



hastingspark1942.ca



BCTF100
Celebrating a century



The history of the incarceration of Canadians of Japanese descent at Hastings Park in Vancouver and (optional) field study guide

CURRICULAR LINKS TO GRADE 10 SOCIAL STUDIES

(Copied from the Ministry of Education curriculum guide)

BIG IDEA

Political decision-making and societal change are influenced by interactions between, individuals, groups and institutions.

CURRICULAR COMPETENCIES

Students are expected to be able to do the following

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

CONTENT

Students are expected to know the following

- Injustice, oppression, and social change in the development of human rights

CURRICULAR LINKS TO GRADE 11/12 SOCIAL JUSTICE

(Copied from the Ministry of Education curriculum guide)

BIG IDEAS

- Social justice issues are interconnected.
- The causes of social injustices are complex and have lasting impacts on society.
- Social justice issues have both individual and systemic effects.

CURRICULAR COMPETENCIES

Students are expected to be able to do the following

- Use inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess and compare significance of people, events, and developments at particular times and places, and examine what it reveals about social justice issues
- Create and implement an action plan to address a particular social justice issue

CONTENT

Students are expected to know the following

- Past and present social injustices in Canada and the world, their possible causes, and their lasting impact on individuals, groups, and society
- Roles of governmental and non-governmental organizations in issues of social justice and injustice

A Brief History of Canadians of Japanese Descent

People of Japanese heritage have a long history in Canada. During the late 19th century and into the 20th century, many people came from Japan to work in industries such as fishing, mining, logging, and farming. Japanese communities existed in various places on the west coast of British Columbia and on Vancouver Island, with the largest community centred around Vancouver's Powell Street on the east side of the city.

On December 7, 1941, Japan launched a surprise attack on Pearl Harbor, Hawaii, in the United States. The United States declared war on Japan, and Canada followed suit. In Canada, concerns were raised that the Japanese Canadian population living near the coast would spy on or sabotage Canadian military and security measures for the Japanese. However, experts in the military and the RCMP did not believe that Japanese Canadians posed any threat to safety or security. Despite this, the Canadian government responded to the public's racism, and ordered all "persons of Japanese racial origin" to be removed from the "restricted zone" within 100 miles of the west coast of British Columbia. Almost 22,000 people were affected by this order. Most of them were Canadian citizens, and more than half of them were born in Canada. Most of the Japanese nationals had been living in Canada for over twenty-five years. Men, women, and children were forced to leave their homes, many with only two days' notice or less to prepare.

With severe restrictions on luggage, they left behind not only significant assets such as homes, cars, and boats, but also treasured heirlooms and many other precious possessions. These were later sold by the government without the owners' consent. The largest number of Japanese Canadians were sent to hastily built camps in the BC interior, where they lived in tiny, crowded shacks with no insulation. This is often called the internment. Men aged 18-45 were forced to leave their families to work in road camps, or, if they protested this, were sent to prisoner of war camps. Some families, in order to stay together, went to sugar beet farms on the prairies, where they worked very long hours and lived in poor conditions for almost no pay, or went to other provinces.



Nikkei National Museum 1994-76-3

In 1945, Japan surrendered, and the Second World War ended. But even though no one could argue they were still a security threat, Japanese Canadians were still not allowed to return to the coast. Instead, they were told to either move east of the Rocky Mountains (outside of BC) to show cooperation for the government's policy of forced dispersal for Japanese Canadians, or go to Japan. Around 4,000 people went to Japan, over half of them for the first time. The others still had to find a way to start their lives over again for the second time since 1942. It wasn't until 1949 that Japanese Canadians were finally allowed to return to the coast, and given the same rights as other Canadian citizens, such as the right to vote.

