

**The Experiences and Contributions
of Japanese Canadians:
A Resource Directory
to Support the Alberta Programs of Study, Kindergarten to Grade 12**

Spring 2023



Canadian
Race Relations
Foundation

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canadienne des
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Canadian Race Relations Foundation's National Anti-Racism Fund

University of Alberta (Prince Takamado Japan Centre for Teaching and Research, Faculties of Arts and Education, Departments of Drama and Sociology, Timms Innovation Fund, President's Fund)

Edmonton Japanese Community Association (EJCA)

National Association of Japanese Canadians (NAJC)

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Introduction

During the COVID-19 pandemic, Asian Canadians reported an inordinate number of racist comments and actions that resulted in many members of the Asian-Canadian community, especially the elderly, expressing fear of participating in the community, even in basic ways like shopping for necessities.

Consultation with the elderly members of the community led to concern over Canadians' lack of knowledge about the Japanese-Canadian community and their contributions and experiences in Canada.

These repeated concerns led the Edmonton Japanese Community Association (EJCA) to strike a sub-committee– the Committee Advocating for Racial Equality (CARE). During their monthly meetings, the members of CARE decided that there was a need to increase awareness about racial inequality in the province of Alberta, especially as it pertains to Japanese-Canadians as members of the larger Asian-Canadian community. A Community-University engagement project was formed to address this need.

The CARE committee began to investigate ways to reduce and eventually eliminate such racism. The role of education weighed heavily in the research on projects that revealed success in this area. Community members suggested that knowledge about the Japanese community and their contributions to and experiences in Canada needed to be better addressed in Alberta schools.

The committee set out to look for opportunities within the current Alberta Programs of Study to increase this awareness and knowledge. These efforts resulted in the development of this Directory.

Contributors

Dr. Olenka Bilash conceptualized, developed and designed the project and applied for various funding to support this component of a larger endeavor (LINK). Olenka imagined the through-line thread potential. **Oliver Rossier** served as project manager.

Takashi Ohki, a member of EJCA and the CARE committee worked tirelessly to gather resources that could be used by teachers and students. His willingness to seek print and non-print resources, original documents, testimonials and other materials in local community libraries is gratefully appreciated and acknowledged. His selections became more relevant as he grew to understand the Programs of Study.

Kim Edmondson, a doctoral student at the University of Alberta and experienced teacher, joined the team to review resources provided by Takashi and find an appropriate place to integrate them within the current Programs of Study at the secondary level. She conceptualized the organization of this document.

Stephanie MacPhail, an experienced teacher from rural Alberta, led the development of the directory for the elementary grades. Beyond her experience as an elementary teacher, Stephanie drew on her commitment to diversity and inclusion to enrich the Directory.

Our team met regularly over the course of the year between Spring 2022 and 2023. A full draft was prepared in Fall of 2022 to be reviewed by other elementary and secondary teachers in the province.

Seventeen teachers from across Alberta graciously volunteered their time to review the Directory and comment on its accessibility, affordability, curriculum fit, proposed resources, teaching prompts, and suggested activities.

Thanks to: Alanna Bittner, Audra Bowman, Deanna Burzminski, Jacqueline Coates, Sean Edmondson, Nicole Frankiw, Kevin Hancock, William Hara, Nicole Harrish, Keri Helgren, Daniel Ito, Jessie Johnston, Melissa Korpan, Thomas Meier, Erika Oshiki, Hajime Sakaguchi, and Simon St. Onge.

We are grateful for the funding provided for this project.

Rationale

Students experience most subject areas over 13 years. The ideas, skills and content of each grade are offered to learners through experiences that they build upon and information or content they accumulate from year to year. Such continuity builds a thread of knowledge, or a through-line, that becomes background knowledge for future growth and understanding and reflects what is important and valued in our society. Such threads or through-lines are reflected in the Alberta Programs of Study through inquiry and critical thinking skills, experiences and perspectives of Indigenous peoples, knowledge about Canada's history of Residential schools, Truth and Reconciliation in Canada, and Francophone perspectives, to name a few.

These existing curricular through-lines inspired the developers to consider how the experiences and contributions of Japanese Canadians may also be threaded through the Alberta Programs of Study. While Japanese Canadians are not explicitly mentioned in the Programs of Study front matter, this Directory not only demonstrates that such a through-line exists, but also that resources to support this through-line are readily available and accessible for teachers. In this way, a K-12 through-line about the experiences and contributions of Japanese Canadians allows for students at younger grades to acquire bits of background knowledge to build upon when content is introduced in later grades, for example, in Social Studies 20-1 and 20-2 where students explore the histories of the Canadian government's internment policies that directly impacted generations of Japanese Canadians.

This Directory aims to serve as a support document for teachers to use to explore this through-line and develop both teachers' and students' background knowledge of the contributions and experiences of Japanese Canadians. Its references to the Alberta Programs of Study across multiple subject areas present opportunities for teachers to integrate content relating to Japanese Canadians and still address the outcomes outlined in the Programs of Study. The developers considered cost-effectiveness by selecting many free online resources and offering suggestions for how teachers might use a single resource across grade-levels.

Included in the directory are some prepared teacher resources such as the site *Landscapes of Injustice* and the document *The Japanese Canadian History Elementary Resource Guide*. These are lengthy guides, encompassing multiple lessons and activities. Though designed to meet curriculum outcomes for British Columbia, the Directory offers teachers ways to incorporate these resources using the Alberta Programs of Study. Teachers are encouraged to use their discretion to select the components which best meet the needs of their instruction.

The selection of story books outlined in the elementary section of the Directory aims to support teachers of younger learners in instruction on the meaning of culture through the cultural experiences of various characters. The stories provide opportunities for teachers to comment on the specific aspects that comprise culture, as they engage directly with the texts. The chosen story books are assigned by grade level, yet may be used broadly to supplement instruction throughout the different grades. This may be particularly useful for teachers who notice a gap in the background knowledge of students due to Covid-19 disruptions in schooling in recent years.

At the time the Directory was developed, the Government of Alberta was in the initial stages of implementing a new curriculum for K-6. The Elementary Section of the Directory was therefore designed to match the programs of study in use during the 2022- 2023 school year. The English Language Arts and Wellness outcomes provided meet the new curriculum changes. The Social Studies, Science, and Art outcomes are reflective of the old (but current at the time of development) curriculum. The Directory is intended to be an evolving document and may be updated to reflect changes in the Alberta Programs of Study in the future.

Organization

The Directory is organized by 13 grade levels (K-12). Grade-specific outcomes from the Programs of Study (Social Studies, Language Arts, Drama, and CTS) are provided in the first column.

A proposed resource that pertains to the experiences and contributions of Japanese Canadians is listed in the second column, along with a summary of its contents.

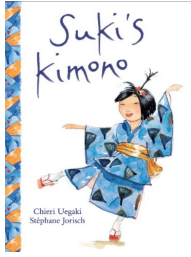
The third column describes the type of resource, its suitability (audience), and suggests ways teachers might use it in the classroom (teaching prompts or suggested activities).

The fourth column explains a rationale for how the resource addresses the Alberta Programs of Study.

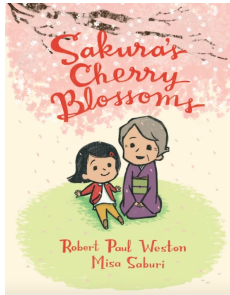
We endeavour to develop an accessible resource that teachers can easily integrate into their current pedagogy.

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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KINDERGARTEN

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies</p> <p>K.1.2 Appreciate the unique characteristics, interests, gifts and talents of others: -appreciate feelings, ideas, stories and experiences shared by others</p> <p>K.1.4 Explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry: -What are the origins of the people in our school, groups or communities? - How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups</p> | <p><i>Suki's Kimono</i> By Chieri Uegaki Illustrated by Stéphane Jorisch</p>  <p>https://youtu.be/xrXsFs5KpLQ</p> <p><i>Suki's Kimono</i> is a story book about a girl who wears her kimono, a gift from her Obachan, on her first day of school. Suki uses the kimono and her turn to share about her summer as a chance to tell her new classmates about some of the aspects of Japanese culture that are an important part of her identity. The response of Suki's teacher and her classmates at the end are emblematic of appreciation and respect for Suki's background.</p> <p>Please note that the Youtube recording of the story is not presented by a Japanese or Japanese-Canadian reader. As such, the pronunciation of the Japanese words may not be authentic. Teachers should use the</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Suki belongs to several groups, which are shown throughout the story. She is a member of her family. What do we know about Suki's family? Suki is also a part of a school and classroom community. What do we know about her class? She is a member of the Japanese-Canadian community? What do we know about her Japanese Canadian community? How do you think these groups and communities are important in Suki's life?</p> <p>What are some of the symbols used to show that Suki is a member of the Japanese Canadian community? How can we tell that Suki is proud to be Japanese Canadian?</p> <p>Suggested activities:</p> <p>Have students draw their own kimono and decorate with symbols from the story.</p> <p>Have students make a drawing to symbolize a</p> | <p>The story of Suki and her Kimono connects to the general outcome (K.1) for Kindergarten Social Studies, for students to "demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual's unique identity."</p> <p>This resource also allows for discussion of the different groups/ communities that Suki belongs to and how these might affect her identity as a classmate, a family member, and as a Japanese Canadian. (Social Studies K.2.4)</p> |

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| <p>and communities? K.2.1 Value how personal stories express what it means to belong</p> <p>K.2.4 Examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry: - What brings people together in a group? - What might we share with people in other groups? -Can we belong to several groups at one time? - How do we know that we belong to groups or communities? -Does everyone belong to a group or a community? -How does living and participating in your community affect your sense of belonging? -How can we show respect and acceptance of people as they are?</p> | <p>video at their own discretion.</p> | <p>group to which they belong (sports jersey, school logo, their family home, etc).</p> <p>Have students do a show-and-share of an object that has meaning to their family/ heritage.</p> | |
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| <p>Language Arts</p> <p>Learning Outcome: Children demonstrate understandings of messages communicated in texts.</p> <p>Skills and Procedures: - Listen to a variety of texts that are read aloud. - Engage in discussions about texts that have been listened to. - Interpret illustrations. - Share connections between a text and personal feelings or experiences.</p> | | | |
| <p>Social Studies</p> <p>K.1.3 Examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: - How do culture and language contribute to my unique identity? - What is the origin and/or significance of my given</p> | <p><i>Sakura's Cherry Blossoms</i> By Robert Paul Weston Illustrated by Misa Saburi</p>  <p>https://youtu.be/3svHxBS5p6o</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Sakura's culture is an important part of her identity. Her identity is how she sees herself. How she dresses, the language she speaks, the food she eats, the stories she tells, and the traditions that she shares with her family; these are all part of her culture.</p> <p>What are some of the important parts of your culture? How are they a part of your identity?</p> | <p><i>Sakura's Cherry Blossoms</i> connects to Kindergarten Social Studies outcomes related to culture. Teachers may refer to the illustrations and basic storyline to outline some of the things that make up Sakura's culture.</p> <p>The special meaning behind Sakura's name provides an opportunity for students to discuss/ share the stories behind their given names. (Social Studies K.1.3)</p> <p>Sakura's experiences as a newcomer may serve as a means of fostering</p> |

