuss the questions below: <ul style="list-style-type: none"> ◦ What constitutes an apology? ◦ Is saying 'sorry' enough? • Write down your answers on chart paper • Present in a big group <p>Historical thinking prompts:</p> <ol style="list-style-type: none"> 1. Who is responsible for bringing justice for the victims? 2. Does current government take the responsibility for the crimes committed in the past? 	<ul style="list-style-type: none"> • Sorry State Trailer [video] • Chart paper and markers
Activity 2: What constitutes an apology?	✓	✓		<ul style="list-style-type: none"> • Historical overview of Japanese Military Sexual Slavery (JMSS) <p>Discussion in small groups:</p> <ul style="list-style-type: none"> • For the journey of reconciliation for the victims of JMSS <ul style="list-style-type: none"> ◦ What actions do you need to take (individual)? ◦ What kind of supports are needed (Societal)? ◦ What actions are needed from the Japanese government (Institutional) <p>Historical thinking prompts:</p> <ul style="list-style-type: none"> • What other redress measures are needed besides an apology? • Introduce 7 demands from the survivors of JMSS: <ul style="list-style-type: none"> ◦ Acknowledge the war crime ◦ Reveal the truth in its entirety about the crimes ◦ Make an official apology ◦ Make legal reparations ◦ Punish those responsible for the war crime ◦ Accurately record the crime in history text books ◦ Erect a memorial for the victims of the military sexual slavery 	<ul style="list-style-type: none"> • For further learning on Japanese Military Sexual Slavery, refer to Lesson 1

Activity	Grouping			Approach (Pedagogy)	Materials
	W	S	I		
Activity 3: Investigation on Japanese government's response towards JMSS	✓	✓	✓	<ul style="list-style-type: none"> Introduce the various responses of the Japanese government towards JMSS: <ul style="list-style-type: none"> Prime Minister Miyazawa Statement (1991) Chief Cabinet Secretary Kono Statement (1993) Asia Women's Fund (1995-2007) Textbook Revision (2006) – delete 'comfort women' completely from the textbook December Agreement (2015) Introduce the peace statue: <ul style="list-style-type: none"> 1st one erected on 1000th Wednesday Protest Day, Dec. 2011 124 statues in Korea, 10 statues in the world including Toronto - Erected by local communities <p>Individually or in a small group :</p> <ul style="list-style-type: none"> Compare Kono Statement and Abe Statement Read the December Agreement and discuss the questions below: <ul style="list-style-type: none"> Does the agreement satisfy the demands of the survivors? (refer to 7 demands) How does the agreement make an impact on survivors' recovery to peace and reconciliation? 	<ul style="list-style-type: none"> JMSS redress timeline <ul style="list-style-type: none"> Kono Statement & Abe Statement (1993) Abe Statement (August, 2015) Survivors' reaction towards 'December agreement' [video] Peace Statue Map (Korea and World) Further learning on activism of 'comfort women' refer to Lesson 3
Activity 4: The 'December agreement'				<ul style="list-style-type: none"> Watch a clip of the survivors' reaction to the 'December agreement' Debrief on critics of 'December agreement' 	Survivors' reaction towards 'December agreement' [video]

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

Extension Learning Activity: Open-ended Inquiry Project

Further Research Topics:

- How has the Japanese government approached its responsibility for the operation of 'comfort stations'?
- What is the international community's role in bringing justice for the victims? What was the Canadian government's role as an international community member?
- In what ways have women's rights and freedoms changed? What affect do these reformed rights have on 'comfort women' survivors?
- How do we ensure that the solutions to these violations include the people who are directly impacted and do not simply reflect the views and experiences of the privileged and the powerful?
- What political background (East Asia and/or International relations) influenced Japanese government's position towards the issue?

Extension Learning Activity: Open-ended Inquiry Project

Film Study:

- [Sorry State](#)
- Irish Chang: [the Rape of Nanking](#)
- [Kim Bok-Dong Centre](#)

Bibliography

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