In the 1980s, people in the Japanese Canadian community started to organize and lobby the government to apologize for their actions against Japanese Canadians from 1942-1949. This movement is known as the fight for redress. On September 22, 1988, the Government of Canada signed an agreement with the National Association of Japanese Canadians (NAJC). The government formally acknowledged their unjust treatment of the Japanese Canadian community in the 1940s, and as compensation, awarded \$21,000 to every surviving Japanese Canadian who had been affected by the unjust policies of forced dispersal and dispossession, as well as a \$12 million community fund to the NAJC.

This excerpt is copied from the Nikkei National Museum & Cultural Centre within the following link: http://centre.nikkeiplace.org/wp-content/uploads/2016/03/JC-history-intro-and-reading_v2.pdf

Lesson 1

What happened to Canadians of Japanese Descent who were imprisoned at Hastings Park?

TIME: 80 – 90 Minutes

Discovering information about the Japanese Canadian incarceration through an examination of several historical photos.

Organize students into groups of two or three. Place the different photos, numbered 1 – 12, around the classroom. Each group begins at one of the photos. The photos are photocopied without any teacher's notes.

Students will then view each image and make inferences about them using the following instructions to guide them:

- If the photo has people in it, please indicate what you see in the photo examining faces, facial expressions and body language to see what the people were feeling and doing.
- If the photo is about an object or objects, examine it closely for clues as to what the object could be and what is used for.
- If the photo is about an action or event, look for clues to figure what it is and try to figure out the time period.
- After each photo, try to remember the previous photos to figure out what all the images collectively (together) reveal what happened to these Canadian citizens.

Students rotate from image to image for approximately three minutes each time, returning at the end, to their first image.

Students spend five minutes thinking about questions they have either of individual photos or any group of photos.

Beginning at photo one, each group of students will show the photo to the class and describe what they think they see in it. Other students can also add to their observations and guesses. At the end of each picture being described and inference, the teacher should reveal what each photo is about using the teachers notes included in each photo.

When all twelve photos are revealed, described, discussed, and explained by everyone, the teacher should follow up by asking students to continue thinking about more questions they have about the Japanese Canadian interment at Hastings Park.

A sampling of questions asked by students when we did this lesson

- What happened to the Canadian born Japanese in 1942? How many people died in the internment camps?
- Why weren't European Canadians friendly with the Japanese Canadians living here?
- What impact did the internment have on the Canadian-born Japanese? What were living conditions like in an internment camp? How bad were the conditions at the camp?
- What is the meaning of "naturalized"? If being "Canadian-born" still meant you went to an internment camp, why was it important to have "Canadian Born" stated in the identity card? Were Canadian-born Japanese treated better than non-Canadian-born Japanese? What happened to the Canadian-born Japanese who forgot to carry their identity cards?
- Was there any opposition to the internment camps? What did non-Japanese Canadians think of the internment of the Canadians of Japanese descent? How were the Canadians of Japanese descent treated in other countries?
- If the Canadian government knew how terrible conditions were, why would they still build internment camps? How did the government hide these events from everyone else?
- How were the Japanese Canadians transported to the Interior work camps? How many internment camps existed and where were they located?
- How were the Japanese Canadians transported to the Interior work camps? How many internment camps existed and where were they located?
- Why were there so many Japanese Canadians in 1942? After World War II, were Japanese Canadians discriminated against? If the Japanese Canadians refused to move, what did the Canadian government do other than internment?
- Why did the Canadian government decide to intern the Japanese Canadians? Was every Japanese person in Canada interned? Were there exceptions? Did any Japanese people rebel against the Canadian government?
- For mixed race couples, would their children also go to an internment camp? What happened to the couple and their children?
- What happened to all the fishing boats together in this harbour? What about the Japanese Canadian fishermen and their families?
- What happened to their pets and animals? What happened to families and children who were separated from their parents?
- What happened to the Japanese who needed medical help? What happened to the Japanese who were in hospital at the time?
- Was it possible for the Japanese to escape the internment camps? When were the internment camps closed?
- How has this incident affected Canadian society today?