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| <p>names?</p> <p>Language Arts</p> <p>Learning Outcome: Children demonstrate understandings of messages communicated in texts.</p> <p>Skills and Procedures: - Listen to a variety of texts that are read aloud. - Engage in discussions about texts that have been listened to. - Interpret illustrations. - Share connections between a text and personal feelings or experiences.</p> | <p>This story describes the experiences of Sakura, who moves away from her home country of Japan and her beloved grandmother. As Sakura tries to adjust to her new home, she misses her Obachaan and the special cherry tree where they used to spend time together. When Sakura makes a new friend, she is able to find joy in her new home and in remembering what she left behind. When spring arrives, she is able to re-experience the cherry blossoms with her new friend.</p> <p><i>Sakura's Cherry Blossoms</i> is told in a series of Japanese Tanka verse poems. A tanka is a traditional poem with five lines and thirty-one syllables.</p> | <p>Sakura's name came from the cherry blossom, which holds special meaning in Japanese culture. Do you know where your name came from?</p> <p>Sakura feels a little lost and sad when she moves to an unfamiliar place, where she is no longer surrounded by her own culture. How would you feel if you were a newcomer to an unfamiliar place? Have you ever felt like that? How would you help Sakura feel welcome if you were a student in her class or in her neighbourhood?</p> <p>Suggested activities:</p> <p>Have students ask their families how their names were selected.</p> <p>Provide students with bubble letters of their own names and have them decorate the letters with symbols representing their namesake or other meaningful aspects of their identity/ culture.</p> <p>Explore the discussion guide provided by Tundra Books at: https://tundrabooks.files.wordpress.com/2018/02/sakurascherryblossoms_guide.pdf?platform=hootsuite</p> | <p>Language Arts connections between a text and one's own personal feelings and experiences.</p> |
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Language Arts

Learning

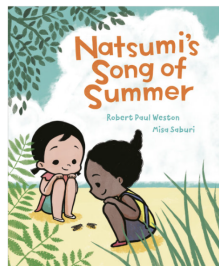
Outcome: Children demonstrate understandings of messages communicated in texts.

Skills and

Procedures:

- Listen to a variety of texts that are read aloud.
- Engage in discussions about texts that have been listened to.
- Interpret illustrations.
- Share connections between a text and personal feelings or experiences.

Natsumi's Song of Summer
By Robert Pual Weston
Illustrated by Misa Saburi



https://youtu.be/t_bp5zBjRyw

Natsumi's Song of Summer is a story of two cousins meeting for the first time. Natsumi is nervous and excited about her American cousin Jill visiting her in Japan. Jill wants to see everything, and Natsumi enjoys sharing her favourite things about Japan in the summertime. She is especially excited to share her favourite insect, the cicada, which holds special significance in Japanese culture.

Natsumi's Song of Summer is told in a series of Japanese Tanka verse poems. A tanka is a traditional poem with five lines and thirty-one syllables.

Teachers

Teachers may read the story (or have class watch through the youtube link) and engage in **discussion prompts** such as:

Natsumi is both excited and nervous to meet her cousin Jill. Have you ever felt like that?

Natsumi and Jill are different in many ways. They are also similar in many ways. What things do the girls have in common?

Natsumi shows Jill many things about her home country: the beaches, the obon festival, the fireworks, and the cicadas. Which of these things would you most like to see? Is there anything in the illustrations that stands out to you as a place you would love to see?


Where would you take a visitor to your home country? What would you show them?

In Japan, cicadas are a symbol of summer. These fascinating insects have large eyes and translucent wings. They spend most of their lives underground. It can take as long as 17 years for them to emerge. When they eventually come out into the sunshine, they are one of the loudest bugs in the world.

Have you ever seen or heard a cicada before? Would you let a cicada walk on your arm like Natsumi does in the story?

In the story Natsumi says, "For years they wait in the darkness. But then, when they're old

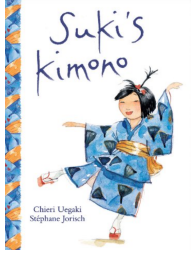
Natsumi's Song of Summer can be used by teachers to prompt personal connections to a text in Language Arts, while simultaneously introducing students to aspects of Japanese culture and nature.

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| | | <p>enough they climb out to meet their friends.” Does this remind you of Natsumi and Jill? How so?</p> <p>Suggested activities:</p> <p>Watch the following video to see some Japanese cicadas and hear the different sounds they make. https://youtu.be/1QZPI0-HaIE</p> | |
| <p>Social Studies</p> <p>K.1.1 Value their unique characteristics, interests, gifts and talents.</p> <p>K.1.2 Appreciate the unique characteristics, interests, gifts and talents of others: - appreciate feelings, ideas, stories and experiences shared by others</p> <p>Language Arts</p> <p>Learning Outcome: Children demonstrate understandings of messages communicated in texts.</p> | <p><i>Golden Threads</i> By Suzanne Del Rizzo Illustrated by Miki Sato</p>  <p>https://youtu.be/WYWuqxCdeyl</p> <p>This story is also available on tumblebooks: https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77</p> <p><i>Golden Threads</i> takes place in Japan, from the perspective of a stuffed fox who is swept away in a storm, away from his human friend Emi. Fox is found</p> | <p style="text-align: center;">Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>The idea of things getting better or stronger after being broken is a beautiful lesson that comes from Japanese culture. In the story, Fox goes through some hard things. However, in the end those hard things help him to learn what kindness, love, and home feel like. Have you ever gone through a hard time? What did you learn from it?</p> <p>Fox is damaged and looks different after he is swept away by the storm. He feels broken and lost. Kiko and Emi both show him that he is loved. Kiko has also experienced an injury to her leg. Her grandfather shows kindness when he brings her Fox. How can we show love and kindness to others? How can we show others that we accept them and appreciate the things that make them unique or different?</p> | <p>This story fits in well with outcomes related to the appreciation of the unique qualities and experience of ourselves and others. (Social Studies K.1.1 and K.1.2)</p> <p>While the messaging is focused on finding value in things that are imperfect, it can easily be stretched to include finding value in differences.</p> <p>Discussion questions before, during, after the reading of this story could easily be steered towards themes related to tolerance and acceptance, which are introductory concepts to antiracism education for young learners.</p> |

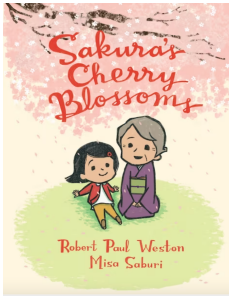
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| <p>Skills and Procedures: - Listen to a variety of texts that are read aloud. - Engage in discussions about texts that have been listened to. - Interpret illustrations. - Share connections between a text and personal feelings or experiences.</p> | <p>far from home, torn and tattered, by an ojiisan who gives him to his granddaughter, Kiko. Kiko herself is recovering from an injury and she mends Fox with tiny golden stitches. Eventually Fox is reunited with Emi, with his body and heart repaired by the kindness he is shown on his journey. The story teaches that hardships can make us stronger.</p> <p>This story is inspired by the Japanese art form of <i>kintsugi</i>, or golden joinery, where broken pottery is repaired with resin painted gold. The practice stands as a metaphor for embracing imperfections.</p> | <p>The setting of this story is in the country of Japan. What can we learn about Japan by looking at the illustrations?</p> <p>Suggested activities:</p> <p>Students could make a paper version of kintsugi by drawing Fox (or a cherished stuffie from their own lives). For kindergarten level, teachers may want to provide a template. Once drawn and coloured in, have students rip up their figure, then glue them back together. Remind them to leave room for gold painted or coloured seams between each piece.</p> | |
| <p>Social Studies</p> <p>K.1.4 Explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry: -What are the origins of the people in our school, groups or communities? - How can we show interest and sensitivity toward social, physical,</p> | <p><i>Ojiichan's Gift</i> By Chieri Uegaki Illustrated by Genevieve Simms</p>  <p>https://youtu.be/Z3_anOoieMA</p> <p><i>Ojiichan's Gift</i> is a story about a</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>In the story, Mayumi spends time with her grandfather and learns important lessons from him. Who is someone in your life who teaches you important lessons? What types of things do you do together?</p> <p>Mayumi learns about parts of her family's culture and heritage when she visits her grandfather in Japan. What are some of the special things she does with her Ojiichan?</p> <p>Mayumi feels sad and confused when she learns that her Ojiichan can no longer live in</p> | <p><i>Ojiichan's Gift</i> connects to Social Studies outcomes related to respect for cultural diversity. This story focuses on the intergenerational bond between family members and the ways that important cultural knowledge is passed down. (K.1.4)</p> <p>It is a great resource for introducing discussion topics regarding family, aging, and honour. It may help students gain an understanding that school communities are made up of people who may come from various backgrounds and origins. (Social Studies K.1.4)</p> <p>Teachers can also use it as an example of how nature can act as a means of</p> |

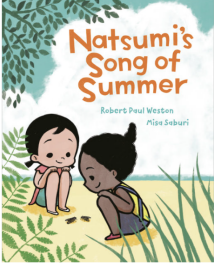
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| <p>cultural and linguistic diversity in the school, groups and communities?</p> <p>Language Arts</p> <p>Learning Outcome: Children demonstrate understandings of messages communicated in texts.</p> <p>Skills and Procedures: - Listen to a variety of texts that are read aloud. - Engage in discussions about texts that have been listened to. - Interpret illustrations. - Share connections between a text and personal feelings or experiences.</p> | <p>Japanese Canadian girl and her bond with her grandfather, who lives in Japan. When she was born, Mayumi's Ojiichan created a stone garden for her. Every summer, when she would visit her grandfather in Japan, they would care for the garden together. When her Ojiichan becomes too old to care for the garden and must move to a seniors' home, Mayumi gifts him with a miniature garden.</p> | <p>his house or care for his garden. In the end, she finds a way to remind herself and her grandfather about their time in his garden. How does Mayumi honour her grandfather?</p> <p>Mayumi's grandfather's aging represents a big change in both of their lives. What was a big change that has happened in your family?</p> <p>Japanese gardens are places of harmony and peacefulness in nature. People all around the world choose to spend time in nature to feel peace or to be thoughtful. Can you think of a place in nature that makes you feel peaceful? What do you do there?</p> <p>Suggested activities:</p> <p>Students can create their own miniature stone gardens. For ideas and a list of materials go to: https://www.projectswithkids.com/zen-gardens-for-kids/</p> | <p>peace and reflection, within Japanese culture and many others.</p> |
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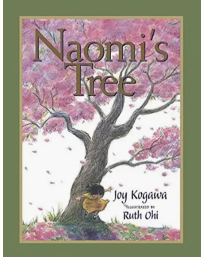
GRADE 1

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies</p> <p>1.1.1 Value self and others as unique individuals in relation to their world: - Appreciate how belonging to groups and communities enriches an individual's identity. - Appreciate multiple points of view, languages, cultures and experiences within their groups and communities.</p> <p>- Demonstrate respect for their individual rights and the rights of others.</p> <p>1.1.3 Examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry: - What different types of communities or groups do you belong to? - What helps us to</p> | <p><i>Suki's Kimono</i> By Chieri Uegaki Illustrated by Stéphane Jorisch</p>  <p>https://youtu.be/xrXsFs5KpLQ</p> <p>Suki's Kimono is a story book about a girl who wears her kimono, a gift from her Obachan, on her first day of school. Suki uses the kimono and her turn to talk about her summer as a chance to tell her new classmates about some of the important aspects of Japanese culture that are a part of her identity.</p> <p>The response of Suki's teacher and her classmates at the end are emblematic of appreciation and respect for Suki's background.</p> <p>Please note that the youtube recording of the story is not presented by a</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Suki belongs to several groups, which are shown throughout the story. She is a member of her family. What do we know about Suki's family? Suki is also a part of a school and classroom community. What do we know about her class?</p> <p>She is a member of the Japanese Canadian community? What do we know about her Japanese Canadian community? How do you think these groups and communities are important in Suki's life?</p> <p>What are some of the symbols used to show that Suki is a member of the Japanese Canadian community? How can we tell that Suki is proud to be Japanese Canadian?</p> <p>Suggested activities:</p> <p>Have students draw their own kimono and decorate with symbols from the story.</p> <p>Have students make a drawing to symbolize a</p> | <p>The story of Suki and her Kimono connects to the general outcome for Grade 1 Social Studies, focusing on an understanding and appreciation of how identity and self esteem are tied to one's sense of belonging. (1.1.1)</p> <p>This story could be used to generate discussion regarding which groups Suki belongs to, of how her identity is enriched by her belonging to these groups, as well as the symbols and clothing that help us to recognize which groups she belongs to. (Social Studies 1.1.3)</p> |


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| <p>recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)?</p> <ul style="list-style-type: none"> - In what ways do we belong to more than one group or community at the same time? - In what ways do we benefit from belonging to groups and communities? <p>Language Arts</p> <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure:</p> <ul style="list-style-type: none"> - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud. - Identify key ideas and details from texts. - Identify the moral or lesson of a story. -Share personal connections to ideas or information in texts. | <p>Japanese or Japanese Canadian reader. As such, the pronunciation of the Japanese words may not be authentic. Teachers should use the video at their own discretion.</p> | <p>group to which they belong (sports jersey, school logo, their family home, etc).</p> <p>Have students do a show and share of an object that has meaning to their family/ heritage.</p> | |
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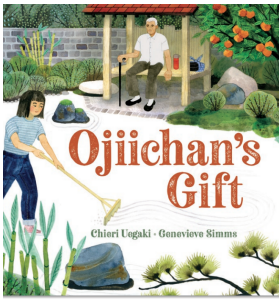
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| <p>Social Studies</p> <p>1.2.1 Appreciate how stories and events of the past connect their families and communities to the present: - acknowledge and respect symbols of heritage and traditions in their family and communities</p> <p>1.2.2 Analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry: - How have changes affected my family over time (e.g., births, deaths, moves)?</p> <p>Language Arts</p> <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure: - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud.</p> | <p><i>Sakura's Cherry Blossoms</i> By Robert Paul Weston Illustrated by Misa Saburi</p>  <p>https://youtu.be/3svHxBS5p6o</p> <p>This story describes the experiences of Sakura, who moves away from her home country of Japan and her beloved grandmother. As Sakura tries to adjust to her new home, she misses her Obaachan and the special cherry tree where they used to spend time together. When Sakura makes a new friend, she is able to find joy in her new home and in remembering what she left behind. When spring arrives, she is able to re- experience the cherry blossoms with her new friend.</p> <p><i>Sakura's Cherry Blossoms</i> is told in a series of Japanese Tanka verse poems. A tanka is a traditional poem with five lines and thirty-one syllables.</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Sakura's name came from the cherry blossom, which is a symbol of her Japanese heritage. Do you know where your name came from? Sometimes our last names hold special meanings and can tell us where our families came from. What do you know about your last name?</p> <p>Sakura moves from Japan to a new place across the sea. This is a big change for Sakura and her family. Her family also changes when her grandmother becomes ill. What changes have you and your family gone through?</p> <p>Sakura feels a little lost and sad when she moves to an unfamiliar place, where she is no longer surrounded by her own culture. How would you feel if you were a newcomer to an unfamiliar place? Have you ever felt like that? How would you help Sakura feel welcome if you were a student in her class or in her neighbourhood?</p> <p>Suggested activities:</p> <p>Provide students with bubble letters of their own names or last names and have them decorate the letters with symbols representing their namesake or other meaningful aspects of their identity/ culture.</p> | <p><i>Sakura's Cherry Blossoms</i> connects to Grade 1 Social Studies outcomes related to heritage and family traditions. (1.2.1)</p> <p>The story also serves as an exemplar of how changes can affect a family over time. (Social Studies 1.2.2)</p> <p>Sakura's experiences as a newcomer may serve as a means of fostering Language Arts connections between a text and one's own personal feelings and experiences. Students may be asked to identify and reflect on the moral of the story.</p> |
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| <ul style="list-style-type: none"> - Identify key ideas and details from texts. - Identify the moral or lesson of a story. -Share personal connections to ideas or information in texts. | | <p>Explore the discussion guide provided by Tundra Books at: https://tundrabooks.files.wordpress.com/2018/02/sakurascherryblossoms_guide.pdf?platform=hootsuite</p> | |
| <p>Language Arts</p> <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure:</p> <ul style="list-style-type: none"> - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud. - Identify key ideas and details from texts. - Identify the moral or lesson of a story. -Share personal connections to ideas or information in texts. | <p><i>Natsumi's Song of Summer</i> By Robert Pual Weston Illustrated by Misa Saburi</p>  <p>https://youtu.be/t_bp5zBjRyw</p> <p><i>Natsumi's Song of Summer</i> is a story of two cousins meeting for the first time. Natsumi is nervous and excited about her American cousin Jill visiting her in Japan. Jill wants to see everything, and Natsumi enjoys sharing her favourite things about Japan in the summertime. She is especially excited to share her favourite insect, the cicada, which holds special significance in Japanese culture.</p> | <p style="text-align: center;">Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Natsumi is both excited and nervous to meet her cousin Jill. Have you ever felt like that?</p> <p>Natsumi and Jill are different in many ways. They are also similar in many ways. What things do the girls have in common?</p> <p>Natsumi shows Jill many things about her home country: the beaches, the obon festival, the fireworks, and the cicadas. Which of these things would you most like to see? Is there anything in the illustrations that stands out to you as a place you would love to see?</p> <p>Where would you take a visitor to your home country? What would you show them?</p> <p>In Japan, cicadas are a symbol of summer. These fascinating insects have large eyes and translucent wings. They spend most of their lives underground. It can take as long as 17 years for them to emerge. When they eventually come out into the sunshine, they</p> | <p><i>Natsumi's Song of Summer</i> can be used by teachers to prompt personal connections to a text in Language Arts, while simultaneously introducing students to aspects of Japanese culture and nature.</p> |

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| | <p><i>Natsumi's Song of Summer</i> is told in a series of Japanese Tanka verse poems. A tanka is a traditional poem with five lines and thirty-one syllables.</p> | <p>are one of the loudest bugs in the world.</p> <p>Have you ever seen or heard a cicada before? Would you let a cicada walk on your arm like Natsumi does in the story?</p> <p>In the story Natsumi says, "For years they wait in the darkness. But then, when they're old enough they climb out to meet their friends." Does this remind you of Natsumi and Jill? How so?</p> <p>Suggested activities:</p> <p>Watch the following video to see some Japanese cicadas and hear the different sounds they make.</p> <p>https://youtu.be/1QZPI0-HaIE</p> | |
| <p>Social Studies</p> <p>1.2.1 Appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> - Recognize how their families and communities might have been different in the past than they are today - Appreciate how the languages, traditions, | <p><i>Naomi's Tree</i> By Joy Kogawa Illustrated by Ruth Ohi</p>  <p>https://youtu.be/vrSt5-uul8I</p> <p><i>Naomi's Tree</i> is authored by a</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Naomi felt a special connection to the cherry tree. It reminded her of her Japanese background and it also made her feel safe and cared for.</p> <p>What is something in your life that makes you feel safe and cared for? How do you think Naomi felt after she was taken away from her home and her special tree? How did she feel many years later when she</p> | <p><i>Naomi's Tree</i> connects to the general outcome in Grade 1 Social Studies, for students to "demonstrate an understanding and appreciation of how changes over time have affected their families and influenced how their families and communities are today."</p> <p>The story follows two broad timelines of change. Firstly, it follows the experiences of Naomi and her brother from childhood to adulthood and makes reference to how their lives changed due to the events of the second world war and Japanese</p> |

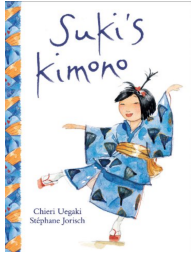
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| <p>celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging.</p> <ul style="list-style-type: none"> - Recognize how their ancestors contribute to their sense of identity within their family and communities. - Acknowledge and respect symbols of heritage and traditions in their family and communities. <p>Language Arts</p> <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure: - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud.</p> <p>Science</p> | <p>survivor of Japanese Canadian internment.</p> <p>The storybook touches on the Japanese legend of the Cherry tree as a symbol of friendship. It vaguely details the experience of a girl who was forced to leave behind everything she loved when her family was sent to an internment camp. She leaves behind a cherry tree that sheltered her as she grew. Many many years later, Naomi returns to her childhood home to find the tree has been waiting for her.</p> <p>The book's Afterward gives background information about Joy Kogawa's experiences during and after her internment. It describes how Joy was finally able to purchase her family's home. Today it is a historic site.</p> <p><i>Naomi's Tree</i> is one of three books written by Joy Kogawa. <i>Naomi's Road</i> and <i>Obasan</i> tell the same story, suiting increasing levels of instruction.</p> <p>The Kogawa House Website provides resources and lesson plans to accompany all three of these books.</p> <p>https://www.kogawahouse.com/education/Teacher's%20Guide%20for</p> | <p>returned to her childhood home and to the cherry tree? What had changed/ stayed the same?</p> <p>Suggested activities:</p> <p>On individual templates or as a whole class activity, create a cherry tree. Have students decorate the blossoms and leaves with words that represent safety and caring to them.</p> <p>Take a virtual tour of the house in the story (Joy Kogawa's childhood home), which now serves as a historic site. https://www.kogawahouse.com/wp/</p> <p>Watch a video of Joy Kogawa discussing what her childhood was like before the war. https://www.kogawahouse.com/education/family</p> | <p>internment during that time.</p> <p>It also follows the seasonal and cyclical changes of the cherry tree, which can be directly connected to Grade 1 Science outcomes.</p> |
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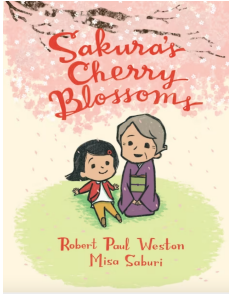
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| <p>GLE 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.</p> | <p>%20Joy's%20Journey.pdf</p> | | |
| <p>Social Studies</p> <p>1.1.1 Value self and others as unique individuals in relation to their world: - Appreciate multiple points of view, languages, cultures and experiences within their groups and communities</p> <p>Language Arts</p> <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure: - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud.</p> <p>Science</p> | <p><i>Golden Threads</i> By Suzanne Del Rizzo Illustrated by Miki Sato</p>  <p>https://youtu.be/WYWuqxCdeyl</p> <p>This story is also available on tumblebooks: https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryID%3d77&categoryID=77</p> <p><i>Golden Threads</i> takes place in Japan, from the perspective of a stuffed fox who is swept away in a storm, away from his human friend Emi. He is found far from home, torn and tattered, by an ojisan who gives him to his granddaughter, Kiko. Kiko herself is recovering</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>The idea of things getting better or stronger after being broken is a beautiful lesson that comes from Japanese culture. In the story, Fox goes through some hard things. However, in the end those hard things help him to learn what kindness, love, and home feel like.</p> <p>Have you ever gone through a hard time? What did you learn from it? Think of a time when someone showed you kindness. How did it make you feel?</p> <p>Fox is damaged and looks different after he is swept away by the storm. He feels broken and lost. Kiko and Emi both show him that he is loved. Kiko has also experienced an injury to her leg. Her grandfather shows kindness when he brings her Fox. How can we show love and kindness to others? How can we show others that we accept them and appreciate the things that make them unique or different?</p> | <p>This story fits in well with Social Studies outcomes related to the appreciation of the unique qualities and experience of ourselves and others. (1.1.1)</p> <p>While the messaging is focused on finding value in things that are imperfect, it can easily be stretched to include finding value in differences. Discussion questions related to the reading of this story could easily be steered towards themes related to tolerance and acceptance, which are introductory concepts to antiracism education for young learners.</p> <p>Grade 1 Science outcomes related to seasonal changes are highlighted in the story's illustrations, particularly focusing on the gingko tree.</p> <p>The beautiful illustrations in this story, along with the concept of kintsugi, could provide inspiration for Art activities/ lessons using varied materials and techniques.</p> |