THE PHOTOGRAPHS

Photo 1: Fishing Boats

TEACHERS NOTES

Thousands of fishing boats confiscated from Canadian fishermen of Japanese origins in 1942. Over 1137 fishing boats were seized and sold by the Canadian government. They were moored near New Westminster.



Nikkie National Museum 1994-81-9

Photo 2: Identity Card

TEACHERS NOTES

Who was detained at Hastings Park?



Nikkie National Museum 2011-16-5-1

In early 1942, about 75% of the Japanese Canadian population was already living in the Vancouver area. Most did not go to Hastings Park but were sent directly to the internment camps. Many of the others worked in fishing, forestry or mining up and down the BC Coast, living in smaller outlying communities, such as Victoria, Nanaimo, Ocean Falls, Prince Rupert, Ucluelet and Tofino, Royston, Salt Spring and Mayne Islands and many other small towns. These people were uprooted and transported to Hastings Park for processing. Japanese Nationals and other men who were being sent to work in road camps also stayed briefly at Hastings Park.

Photo 3: Call Up Notice:

TEACHERS NOTES

How many Japanese Canadians were in Hastings Park?

About 8,000 Japanese Canadians passed through Hastings Park between March 16th and September 30, 1942. Hastings Park had two hospitals: 80 beds for regular patients and 105 beds for TB patients. On September 1, 1942, at the peak of population, there were 3,866 in the facilities. After that date, large numbers were sent by train daily to the housing projects or work projects across Canada.

1004-0-42.

**NON-RESIDENT
OF HASTINGS PARK
NOTICE** No 9263

You are hereby ordered by the British Columbia Security Commission to report at Hastings Park on the 3rd day of July, 1942 at 9 A.M. or P.M. for the purpose of being evacuated from the Protected Area of British Columbia.

AUSTIN C. TAYLOR,
*Chairman,
British Columbia Security Commission.*

Sugar Beet Project _____
Interior Housing _____
Work Camp _____
Special Japanese Fishing Vessel Committee.

Handed to KIMURA, Kishizo No. 00232-C.N.
(Name) Serial Number

on June 20, 1942
by ROYAL CANADIAN MOUNTED POLICE
Amichaboy

Nikkie National Museum 2010-4-1-1

Into the Unknown... Japanese Canadians experienced the fear and uncertainty of being forcibly removed from their homes, and the loss of all their belongings. They did not know where they were going or for how long. Many people were given only 24 hours notice to leave their homes, businesses and communities and were sent under RCMP escort to Hastings Park. They were only allowed to carry one to two suitcases each (150 lbs per adult, and 75 lbs per child). Many of their belongings were seized or held in trust by the Custodian of Enemy Property.

Photo 4: Hastings Park Race Track

TEACHERS NOTES

Confiscated cars and trucks were parked in the middle of the Hastings Park racetrack. The Custodian of Enemy Property sold these vehicles and all other properties at auction without notifying the owners.



Vancouver Public Library 1369

Photo 5: Livestock Building

TEACHERS NOTES

“What a shock we received when we were taken to Hastings Park. Some buildings that usually stocked exhibit animals had been converted to living quarters for us. There were rows on rows of wooden frame double bunks.” – *Rose Baba*



Vancouver Public Library 14920

Photo 6: Livestock Building

TEACHERS NOTES

Women hung blankets and sheets between the animal stalls for a bit of privacy. Each livestock stall needed a thorough washing to remove all traces of feces and maggots.



Nikkei National Museum 1994.69.3.20

Photo 7: Livestock Building

TEACHERS NOTES

Measles, mumps, chicken pox, and other communicable diseases travelled quickly through the buildings. Using discarded equipment and furniture, a 180-bed general hospital and a smaller 60-bed hospital for Tuberculosis (TB) patients were set up in the poultry barn section. Patients ranged in age from the very young to the elderly. Children and babies were cared for in a separate ward.