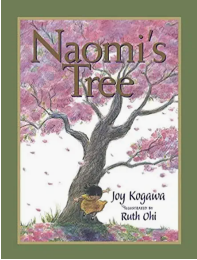
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| <p>GLE 1–6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.</p> <p>Art</p> <p>Component 3 APPRECIATION: Students will interpret artworks literally. Concepts :A. Art takes different forms depending on the materials and techniques used.</p> | <p>from an injury and she mends Fox with tiny golden stitches. Eventually Fox is reunited with Emi, with his body and heart repaired by the kindness he is shown on his journey. The story teaches that hardships can make us stronger.</p> <p>This story is inspired by the Japanese art form of <i>kintsugi</i>, or golden joinery, where broken pottery is repaired with resin painted gold. The practice stands as a metaphor for embracing your imperfections.</p> | <p>The setting of this story is in the country of Japan. What can we learn about Japan by looking at the illustrations?</p> <p>Japan has many interesting cultural traditions and customs. What do you know about some of the customs shown in the book (such as teahouse, kukicha tea, the ginkgo tree, and the art of kintsugi)? Where could we look to find out more information about Japanese culture?</p> <p>Suggested activities:</p> <p>Students could make a paper version of kintsugi by drawing Fox (or a cherished stuffie from their own lives). Once drawn and coloured in, have students rip up their figure, then glue them back together. Remind them to leave room for gold painted or coloured seams between each piece.</p> | |
| <p>Social Studies</p> <p>1.1.1 Value self and others as unique individuals in relation to their world: - Appreciate multiple points of view, languages, cultures and experiences within their groups and communities</p> <p>Language Arts</p> | <p><i>Ojiichan's Gift</i> By Chieri Uegaki Illustrated by Genevieve Simms</p>  <p>https://youtu.be/Z3_anOoieMA</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>In the story, Mayumi spends time with her grandfather and learns important lessons from him. Who is someone in your life who teaches you important lessons? What types of things do you do together?</p> <p>Mayumi learns about parts of her family's culture and heritage when she visits her grandfather in Japan. What are some of the special things she does with her Ojiichan?</p> | <p><i>Ojiichan's Gift</i> corresponds to Social Studies outcomes related to the appreciation for multiple cultures and experiences within their communities (1.1.1). In particular, this story focuses on the intergenerational bond between family members and the ways that important cultural knowledge is passed down.</p> <p>It is a great resource for introducing discussions regarding family, aging, and honour. These themes may be explored further as students reflect on their own experiences within their</p> |

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| <p>Learning Outcome: Students investigate meaning communicated in texts.</p> <p>Skills and Procedure: - Listen to a variety of fictional and informational texts that are read aloud. - Respond to texts that have been read aloud. - Identify key ideas and details from texts. - Identify the moral or lesson of a story. -Share personal connections to ideas or information in texts.</p> | <p><i>Ojiichan's Gift</i> is a story about a Japanese Canadian girl and her bond with her grandfather, who lives in Japan. When she was born, Mayumi's Ojiichan created a stone garden for her. Every summer, when she would visit her grandfather in Japan, they would care for the garden together. When her Ojiichan becomes too old to care for the garden and must move to a seniors' home, Mayumi gifts him with a miniature garden.</p> | <p>Mayumi feels sad and confused when she learns that her Ojiichan can no longer live in his house or care for his garden. In the end, she finds a way to remind herself and her grandfather about their time in his garden. How does Mayumi honour her grandfather?</p> <p>Mayumi's grandfather's aging represents a big change in both of their lives. What was a big change that has happened in your family?</p> <p>Japanese gardens are places of harmony and peacefulness in nature. People all around the world choose to spend time in nature to feel peace or to be thoughtful. Can you think of a place in nature that makes you feel peaceful? What do you do there?</p> <p>Suggested activities:</p> <p>Students can create their own miniature stone gardens. For ideas and a list of materials go to: https://www.projectswithkids.com/zen-gardens-for-kids/</p> | <p>families and cultural groups (Social Studies 1.1.1).</p> <p>Teachers can also use it as an example of how nature can act as a means of peace and reflection, within Japanese culture and many others.</p> |
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GRADE 2

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Language Arts</p> <p>Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p> <p>Skills and Procedure: Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>-Share personal connections that support understanding of ideas or information in texts.</p> | <p>Suki's Kimono By Chieri Uegaki Illustrated by Stéphane Jorisch</p>  <p>https://youtu.be/xrXsFs5KpLQ</p> <p>Suki's Kimono is a story book about a girl who wears her kimono, a gift from her Obaachan, on her first day of school. Suki uses the kimono and her turn to share about her summer as a chance to tell her new classmates about some of the important aspects of Japanese culture that are a part of her identity.</p> <p>The response of Suki's teacher and her classmates at the end are emblematic of appreciation and respect for Suki's background.</p> <p>Please note that the youtube recording of the story is not presented by a Japanese</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion questions such as:</p> <p>Suki belongs to several groups, which are shown throughout the story. She is a member of her family. What do we know about Suki's family? Suki is also a part of a school and classroom community. What do we know about her class? She is a member of the Japanese Canadian community? What do we know about her Japanese Canadian community? How do you think these groups and communities are important in Suki's life?</p> <p>What are some of the symbols used to show that Suki is a member of the Japanese Canadian community? How can we tell that Suki is proud to be Japanese Canadian?</p> <p>Suggested activities:</p> <p>Have students draw and decorate their own kimono, with symbols from the story.</p> <p>Have students make a drawing to symbolize a group to which they belong (sports jersey, school</p> | <p><i>Suki's Kimono</i> presents as a great example of a storybook that can be used to prompt personal connections to a text in Language Arts, while simultaneously introducing students to aspects of Japanese culture.</p> |

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| | or Japanese Canadian reader. As such, the pronunciation of the Japanese words may not be authentic. Teachers should use the video at their own discretion. | logo, their family home, etc). Have students do a show and share of an object that has meaning to their family/ heritage. | |
| <p>Language Arts</p> <p>Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p> <p>Skills and Procedure: Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>-Share personal connections that support understanding of ideas or information in texts.</p> <p>Learning Outcome: Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.</p> <p>Skills and</p> | <p><i>Sakura's Cherry Blossoms</i> By Robert Paul Weston Illustrated by Misa Saburi</p>  <p>https://youtu.be/3svHxBS5p6o</p> <p>This story describes the experiences of Sakura, who moves away from her home country of Japan and her beloved grandmother. As Sakura tries to adjust to her new home, she misses her Obaachan and the special cherry tree where they used to spend time together. When Sakura makes a new friend, she is able to find joy in her new home and in remembering what she left behind. When spring arrives, she is able to re- experience the cherry blossoms with her new friend.</p> <p><i>Sakura's Cherry Blossoms</i> is told in a series of Japanese Tanka verse</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Sakura's name came from the cherry blossom, which is a symbol of her Japanese heritage. Do you know where your name came from? Sometimes our last names hold special meanings and can tell us where our families came from. What do you know about your last name?</p> <p>Sakura moves from Japan to a new place across the sea. This is a big change for Sakura and her family. Her family also changes when she loses her grandmother. What changes have you and your family gone through?</p> <p>Sakura feels a little lost and sad when she moves to an unfamiliar place, where she is no longer surrounded by her own culture. How would you feel if you were a newcomer to an unfamiliar place? Have you ever felt like that? How would you help Sakura feel welcome if you were a student in her class or in her neighbourhood?</p> <p>Suggested activities:</p> <p>Provide students with bubble letters of their own</p> | <p><i>Sakura's Cherry Blossoms</i> connects to Grade 1 Social Studies outcomes related to heritage and family traditions. (1.2.1)</p> <p>The story also provides an example of how changes can affect a family over time. (Social Studies 1.2.2)</p> <p>Sakura's experiences as a newcomer may serve as a means of fostering Language Arts connections between a text and one's own personal feelings and experiences. Students may be asked to identify and reflect on the moral of the story.</p> <p>The structure of the story as a series of poems could be used to enhance Language Arts outcomes related to poetry.</p> |