Nikkei National Museum 1996.155.1.21

Photo 8: Rollerland

TEACHERS NOTES

Separate dining areas were available for the young children and babies, and for the hospital patients. Mary Kitagawa remembers, “We were fed in the poultry section at rough tables with tin plates, and our hair, skin and clothes were soon permeated with the stench of animal urine and feces.”



Nikkei National Museum 1994.69.3.16

Photo 9: Rollerland

TEACHERS NOTES

Rollerland was used as a boy's dormitory (ages 13-18) and a wash house for everyone. Nearby (where the Pacific Coliseum now stands) were two large mess halls, segregated for men and women. The BC Security Commission served 1,542,371 meals to Japanese Canadians, with a raw food cost of only nine cents per meal.



Nikkei National Museum 1994.69.3.28

Photo 10: Registration Process

TEACHERS NOTES

For internees, Royal Canadian Mounted Police were stationed at Hastings Park. There was no barbed wire but high fences surrounded the grounds. Day passes could sometimes be signed out at the Guard Room.

Why Hastings Park?

The fairgrounds were expropriated by the Department of National Defense to the BC Security Commission on April 14, 1942. They had previously been seconded for military purposes in the First World War from 1914 – 1918.



Nikkei National Museum 1994.69.3.35

Photo 11: Forum Building

TEACHERS NOTES

In 1942, the Forum Building's huge hall was crammed with a sea of bunk beds and over 1,200 men and boys over the age of 18 resided in the space.

Who was in charge?

In December 1941, the Government of Canada enacted the War Measures Act. Within three months, they sent all Japanese male nationals to work camps, and then authorized the uprooting of all Canadians of Japanese ancestry. The BC Security Commission was created on March 4, 1942 to oversee the process, chaired by Austin C. Taylor, a prominent businessman, with a 20 member advisory board. The other two administrators were RCMP Assistant Commissioner Frederick J. Mead, and John Shirras, the Assistant Commissioner of the BC Provincial Police. They were also helped by the Department of Labour. A Custodian of Enemy Property held all land and property in trust, but later sold the confiscated properties without the owner's consent, and the funds were used to partially cover the costs



Nikkei National Museum 1994.69.3.18

Photo 12: The Forum and Garden Auditorium

TEACHERS NOTES

Without proper classrooms, the students received lectures while sitting on the bleachers in the sports arena. Some high school classrooms were set up in the rafters of the Garden Auditorium.

“For school we went to the Auditorium, we sat but we had no desks or anything. They just had a big black board in front of us... I don’t think they were experienced teachers or anything, but that was our school while we were there.” – Kay Akada



Nikkei National Museum 1994.69.3.23

Lesson 2

Social history (real lived experiences) of an unjust law (and field study option)

TIME: 2 – 4 80-minute periods

Students will explore the importance of ‘social history,’ and what the actual lived experiences of people who were impacted by unjust laws.

Inquiry task: Identify the impact of incarceration on individuals by reading personal accounts of Hastings Park internment.

LESSON PLAN

By connecting to the Hastings park website, <http://hastingspark1942.ca/hastings-park-stories/> explore and represent what it was like for people who experienced incarceration at the park. From the Hastings park website section, ‘Hastings Park Stories,’ assign each student one story (there are 19), some students will have to work in partners. Students read the personal accounts and choose a creative way to share their story.

When students are reading their assigned ‘stories,’ students will create a web or graphic organizer to record the impact that imprisonment at the park had on each individual. These recorded notes will then be used when they create their project.

CREATE

In 1-2 classes

- a graphic story
- a poster of the site using quotations from the first hand narrative to support poster design
- a blog post
- a found poem
- a monologue
- a series of haikus

In 2-3 classes (with possible interdisciplinary links – fine arts, drama, media studies)

- a photo essay (series of photos, perhaps from the actual site and/or website) to accompany some quotations from the personal account
- a diorama
- a power point presentation
- a model of the area of the camp where the personal narrative took place
- a re-creation of artefacts described in the Hastings Park story
- a stop motion animation
- a play or movie script

Final Product

To be presented during a “gallery walk.” Half the class presents their ‘stories,’ as the other half visits each presenter. Then they switch. Other classes, parents, and/or teachers could then walk through the “gallery.”