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| <p>Procedure: -Identify words or phrases used in imaginative ways that support messages in poetry and song. -Recognize how poetry and song can expand how we think and feel about what can be experienced. -Examine poetic structures, including acrostic poems and rhyming couplets.</p> | <p>poems. A tanka is a traditional poem with five lines and thirty-one syllables.</p> | <p>names or last names and have them decorate the letters with symbols representing their namesake or other meaningful aspects of their identity/ culture.</p> <p>Challenge students to create their own Tanka poems. Poems could be written about a time of change in their lives (or any topic) and should follow the structure of five lines and thirty one syllables. The poems could be written as a whole class activity, in partners/ groups, or individually.</p> <p>Explore the discussion guide provided by Tundra Books at: https://tundrabooks.files.wordpress.com/2018/02/sakurascherryblossoms_guide.pdf?platform=hotsuite</p> | |
| <p>Social Studies</p> <p>S.O 2.2.1 Appreciate how stories of the past connect individuals and communities to the present.</p> <p>Language Arts</p> <p>Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p> <p>Skills and Procedure: Listen and respond to a</p> | <p><i>Naomi's Tree</i> By Joy Kogawa Illustrated by Ruth Ohi</p>  <p>https://youtu.be/vrSt5-uul8I</p> <p><i>Naomi's Tree</i> is authored by a survivor of Japanese Canadian internment.</p> <p>The storybook touches on the</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Naomi felt a special connection to the cherry tree. It reminded her of her Japanese background and it also made her feel safe and cared for.</p> <p>What is something in your life that makes you feel safe and cared for? How do you think Naomi felt after she was taken away from her home and her special tree? How did she feel many years later when she returned to her childhood home and to the cherry tree? What had changed/ stayed the same?</p> | <p><i>Naomi's Tree</i> connects to Social Studies outcome 2.2.1. As Naomi revisits her childhood home as an adult, she reflects on the past events that have affected her family and the Japanese Canadian community.</p> <p>Teachers may use this storybook to prompt personal connections to a text in Language Arts, while simultaneously introducing them to concepts related to the experiences of Japanese Canadians.</p> |

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| <p>variety of fictional and informational texts that are read aloud.</p> <p>-Share personal connections that support understanding of ideas or information in texts.</p> | <p>Japanese legend of the Cherry tree as a symbol of friendship. It vaguely details the experience of a girl who was forced to leave behind everything she loved when her family was sent to an internment camp. She leaves behind a cherry tree that sheltered her as she grew. Many many years later, Naomi returns to her childhood home to find the tree has been waiting for her.</p> <p>The book's <i>Afterward</i> gives background information about Joy Kogawa's experiences during and after her internment. It describes how Joy was finally able to purchase her family's home. Today it is a historic site.</p> <p><i>Naomi's Tree</i> is one of three books written by Joy Kogawa. <i>Naomi's Road</i> and <i>Obasan</i> tell the same story, suiting increasing levels of instruction.</p> <p>The Kogawa House Website provides resources and lesson plans to accompany all three of these books. https://www.kogawahouse.com/education/Teacher's%20Guide%20for%20Joy's%20Journey.pdf</p> | <p>Suggested activities:</p> <p>On individual templates or as a whole class activity, create a cherry tree. Have students decorate the blossoms and leaves with words that represent safety and caring to them.</p> <p>Take a virtual tour of the house in the story (Joy Kogawa's childhood home), which now serves as a historic site. https://www.kogawahouse.com/wp/</p> <p>Watch a video of Joy Kogawa discussing what her childhood was like before the war. https://www.kogawahouse.com/education/family</p> | |
| <p>Language Arts</p> <p>Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p> | <p><i>Golden Threads</i> By Suzanne Del Rizzo Illustrated by Miki Sato</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>The idea of things getting better or stronger after</p> | <p><i>Golden Threads</i> presents as a great example of a storybook that can be used to prompt personal connections to a text in Language Arts.</p> <p>While the messaging of the story is</p> |

Skills and Procedure: Listen and respond to a variety of fictional and informational texts that are read aloud.

-Share personal connections that support understanding of ideas or information in texts.

Art

Component 3

APPRECIATION: Students will interpret artworks literally. **Concepts** :A. Art takes different forms depending on the materials and techniques used.



<https://youtu.be/WYWuqxCdeyI>

This story is also available on tumblebooks:

[https://www.tumblebooklibrary.com/Dfault.aspx?ReturnUrl=%2fHome.aspx%3fcategoryId%3d77&categoryId=77](https://www.tumblebooklibrary.com/Default.aspx?ReturnUrl=%2fHome.aspx%3fcategoryId%3d77&categoryId=77)

Golden Threads takes place in Japan, from the perspective of a stuffed fox who is swept away in a storm, away from his human friend Emi. He is found far from home, torn and tattered, by an ojiisan who gives him to his granddaughter, Kiko. Kiko herself is recovering from an injury and she mends Fox with tiny golden stitches. Eventually Fox is reunited with Emi, with his body and heart repaired by the kindness he is shown on his journey. The story teaches that hardships can make us stronger.

This story is inspired by the Japanese art form of *kintsugi*, or golden joinery, where broken pottery is repaired with resin painted gold. The practice stands as a metaphor for embracing

being broken is a beautiful lesson that comes from Japanese culture. In the story, Fox goes through some hard things. However, in the end those hard things help him to learn what kindness, love, and home feel like. Have you ever gone through a hard time? What did you learn from it? Think of a time when someone showed you kindness. How did it make you feel?

Fox is damaged and looks different after he is swept away by the storm. He feels broken and lost. Kiko and Emi both show him that he is loved. Kiko has also experienced an injury to her leg. Her grandfather shows kindness when he brings her Fox. How can we show love and kindness to others? How can we show others that we accept them and appreciate the things that make them unique or different?

The setting of this story is in the country of Japan. What can we learn about Japan by looking at the illustrations?

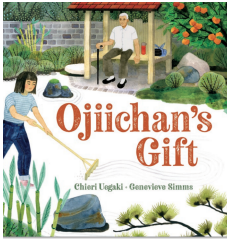
Japan has many interesting cultural traditions and customs. What do you know about some of the customs shown in the book (such as teahouse, kukicha tea, the ginkgo tree, and the art of kintsugi)? Where could we look to find out more information about Japanese culture?

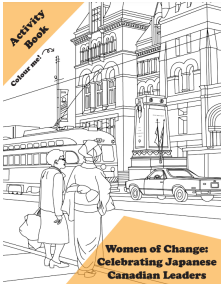
Suggested activities:

Students could make a paper version of kintsugi

focused on finding value in things that are imperfect, it can easily be stretched to include finding value in differences. Discussion questions before, during, and after the reading of this story could easily be steered towards themes related to tolerance and acceptance, which are introductory concepts to antiracism education for young learners.


The beautiful illustrations in this story, along with the concept of kintsugi, could provide inspiration for Art activities/ lessons using varied materials and techniques.

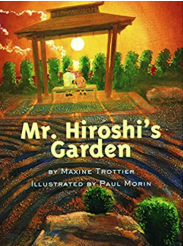
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| | <p>imperfections.</p> | <p>by drawing Fox (or a cherished stuffie from their own lives). Once drawn and coloured in, have students rip up their figure, then glue them back together. Remind them to leave room for gold painted or coloured seams between each piece.</p> <p>Similar activities of breaking and repairing could also be completed with materials such as porcelain coasters or clay flower pots, at the teacher's discretion for safety at this age level.</p> | |
| <p>Language Arts</p> <p>Learning Outcome: Students examine and apply a variety of processes to comprehend texts.</p> <p>Skills and Procedure: Listen and respond to a variety of fictional and informational texts that are read aloud.</p> <p>-Share personal connections that support understanding of ideas or information in texts.</p> | <p><i>Ojiichan's Gift</i> By Chieri Uegaki Illustrated by Genevieve Simms</p>  <p>https://youtu.be/Z3_anOoieMA</p> <p><i>Ojiichan's Gift</i> is a story about a Japanese Canadian girl and her bond with her grandfather, who lives in Japan. When she was born, Mayumi's Ojiichan created a stone garden for her. Every summer, when she would visit her grandfather in Japan, they would care for the garden together. When her Ojiichan becomes too old to care for the garden and must move to a seniors' home, Mayumi gifts him with a miniature garden.</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>In the story, Mayumi spends time with her grandfather and learns important lessons from him. Who is someone in your life who teaches you important lessons? What types of things do you do together?</p> <p>Mayumi learns about parts of her family's culture and heritage when she visits her grandfather in Japan. What are some of the special things she does with her Ojiichan?</p> <p>Mayumi feels sad and confused when she learns that her Ojiichan can no longer live in his house or care for his garden. In the end, she finds a way to remind herself and her grandfather about their time in his garden. How does Mayumi honour her grandfather?</p> <p>Mayumi's grandfather's aging represents a big change in both of their lives. What was a big change that has happened in your family?</p> | <p><i>Ojiichan's Gift</i> presents as a great example of a storybook that can be used to prompt personal connections to a text in Language Arts, while simultaneously introducing students to aspects of Japanese culture.</p> <p>This story focuses on the intergenerational bond between family members and the ways that important cultural knowledge is passed down. It is a great resource for introducing discussions regarding family, aging, and honour.</p> <p>Teachers can also use it as an example of how nature can act as a means of peace and reflection, within Japanese culture and many others.</p> |

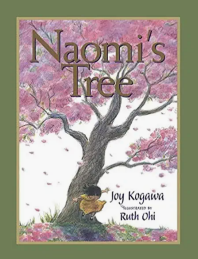
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| | | <p>Japanese gardens are places of harmony and peacefulness in nature. People all around the world choose to spend time in nature to feel peace or to be thoughtful. Can you think of a place in nature that makes you feel peaceful? What do you do there?</p> <p>Suggested activities:</p> <p>Students can create their own miniature stone gardens. For ideas and a list of materials go to: https://www.projectswithkids.com/zen-gardens-for-kids/</p> | |
| <p>Social Studies</p> <p>2.2.1 Appreciate how stories of the past connect individuals and communities to the present.</p> | <p><i>Women of Change: Celebrating Japanese Canadian Leaders Exhibit</i></p> <p>https://centre.nikkeiplace.org/exhibits/women-of-change/</p> <p>Student Activity Book:</p>  <p>https://centre.nikkeiplace.org/wp-content/uploads/2022/03/WoC_ActivityBook_FINAL.pdf</p> | <p>Teacher Resource + Student Activity Book</p> <p>The activity book includes brief descriptions of each of the six women and an activity to highlight their contribution. The booklet itself could be completed in approx. 1 hour. Teachers wanting to go into greater detail into the lives of these women can access the exhibit (link is in the digital resource). Wording of the exhibit is higher level and would need to be paraphrased into appropriate grade level language.</p> <p>This resource is recommended for students ages 7-11.</p> <p>It would be a great resource for International Women’s Day.</p> | <p>A general outcome for grade 2 Social Studies calls for students to “demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.”</p> <p>While the specific outcomes for grade 2 are designed to focus on three specific types of communities (Ukrainian, Acadian, Inuit), students may benefit from expanding their study to the contributions within the Japanese Canadian community.</p> <p>The women featured in this exhibit are strong examples of individuals who have contributed to change within the Japanese Canadian community.</p> |

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| | <p>The Nikkei National Museum & Cultural Centre and the Japanese Canadian Cultural Centre have created an exhibit and accompanying activity book to highlight the societal contributions of six important Japanese Canadian women.</p> | | |
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GRADE 3