Lesson 3

INQUIRY QUESTION: does visiting a historic site enhance one's understanding of history?

Students could rate their understanding before and after their field study. What (if anything?) has changed for them after their visit to the site?

This could be done with a KWL (What you know, What you want to know, What you learned) chart to be filled out before and after the site visit.

POSSIBLE ACTIVITIES DURING THE FIELD STUDY

- Ask students to find a sentence or picture on one of the plaques that they could link to an issue of discrimination in today's Canadian society. They could write down the phrase, or take a picture with their phone, and then share their findings with three classmates.
- Guided drawing or taking photos of the sites. These could then be photo-shopped, or drawings added, in order to capture what Hastings Park looked like at the time of internment.
- Brainstorm webs or "walking for words" – students asked to collect impressions of the site using all their senses and imagining what it would have been like to be interned.
- Writing activity – journal written in first person perspective in which they describe a day in the life of a child/teen imprisoned at Hastings Park during the time of internment. They would also have to demonstrate their awareness of the historical context in their writing and images.
- Find the location described in the personal narrative and read the "Hastings Park story" out loud to the class or in small groups at the site.

POST FIELD STUDY: REFLECTION ESSAY

Using the KWL chart, and any other notes or images recorded during the field study, students will write a reflections considering to what extent did their visit to the historical site enhance/change their understanding of the history of the incarceration of Canadians of Japanese descent.

Think/Pair/Share

Allow students to discuss their impressions with a classmate, followed by a larger class discussion, before leading into a time of quiet writing.

Photographs of Hastings Park Buildings

The following is a series of photos taken from a tour of Hastings Park. There are a series of plaques placed at Hastings Park. The photos below give an idea what students would see if teachers decide to take a walking tour of Hastings Park. For more information about the signage and the history of the Japanese Canadian internment from Hastings Park, please go to this link <http://hastingspark1942.ca/the-plaques/>

Click on a link to a Vancouver Sun article:

<http://vancouversun.com/news/local-news/japanese-canadians-push-for-pne-livestock-barns-to-become-historic-site>



Judy Hanazawa, whose parents and sisters were among the 22,000 interned in BC, shows us a plaque at Hastings Park which acknowledges the Japanese Canadian internment.



This plaque was moved three times. Eventually, it was moved to a more visible location



This plaque is located outside the forum where the men and boys were placed.

Click on a link for more information:

<http://hastingspark1942.ca/the-plaques/plaque-the-forum-and-garden-auditorium/>



Momiji Gardens, one of the sites where the red plaque was placed before it was moved to a more visible location.

Click on this link for more information: <http://hastingspark1942.ca/history/momiji-gardens/>



Outside a section of the Livestock Building where the women and children were placed.

Click on a link here for more information:

<http://hastingspark1942.ca/the-plaques/plaque-surviving-in-the-livestock-building/>



One of two plaques placed outside the Livestock Building. Most Japanese internees had only two days to prepare for their internment.

Click on this link here for more information:

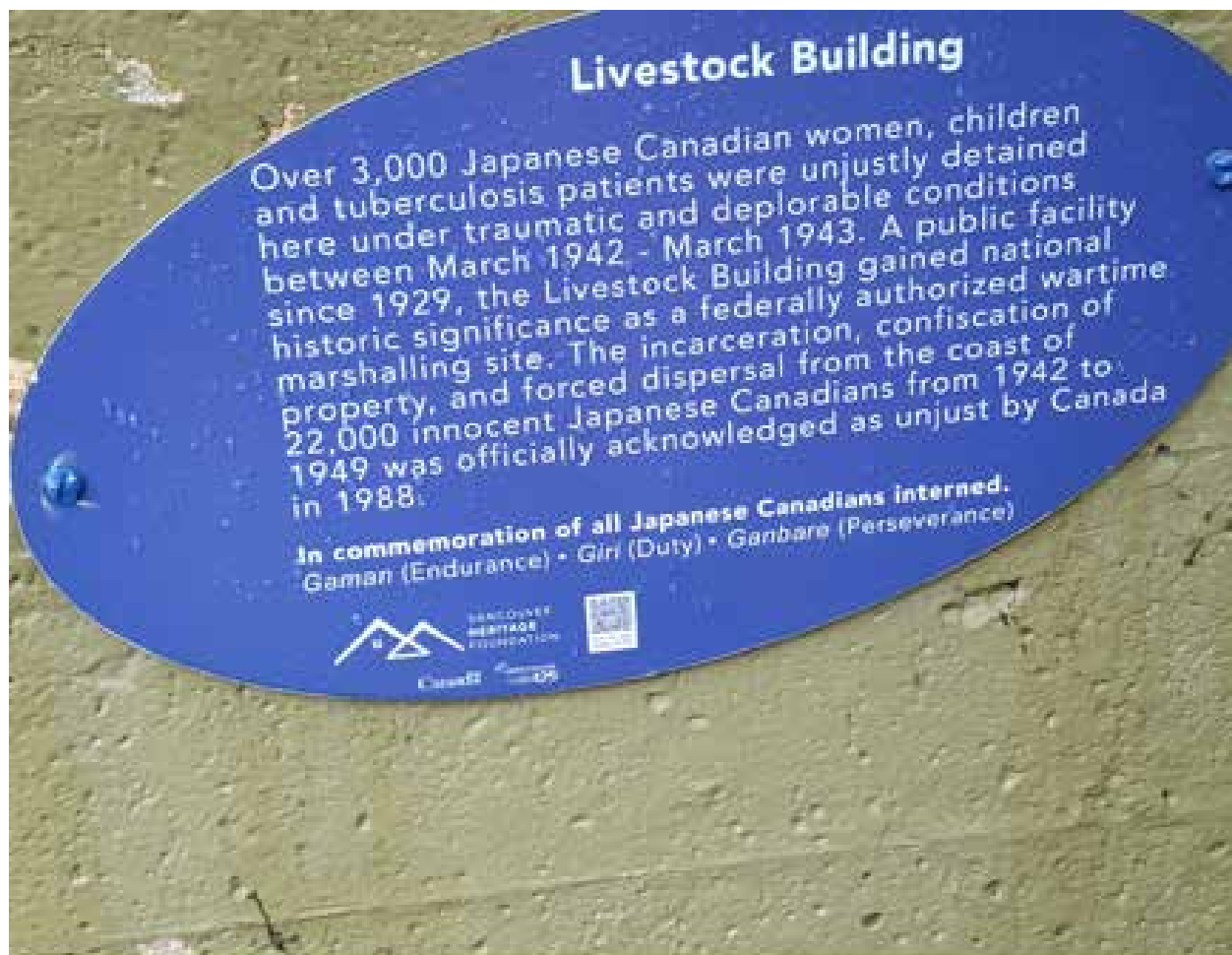
<http://hastingspark1942.ca/the-plaques/plaque-illness-in-the-livestock-building/>



An inside view of the Livestock Building today. Internees had no private washrooms. Instead, animal troughs were used as toilets. There were many bugs and maggots.

Internees were transferred from Hastings Park road camps, to internment sites in the BC interior, and to sugar beet farms in Alberta and Manitoba, where they were put to work.

Click on this link for more information: <http://hastingspark1942.ca/history/new-denver-sanatorium>



Blue plaque outside the Livestock Building. The plaque was placed in 2012.

Click on this link for a timeline: <http://hastingspark1942.ca/history/timeline/>



Rollerland is where meals were taken. Tuberculosis patients were the last to leave Hastings Park.

Click on a link here for more information: <http://hastingspark1942.ca/the-plaques/plaque-rollerland/>

Lesson 4

Institutionalized Racism in Canada – a look at incidents of institutional racism in Canadian society in the past and today, using the WW2 Japanese Canadian incarceration experience as a case study.