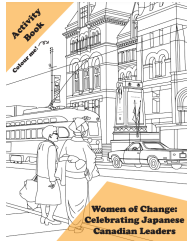
| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies</p> <p>3.1.1 Appreciate similarities and differences among people and communities:</p> <p>- Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own.</p> <p>Language Arts</p> <p>Learning Outcome: Students analyze text and make connections to personal experiences to support meaning</p> <p>Skills and procedures: -Make connections between a text and personal feelings, experiences, or</p> | <p><i>Ojiichan's Gift</i> By Chieri Uegaki Illustrated by Genevieve Simms</p>  <p>https://youtu.be/Z3_anOoieMA</p> <p>Ojiichan's Gift is a story about a Japanese Canadian girl and her bond with her grandfather, who lives in Japan. When she was born, Mayumi's Ojiichan created a stone garden for her. Every summer, when she would visit her grandfather in Japan, they would care for the garden together. When her Ojiichan becomes too old to care for the garden and must move to a seniors' home, Mayumi gifts him with a miniature garden.</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>In the story, Mayumi spends time with her grandfather and learns important lessons from him. Who is someone in your life who teaches you important lessons? What types of things do you do together?</p> <p>Mayumi learns about parts of her family's culture and heritage when she visits her grandfather in Japan. What are some of the special things she does with her Ojiichan?</p> <p>Mayumi feels sad and confused when she learns that her Ojiichan can no longer live in his house or care for his garden. In the end, she finds a way to remind herself and her grandfather about their time in his garden. How does Mayumi honour her grandfather?</p> <p>Mayumi's grandfather's aging represents a big change in both of their lives. What was a big change that has happened in your family? Japanese gardens are places of harmony and peacefulness in nature. People all around the world choose to spend time in nature to feel peace or to be thoughtful. Can you think of a place in nature that makes you feel</p> | <p><i>Ojiichan's Gift</i> corresponds to Social Studies outcomes related to the appreciation for the similarities and differences among people and communities (3.1.1). In particular, this story focuses on the intergenerational bond between family members and the ways that important cultural knowledge is passed down.</p> <p>It is a great resource for introducing discussions regarding family, aging, and honour. It would provide students with opportunities to make connections between the customs of their own families and those of others. (Social Studies 3.1.1)</p> <p>Teachers can also use it as an example of how nature can act as a means of peace and reflection, within Japanese culture and many others.</p> |

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| <p>background knowledge. - Make connections between texts and ideas that relate to past, present, or future events.</p> | | <p>peaceful? What do you do there?</p> <p>Suggested activities:</p> <p>Students can create their own miniature stone gardens. For ideas and a list of materials go to: https://www.projectswithkids.com/zen-gardens-for-kids/</p> | |
| <p>Language Arts</p> <p>Learning Outcome: Students analyze text and make connections to personal experiences to support meaning.</p> <p>Skills and procedures: -Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future events.</p> | <p><i>Mr. Hiroshi's Garden</i> By Maxime Trottier Illustrated by Paul Morin</p>  <p>This story is about the friendship between a girl named Mary and her grandmother's neighbour, Mr. Hiroshi. The story takes place during the Second World War. Mr. Hiroshi shares his Japanese garden with Mary until he is sent away to an internment camp with other Japanese Canadians. Mary promises to care for his garden and keeps this promise until his house is sold. In the end, she honours Mr.</p> | <p style="text-align: center;">Teachers</p> <p>Teachers may find it helpful to start by reading the Author's note, to give students some background information and to give insight into Mr. Hiroshi's experience of internment (which is not explicitly explored in the story).</p> <p>Teachers may read the story and engage in discussion prompts such as:</p> <p>Mr. Hiroshi's garden was a peaceful place for Mary and Mr. Hiroshi to spend time. In the author's note, Maxime Trottier states that, "Perhaps this story will plant the seed of peace in those who read it." What does peace mean to you? How can we contribute to a peaceful class, community, or world? What can we do when we see others being treated in ways that go against peace?</p> <p>Suggested activities:</p> <p>Explore the experiences of a survivor of Japanese Canadian internment by watching the video interviews of Mary Kitagawa.</p> | <p><i>Mr. Hiroshi's Garden</i> is a great example of a storybook that can be used to prompt personal connections to a text in Language Arts, while simultaneously introducing students to the experiences of Japanese Canadians in the past.</p> <p>The author's representation of peace (the Japanese garden) may be used to engage students in conversations regarding peace and tolerance and what can happen when those elements are not respected.</p> |

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| | <p>Hiroshi by transplanting two of the irises from his garden into her own yard.</p> <p>The Author's Note at the back of the book gives a well worded outline of Japanese Canadian history starting with their arrival in the late 1800s and ending with redress in 1988.</p> | <p>https://loi.uvic.ca/elementary/video-interviews.html#mary-interview</p> <p>Have students create a venn diagram, comparing the peaceful setting of Mr. Hiroshi's (or any Japanese Garden) with the setting of a Japanese Internment camp.</p> <p>Students can research the elements of a Japanese Garden, which come together to create harmony and balance. The following website gives good explanations of the various elements: https://kids.kiddle.co/Japanese_garden</p> | |
| <p>Social Studies</p> <p>3.1.1 Appreciate similarities and differences among people and communities:</p> <p>- Demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own.</p> <p>Language Arts</p> <p>Learning Outcome: Students analyze text and make connections to personal</p> | <p><i>Naomi's Tree</i> By Joy Kogawa Illustrated by Ruth Ohi</p>  <p>https://youtu.be/vrSt5-uul8I</p> <p><i>Naomi's Tree</i> is authored by a survivor of Japanese Canadian internment</p> <p>The storybook touches on the Japanese legend of the Cherry tree as a symbol of friendship. It vaguely details the experience of a girl who</p> | <p>Teachers</p> <p>Teachers may read the story (or have class watch through the youtube link) and engage in discussion prompts such as:</p> <p>Naomi felt a special connection to the cherry tree. It reminded her of her Japanese background and it also made her feel safe and cared for.</p> <p>What is something in your life that makes you feel safe and cared for? How do you think Naomi felt after she was taken away from her home and her special tree? How did she feel many years later when she returned to her childhood home and to the cherry tree? What had changed/ stayed the same?</p> <p>Suggested activities:</p> <p>On individual templates or as a whole class</p> | <p>While the specific social studies outcomes for grade 3 are designed to focus on three specific communities around the world (Ukraine, Tunisia, and Peru), students may benefit from expanding their study to the Japanese Canadian community.</p> <p>Teachers may use this storybook to prompt personal connections to a text in Language Arts, while simultaneously introducing them to concepts related to the experiences of Japanese Canadians.</p> |

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| <p>experiences to support meaning.</p> <p>Skills and procedures:</p> <p>-Make connections between a text and personal feelings, experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future events.</p> | <p>was forced to leave behind everything she loved when her family was sent to an internment camp. She leaves behind a cherry tree that sheltered her as she grew. Many many years later, Naomi returns to her childhood home to find the tree has been waiting for her.</p> <p>The book's <i>Afterward</i> gives background information about Joy Kogawa's experiences during and after her internment. It describes how Joy was finally able to purchase her family's home. Today it is a historic site.</p> <p><i>Naomi's Tree</i> is one of three books written by Joy Kogawa. <i>Naomi's Road</i> and <i>Obasan</i> tell the same story, suiting increasing levels of instruction.</p> <p>The Kogawa House Website provides resources and lesson plans to accompany all three of these books. https://www.kogawahouse.com/education/Teacher's%20Guide%20for%20Joy's%20Journey.pdf</p> | <p>activity, create a cherry tree. Have students decorate the blossoms and leaves with words that represent safety and caring to them.</p> <p>As a class, or in small groups, have students research the meanings behind cultural references to the legend of the friendship tree, the kimono, and the Land of Morning.</p> <p>Take a virtual tour of the house in the story (Joy Kogawa's childhood home), which now serves as a historic site. https://www.kogawahouse.com/wp/</p> <p>Watch videos of Joy Kogawa discussing what her childhood was like before the war. https://www.kogawahouse.com/education/family</p> | |
| <p>Social Studies</p> <p>3.2.2 Explore the concept of global citizenship by reflecting upon the following questions for inquiry: In what</p> | <p><i>Women of Change: Celebrating Japanese Canadian Leaders Exhibit</i></p> <p>https://centre.nikkeiplace.org/exhibits/women-of-change/</p> <p>Student Activity Book:</p> | <p>Teacher Resource + Student Activity Book</p> <p>The activity book includes brief descriptions of each of the six women and an activity to highlight their contribution. The booklet itself could be completed in approx. 1 hour. Teachers wanting to go into greater detail into the lives of these women can access the</p> | <p>This resource provides students with direct links between the accomplishments of these six individuals to the betterment of their communities (their contribution to positive change in the world). (Social Studies 3.2.2)</p> |

ways can individuals and groups contribute to positive change in the world?



https://centre.nikkeiplace.org/wp-content/uploads/2022/03/WoC_ActivityBook_FINAL.pdf

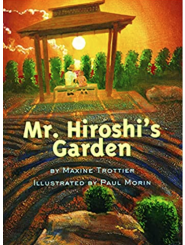
The Nikkei National Museum & Cultural Centre and the Japanese Canadian Cultural Centre have created an exhibit and accompanying activity book to highlight the societal contributions of six important Japanese Canadian women.

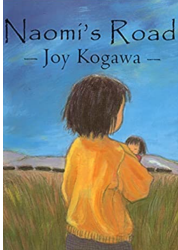
exhibit (link is in the digital resource). Wording of the exhibit is higher level and would need to be paraphrased into appropriate grade level language.

This resource is recommended for students ages 7-11.

It would be a great resource for International Women's Day.

GRADE 4

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>S. O 4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:</p> <p>Recognize how stories of people and events provide multiple perspectives on past and present events.</p> <p>Language Arts</p> <p>Learning Outcome: Students analyze text and make connections to personal experiences to support meaning</p> <p>Skills and procedures: -Make connections between a text and personal feelings,</p> | <p><i>Mr. Hiroshi's Garden</i> By Maxime Trottier Illustrated by Paul Morin</p>  <p>This story is about the friendship between a girl named Mary and her grandmother's neighbour, Mr. Hiroshi. The story takes place during the Second World War. Mr. Hiroshi shares his garden with Mary until he is sent away to an internment camp with other Japanese Canadians. Mary promises to care for his garden and keeps this promise until his house is sold. In the end, she honours Mr. Hiroshi by transplanting two of the irises from his garden into her own yard.</p> <p>The Author's Note at the back of the book gives a well worded outline of Japanese Canadian history starting</p> | <p>Teachers</p> <p>Teachers may find it helpful to start by reading the Author's note, to give students some background information and to give insight into Mr. Hiroshi's experience of internment (which is not explicitly explored in the story).</p> <p>Teachers may read the story and engage in discussion prompts such as:</p> <p>Mr. Hiroshi's garden was a peaceful place for Mary and Mr. Hiroshi to spend time. In the author's note, Maxime Trottier states that, "Perhaps this story will plant the seed of peace in those who read it."</p> <p>What does peace mean to you? How can we contribute to a peaceful class, community, or world?</p> <p>What can we do when we see others being treated in ways that go against peace?</p> <p>Suggested activities:</p> <p>Explore the experiences of a survivor of Japanese Canadian internment by watching the video interviews of Mary Kitagawa.</p> <p>https://loi.uvic.ca/elementary/video-interviews.html#mary-interview</p> | <p><i>Mr. Hiroshi's Garden</i> exemplifies the concept that the stories of people provide multiple perspectives on past and present events. (Social Studies 4.2.1)</p> <p>It serves as a great example of a storybook that can be used to prompt personal connections to a text in Language Arts, while simultaneously introducing students to the experiences of Japanese Canadians in the past.</p> <p>The author's representation of peace (the Japanese garden) may be used to engage students in conversations regarding peace and tolerance and what can happen when those elements are not respected.</p> |