PART 1 – Inquiry and Research - ‘Legally sanctioned discrimination in Canada’ timeline

INQUIRY TASK: Historians and educators need to decide which events are most important for young Canadians to learn in school. From the events that are explored and researched by the class, decide which are the top three events that all students should know about. You will also have to establish criteria on how to determine which historical events are most important for the education of high school students in Canada.

TIME: 2-4 80-minute periods, including research and presenting

RESOURCES

BCTF – Racism in Canada Poster

<http://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Antiracism/RacismTimeline.pdf>

ACCESS TO ONLINE AND PRINT MATERIALS

Choose one case study (in pairs or groups of three) from a list of past and present Canadian government policies that directly or indirectly target certain marginalized groups. Students may want to explore events/policies that are not on this list.

END PRODUCT

Students will represent their research by creating a power point (5-10 slides), or a ‘Heritage Minute’ type video. (If teachers do not have access to technology, a poster, or a hanging 3 dimensional timeline could be an option)

Use the following questions to guide your research and to briefly describe the historical context of these events

- What happened?
- Identify the government laws and/or policies that legally sanctioned this racism.
- Describe the treatment, discrimination and injustices that resulted from this event/policy.
- What were the acts of resistance and resilience either by the targeted group, or their allies?
- Have the laws changed? When? How? Was there a government apology, and/or compensation offered.

LIST:

- 1) 1749 – Black Slaves were brought to help build Halifax
- 2) 1872 – British Columbia entered confederation – many groups were denied the vote
- 3) 1876 – The Indian Act – the government established residential schools
- 4) 1884 - The Potlatch and other ceremonies were banned by the federal government
- 5) 1885 – The Chinese Immigration Act imposed a ‘Head Tax’ on Chinese immigrants
- 6) 1895 – Persons of ‘Asiatic Heritage’ were prohibited from voting in BC
- 7) 1910- Black Oklahoman farmers developed an interest in moving to Canada to flee increased racism at home. In 1911 an order in council was drafted prohibiting the landing of “any immigrant belonging to the Negro race.”
- 8) 1910- Immigration Act Section 38 allowed the government to prohibit landing of immigrants “belonging to any race deemed unsuited to the climate or requirements of Canada, or of immigrants of any specified class, occupation or character”.
- 9) 1914 – Komagata Maru – 376 Indians (from India) were detained on the Komagata Maru ship for two months and then denied entry into Canada
- 10) WW1 – Ukrainian Canadians were branded as “enemy aliens.” Thousands were interned and 50,000 had to wear special identification badges.
- 11) 1917 – the newly created Department of Immigration and Colonization devised a list of “preferred” and “non-preferred” countries.
- 12) 1939 – Canada refused entry to thousands of Jewish refugees escaping persecution by Nazis. They were sent back and ¾ of them died at the hands of the Nazis.
- 13) WW2 – Japanese Canadian Incarceration – The Canadian government ordered all “persons of Japanese racial origin” to be removed from the “restricted zone,” within 100 miles of the west coast of British Columbia.
- 14) 1953 – Grise Fiord – as part of a northern sovereignty agenda, the government forced settlement of eight Inuit families to the northernmost settlement in Canada on Ellesmere Island.
- 15) 2001 Bill C-36 the Canadian Anti-terrorism Act was passed. One impact of it was racial profiling of specific individuals at Canadian borders.
- 16) 2009 – Tamil refugees arrived by ship to Vancouver Island. They were detained by the government who claimed they might be terrorists or criminals.
- 17) 2012 - The Omnibus Budget Bill C-38 forced changes to the environmental assessment review process that violate federal government’s obligation to consult with First Nations on projects that impact their land, water, and Treaty and Aboriginal rights.
- 18) 2014 - As a result of Bill C-31, the “Protecting Canada’s Immigration System Act” the government set a quota to remove status from 875 refugees, with no process for appeal.
- 19) 2015 - The Conservative government passes Bill C51: The Anti-Terrorism Act, which grants excessive powers to government agencies and departments. It was denounced by First Nations, saying it would further target their communities; and refugee rights groups nicknamed it the “Refugee Exclusion Act.”

Students’ research will present their work chronologically to the class or a wider audience if possible.

PART 2 – Choosing Three Events

Determine which three events should be taught to every high school student. Develop list of criteria to rate the importance of each historical event. This can be done as a class. As groups present their research, the 'audience' will complete their criteria chart individually. These charts will later be tallied by the teacher, or the class, to decide which are the top three most important events for the history textbooks. The class may invite another class to help with this decision.

CRITERIA

Some of the criteria the class may wish to include in their chart

- # of people effected
- duration of the event
- severity of the event
- consequences for the targeted groups
- government reaction – compensation and/or apology
- legacy – are the targeted groups still feeling the effects today

Lesson 5

Creating slogans to remember the past and create a better future

TIME: 1-2 80-minute periods

INQUIRY TASK: Create a powerful anti-discrimination message.

How can understanding our history empower us today?

Provide students with the following statements. These are possible answers to the above question. This can be done in small groups, individually, or as a class. Ask students to review the statements and decide if they could come up with several additional answers. The teacher may wish to use one of two of these statements to begin a class conversation.

- To learn from our mistakes
- So that history does not repeat itself
- To understand that history continues as a legacy for many marginalized groups/peoples
- To use our power/influence (voting, running for office/ writing letters/ protesting) as democratic citizens to ensure current governments are not promoting/sustaining racism through their policies, actions and comments.
- To question/be aware of, media that uses language that devalues/blames certain groups.
- To notice whose voices are missing from the dominant culture in political and leadership roles.
- To notice whose history/literature/world vision is missing from school curriculum and/or popular culture.

CREATING A SLOGAN

Have students consider what they would like others to think about in regards to the timeline and history that your class has just researched and explored. Invite them to each come up with a slogan. They may research slogans for Remembrance Day and Memorial Day as inspiration. Challenge them to create a meaningful slogan from 1 – 5 sentences.

As a class come up with several criteria that should be used to determine whether or not a slogan is effective and powerful.

They may create a bumper sticker, button, t-shirt design, or other, to display their slogan.

PUTTING IT ALL TOGETHER

To make this a more meaningful class project, you may wish to find a ‘real’ audience for your students’ work and create a display that would include the three parts of this project (class timeline, social history of Hastings Park, and history/anti-racism slogans).

A class could create a “published” class booklet, or organize an art installation or gallery walk of their final projects and journal writing. If appropriate, they could showcase their work in the school library or another public space to coincide with a day of significance, for example, the International Day for the Elimination of Racial Discrimination (March 21st, World Day of Social Justice (February 20th), or Human Rights Day (December 10th).

OPTIONAL EXTENSION ACTIVITIES

Media Literacy

Connect past incidence of racism to what we experience today. What common language was used in the past to target and/or blame certain groups? How are different groups portrayed in the media today? Do we still target certain groups in today’s society? What have we learned from the past? What do we still need to learn?

Human Rights and the law

Review equality rights in the Canadian Charter of Rights and Freedoms (section 15), the Universal Declaration of Human Rights (UDHR), and the UN Convention on the Rights of the Child (UNCRC). In reviewing past and present incidents of government racism in Canada, which part of these charters were/are violated by the Canadian government.

Inquiry questions

Are “rights and freedoms” afforded equally to all?

How does this past and present racism play out in the inequality that persists in today’s society?

The government apology

Today we know that what the government did to the Japanese Canadian people during WW2 was wrong, and was a decision based on racism. In 1988 the government apologized to the people who were interned. With students, explore the idea of an apology. What does it mean to apologize? What should have been included in a government apology?

Provide a copy of the apology or students to look at.

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