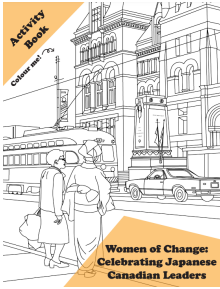
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| <p>experiences, or background knowledge. - Make connections between texts and ideas that relate to past, present, or future events.</p> | <p>with their arrival in the late 1800s and ending with redress in 1988.</p> | <p>Have students create a venn diagram, comparing the peaceful setting of Mr. Hiroshi's (or any Japanese Garden) with the setting of a Japanese Internment camp.</p> <p>Students can research the elements of a Japanese Garden, which come together to create harmony and balance. The following website gives good explanations of the various elements: https://kids.kiddle.co/Japanese_garden</p> | |
| <p>Social Studies</p> <p>4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:</p> <p>- Recognize how stories of people and events provide multiple perspectives on past and present events.</p> <p>Language Arts</p> <p>Learning Outcome: Students investigate strategies and connections that support text comprehension.</p> <p>Skills and Procedure:</p> <p>- Examine</p> | <p><i>Naomi's Road</i> By Joy Kogawa</p>  <p>(From the publisher) "<i>Naomi's Road</i> is the story of a girl whose Japanese-Canadian family is uprooted during the Second World War. Separated from their parents, Naomi and her brother Stephen are sent to an internment camp in the interior of British Columbia. For the young girl growing up, war only means that she can no longer return to her home in Vancouver, or see her parents."</p> <p><i>Naomi's Road</i> is one of three books written by Joy Kogawa. <i>Naomi's Tree</i> and <i>Obasan</i> tell the same story,</p> | <p>Teachers</p> <p>Content Warning: The book contains use of the word "Jap," as a racial slur against the main characters of the story. It is recommended that teachers establish an appropriate classroom climate and explain this word and its context within the story.</p> <p>Suggested activities (found in Kogawa House Teachers Guide):</p> <ul style="list-style-type: none"> - Take a virtual tour of the house in the story (Joy Kogawa's childhood home), which now serves as a historic site. https://www.kogawahouse.com/wp/ -Watch a video of Joy Kogawa discussing what her childhood was like before the war. https://www.kogawahouse.com/education/family -Watch a video of Joy Kogawa describing the impact of the war on her and her classmates. https://www.kogawahouse.com/education/school | <p>The story represents the experiences and perspective of one Japanese Canadian family over the course of the Second World War and after, connecting to Social Studies outcome 4.2.1.</p> <p>The complementary video resources from the Kogawa House website/ lesson plans allow students to examine the perspective of Joy Kogawa in present day, as well as the perspectives of her neighbours and friends.</p> |

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| <p>connections between texts and self, between text and other texts, and between texts and world. - Reflect on personal connections to a text that best support understanding. - Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.</p> | <p>suiting increasing levels of instruction.</p> <p>The Kogawa House Website provides resources and lesson plans to accompany all three of these books. https://www.kogawahouse.com/education/Teacher's%20Guide%20for%20Joey's%20Journey.pdf</p> | | |
| <p>Social Studies 4</p> <p>4.3.1 Appreciate the factors contributing to quality of life in Alberta: - Value and respect their own and other cultural identities. -Demonstrate respect for the rights, opinions, and perspectives of others.</p> <p>4.2.1 Appreciate how an understanding of Alberta's history, peoples and stories contributes to their</p> | <p>Landscapes of Injustice https://www.landscapesofinjustice.com/</p> <p><i>Teaching Resources for Elementary Education</i> https://loi.uvic.ca/elementary/</p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to teaching about the displacement and dispossession of thousands of Japanese Canadians during the 1940s.</p> <p>As part of the project, <i>Landscape of Injustice</i> has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers. They have been used mostly by teachers in British Columbia but can be freely available to teachers in other</p> | <p>Teachers; Lesson Plans</p> <p>This resource consists of 8 separate lessons.</p> <p>Many of the lessons utilize primary source materials such as photos and letters. In some cases, the language used within these sources exceeds the expected vocabulary of grade 4 students and would require teacher simplification/ explanation.</p> <p>Teachers could pick and choose lessons from this resource to meet their needs, however important meaning may be lost. The sequence of these lessons is as follows:</p> <p>Lesson #1- Beliefs Introducing the Issues- Students give opinions regarding several statements dealing with fairness, safety, and freedom. (Social Studies 4.3.1)</p> | <p>Lessons in this study guide allow for exploration of topics related to to human rights and The Canadian Charter of Rights and Freedoms, which connect to Social Studies outcome 4.3.1.</p> <p>Lessons introducing the internment and dispossession of Japanese Canadians connect to social studies outcome 4.2.1, detailing how the stories of people provide perspectives on past and present events.</p> <p>Development of historical thinking skills (Social Studies 4.S.2) may be enhanced through the exploration of primary source materials such as photographs and letters.</p> <p>Lesson #8 detailing the Redress to</p> |

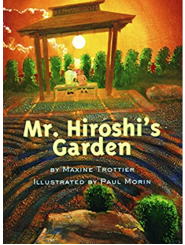
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| <p>own sense of belonging and identity:</p> <ul style="list-style-type: none"> - Recognize how stories of people and events provide multiple perspectives on past and present events. - Recognize the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities. - Demonstrate respect for places and objects of historical significance. <p>4.S.2 Develop skills of historical thinking:</p> <ul style="list-style-type: none"> - Use photographs and interviews to make meaning of historical information. - Use historical and community resources to understand and organize the sequence of local historical events. - Explain the historical context of key events of a given | <p>provinces and can be modified to fit the curriculum requirements in each province. (See "The Elementary Teacher Resources" and "The Secondary Teacher Resources" in this Resource Guide).</p> | <p>Lesson #2- FUF Game- This is a simulation of discrimination in which students play a game in which they are judged not on performance but on physical characteristics over which they have no control. (Social Studies 4.3.1)</p> <p>Lesson # 3- Intro to Internment students analyze photographs depicting life for Japanese Canadians prior to and after internment. (Social Studies 4.2.1)</p> <p>Lesson # 4- Suitcases- Going to Internment- Students are challenged to think about what they value by determining what they would bring if they were forced to leave their homes. (Social Studies 4.2.1)</p> <p>Lesson # 5- Living in Internment Camps- Students simulate the cramped and crowded conditions of internees. (Social Studies 4.S.2)</p> <p>Lesson # 6- Letters of Protest- Students analyze letters of protest against the sale of Japanese Canadians' land, businesses, and properties. (Social Studies 4.2.1 and 4.S.2)</p> <p>Lesson # 7- Charter of Rights and Freedoms & Treatment of Japanese Canadians has students look for evidence in the Charter showing that Japanese Canadians were treated unfairly and unjustly. (Social Studies 4.S.2)</p> <p>Lesson #8- How to apologize for making a mistake includes a discussion of the Redress and Brian Mulroney's speech 40 years after internment. The Art Miki video describes the involvement of Japanese Canadians and other Canadian citizens in the process of the redress. (Wellness</p> | <p>Japanese Canadians in 1988 connects to Physical Education and Wellness outcomes relating to conflict resolution.</p> |
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| <p>time period.</p> <p>Physical Education and Wellness</p> <p>Knowledge: Resolution involves recognizing that actions have consequences for oneself, others, and the community.</p> <p>Understanding: Resolution requires the sharing of multiple points of view.</p> <p>Skills and Procedures: Explain the significance of acknowledging conflict and taking responsibility when working toward resolution.</p> <p>Discuss multiple points of view involved in a resolution.</p> | | <p>outcomes relating to conflict resolution, Social Studies 4.S.2)</p> <p>As an overarching activity, a simulation of a Japanese Canadian neighborhood in BC prior to displacement allows for students to recognize the rich culture and community that was established. (Social Studies 4.2.1) In this simulation, buildings and streets are drawn to represent Powell Street. Students create families (avatars) and possessions to simulate what daily life would have been like. As students learn about displacement, the avatars are moved to a drawing of an internment camp. Finally, the possessions, homes, and businesses of Japanese Canadians are removed from the Powell Street representation.</p> | |
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| <p>Social Studies</p> <p>4.2.1 Appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> - Recognize how the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities. | <p>Nikkei National Museum and Cultural Centre</p> <p>Kitsilano Virtual Tour</p> <p>https://centre.nikkeiplace.org/resources/watch/kitsilano-virtual-tour/</p> <p>The NNMCC has created a virtual Google Earth tour of Kitsilano, which was home to the second largest Japanese Canadian Community in Vancouver prior to the Second World War.</p> <p>Using archival images and narratives from the museum’s database, students are able to explore the schools, churches, businesses, and homes that once made up this historical neighbourhood.</p> | <p>Teachers, Students</p> <p>Exploration of this Japanese Canadian community could occur as a whole class activity, with the teacher leading the discovery/discussion or could be an activity for students to engage in independently.</p> | <p>Grade 4 teachers may use this interactive tool to highlight the rich culture and diversity contributed by Japanese Canadians to an urban community. Although this community is not in Alberta, it serves as a strong exemplar to complement Social Studies outcome 4.2.1.</p> <p>Note: The Google Earth Virtual Tour connects well with the recommended simulation of a Japanese Canadian neighbourhood prior to and after internment in the <i>Landscapes of Injustice Elementary Guide</i>.</p> |
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| <p>Social Studies</p> <p>4.2.1 Appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> - Recognize the diversity of immigrants from Europe and other continents has enriched Alberta’s rural and urban communities. | <p><i>Women of Change: Celebrating Japanese Canadian Leaders Exhibit</i></p> <p>https://centre.nikkeiplace.org/exhibits/women-of-change/</p> <p>Student Activity Book:</p>  <p>https://centre.nikkeiplace.org/wp-content/uploads/2022/03/WoC_ActivityBook_FINAL.pdf</p> <p>The Nikkei National Museum & Cultural Centre and the Japanese Canadian Cultural Centre have created an exhibit and accompanying activity book to highlight the societal contributions of six important Japanese Canadian women.</p> | <p>Teacher Resource + Student Activity Book</p> <p>The activity book includes brief descriptions of each of the six women and an activity to highlight their contribution. The booklet itself could be completed in approx. 1 hour. Teachers wanting to go into greater detail into the lives of these women can access the exhibit (link is in the digital resource). Wording of the exhibit is higher level and would need to be paraphrased into appropriate grade level language.</p> <p>This resource is recommended for students ages 7-11.</p> <p>This would be a great resource for International Women’s Day.</p> | <p>Students will be able to link the accomplishments of these six individuals to the enrichment of the communities to which they belonged. (Social Studies 4.2.1)</p> |
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GRADE 5

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies</p> <p>5.3.1 Appreciate how changes impact citizenship and identity: - Recognize how economic and political changes impact ways of life of citizens.</p> <p>Language Arts</p> <p>Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</p> <p>Skills and Procedures: - Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.</p> | <p><i>Mr. Hiroshi's Garden</i> By Maxime Trottier Illustrated by Paul Morin</p>  <p>This story is about the friendship between a girl named Mary and her grandmother's neighbour, Mr. Hiroshi. The story takes place during the Second World War. Mr. Hiroshi shares his garden with Mary until he is sent away to an internment camp with other Japanese Canadians. Mary promises to care for his garden and keeps this promise until his house is sold. In the end, she honours Mr. Hiroshi by transplanting two of the irises from his garden into her own yard.</p> | <p>Teachers</p> <p>Teachers may find it helpful to start by reading the Author's note, to give students some background information and to give insight into Mr. Hiroshi's experience of internment (which is not explicitly explored in the story).</p> <p>Teachers may read the story and engage in discussion prompts such as:</p> <p>Mr. Hiroshi's garden was a peaceful place for Mary and Mr. Hiroshi to spend time. In the author's note, Maxime Trottier states that, "Perhaps this story will plant the seed of peace in those who read it." What does peace mean to you? How can we contribute to a peaceful class, community, or world? What can we do when we see others being treated in ways that go against peace?</p> <p>Suggested activities:</p> <p>Explore the experiences of a survivor of Japanese Canadian internment by watching the video interviews of Mary Kitagawa.</p> <p>https://loi.uvic.ca/elementary/video-interviews.html#mary-interview</p> | <p>The story of Mr. Hiroshi is demonstrative of the connection between political circumstances and the ways of life of citizens.</p> <p>It serves as a great example of a storybook that can be used to prompt personal connections to a text in Language Arts, while simultaneously introducing students to the experiences of Japanese Canadians in the past.</p> <p>The author's representation of peace (the Japanese garden) may be used to engage students in conversations regarding peace and tolerance and what can happen when those elements are not respected.</p> |

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| | <p>The Author's Note at the back of the book gives a well worded outline of Japanese Canadian history starting with their arrival in the late 1800s and ending with redress in 1988.</p> | <p>Have students create a venn diagram, comparing the peaceful setting of Mr. Hiroshi's (or any Japanese Garden) with the setting of a Japanese Internment camp.</p> <p>Students can research the elements of a Japanese Garden, which come together to create harmony and balance.</p> <p>The following website gives good explanations of the various elements: https://kids.kiddle.co/Japanese_garden</p> | |
| <p>Social Studies</p> <p>5.2.1 Appreciate the complexity of identity in the Canadian context: -Recognize how an understanding of Canadian history and stories of its peoples contributes to their sense of identity. - Acknowledge the contributions made by diverse cultural groups to the evolution of Canada. -Recognize how changes in society affect identity.</p> <p>5.3.1 Appreciate how changes impact citizenship and identity: - Recognize how</p> | <p><i>Landscapes of Injustice</i> https://www.landscapesofinjustice.com/ https://loi.uvic.ca/elementary/ Teaching Resources for Elementary Education</p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to teaching about the displacement and dispossession of thousands of Japanese Canadians during the 1940s.</p> <p>As part of the project, <i>Landscapes of Injustice</i> has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers. They have been used mostly by teachers in British Columbia but can be freely available to teachers in other provinces and can be modified to fit the curriculum requirements in each province. (See "The Elementary</p> | <p>Teachers; Lesson Plans</p> <p>This resource consists of 8 separate lessons.</p> <p>Many of the lessons utilize primary source materials such as photos and letters. In some cases, the language used within these sources exceeds the vocabulary of grade 5 students and would require teacher simplification/ explanation.</p> <p>Teachers could pick and choose lessons from this resource to meet their needs, however important meaning may be lost. The sequence of these lessons is as follows:</p> <p>Lesson #1- Beliefs Introducing the Issues- Students give opinions regarding several statements dealing with fairness, safety, and freedom. (Social Studies 5.S.1)</p> <p>Lesson #2- FUF Game- This is a simulation of discrimination in which students play a game in which they are judged not on performance but on physical characteristics over which they have no control. (Social Studies 5.S.1)</p> | <p>Lessons in this guide, which introduce the internment and dispossession of Japanese Canadians, connect to Social Studies outcomes detailing related to understanding how the stories of the peoples of Canada contributes to their sense of identity. (Outcome 5.2.1)</p> <p>Lessons regarding beliefs about fairness and freedom challenge students to evaluate ideas and information from multiple perspectives and to re-evaluate their own opinions about a topic. (Social Studies 5.S.1)</p> <p>Development of historical thinking skills may be enhanced through the exploration of primary source materials such as photographs and letters. (Social Studies 5.S.2)</p> |

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| <p>economic and political changes impact ways of life of citizens.</p> <p>5.S.1 Develop skills of critical thinking and creative thinking: -Evaluate ideas, information and positions from multiple perspectives. - Re-evaluate personal opinions to broaden understanding of a topic or an issue.</p> <p>5.S.2 Develop skills of historical thinking: - Use photographs and interviews to make meaning of historical information. - Use historical and community resources to understand and organize the sequence of national historical events.</p> | <p>Teacher Resources” and “The Secondary Teacher Resources” in this Resource Guide).</p> <p>Lessons and supporting materials include letters, pictures, case files, transcripts, etc.</p> | <p>Lesson # 3- Intro to Internment students analyze photographs depicting life for Japanese Canadians prior to and after internment. (Social Studies 5.2.1 and 5.3.1)</p> <p>Lesson # 4- Suitcases- Going to Internment- Students are challenged to think about what they value by determining what they would bring if they were forced to leave their homes. (Social Studies 5.S.1 and 5.S.2)</p> <p>Lesson # 5- Living in Internment Camps- Students simulate the cramped and crowded conditions of internees. (Social Studies 5.S.2)</p> <p>Lesson # 6- Letters of Protest- Students analyze letters of protest against the sale of Japanese Canadians’ land, businesses, and properties. (Social Studies 5.2.1 and 5.S.2)</p> <p>Lesson # 7- Charter of Rights and Freedoms & Treatment of Japanese Canadians has students look for evidence in the Charter showing that Japanese Canadians were treated unfairly and unjustly. (Social Studies 5.S.2)</p> <p>Lesson #8- How to apologize for making a mistake includes a discussion of the Redress and Brian Mulroney’s speech 40 years after internment. The Art Miki video describes the involvement of Japanese Canadians and other Canadian citizens in the process of lobbying for the redress. (Social Studies 5.2.1 and 5.S.2)</p> <p>As an overarching activity, the guide outlines a simulation of a Japanese Canadian neighborhood in BC prior to displacement. This allows for students to recognize the rich culture</p> | |
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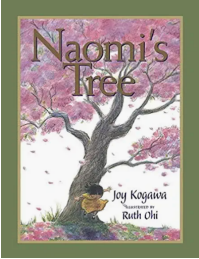
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| | | <p>and community that was established. (Social Studies 5.2.1)</p> <p>In this simulation, buildings and streets are drawn to represent Powell Street.</p> <p>Students create families (avatars) and possessions to simulate what daily life would have been like.</p> <p>As students learn about displacement, the avatars are moved to a drawing of an internment camp.</p> <p>Finally, the possessions, homes, and businesses of Japanese Canadians are removed from the Powell Street representation.</p> | |
| <p>Social Studies</p> <p>5.2.1 Appreciate the complexity of identity in the Canadian context: -Recognize how an understanding of Canadian history and stories of its peoples contributes to their sense of identity.</p> <p>- Acknowledge the contributions made by diverse cultural groups to the evolution of Canada.</p> | <p>Nikkei National Museum and Cultural Centre</p> <p>Kitsilano Virtual Tour</p> <p>https://centre.nikkeiplace.org/resources/watch/kitsilano-virtual-tour/</p> <p>The NNMCC has created a virtual Google Earth tour of Kitsilano, which was home to the second largest Japanese Canadian Community in Vancouver prior to the Second World War.</p> <p>Using archival images and narratives from the museum’s database, students are able to explore the schools, churches, businesses, and homes that once made up this historical neighbourhood.</p> | <p>Teachers/Students</p> <p>Exploration of this Japanese Canadian community could occur as a whole class activity, with the teacher leading the discovery/ discussion or could be an activity for students to engage in independently.</p> <p>Note: The Google Earth Virtual Tour connects well with the recommended simulation of a Japanese Canadian neighbourhood prior to and after internment in the <i>Landscapes of Injustice Elementary Guide</i>.</p> | <p>Grade 5 teachers may use this interactive tool to highlight the contributions made by Japanese Canadians to the evolution of Canadian neighbourhoods and cities.</p> |

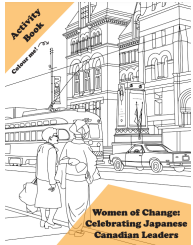
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| <p>Social Studies</p> <p>5.S.2 Develop skills of historical thinking: - Use photographs and interviews to make meaning of historical information.</p> <p>- Use historical and community resources to understand and organize the sequence of national historical events.</p> | <p>Nikkei National Museum and Cultural Centre</p> <p>https://nikkeinationalmuseumjournes.ca/</p> <p><i>Broken Promises: Elementary Lesson Plans</i></p> <p>https://secureservercdn.net/45.40.152.202/r6d.83e.myftpupload.com/wp-content/uploads/2022/04/JOURNEYSdigitalResource_elementary-lesson-plans.pdf</p> <p>This resource guide consists of four lessons aimed at the elementary level. Lessons utilize cataloged materials from the NNMCC exhibits such as case files, letters, interviews, videos, etc. to explore the treatment of Japanese Canadians during and after the Second World War. Lessons focus on themes such as responsibility, loss, and protest.</p> <p>One stand out lesson for grade 5 level has students access the <i>Broken Promises App</i> and follow Mary's story through a virtual exhibit.</p> | <p>Teachers; Lesson Plans</p> <p>The sequence of these lessons is as follows:</p> <p>Lesson: Diverse Points of View - Students look at a flow chart of political figures whose decision making influenced the internment and dispossession of Japanese Canadians.</p> <p>Lesson: What Was Mary's Life Like?</p> <p>- This lesson utilizes the <i>Broken Promises App</i> to showcase the experience of one Japanese Canadian girl prior to, during, and after internment. Mary Kitagawa uses student friendly language to share her powerful story.</p> <p>Lesson: Dispossession Activity: Students view case files to determine what things, experiences, opportunities, and rights Japanese Canadians lost?</p> <p>Lesson: Analyzing Letters of Protest- Students read and dissect letters of protest and write their own from the perspective of a Japanese Canadian family.</p> <p>Lesson: What Was Mary's Life Like? - This lesson utilizes the <i>Broken Promises App</i> to showcase the experiences of one Japanese Canadian girl prior to, during, and after internment.</p> <p>Note: Due to the sophisticated level of the language used in many of the supporting primary materials, several of the lessons in this resource may be considered to be advanced for grade 5 students.</p> | <p>The third lesson of the series, <i>What Was Mary's Life Like?</i>, presents as the best fit to grade 5 level and the Alberta program of studies.</p> <p>Mary Kitagawa is interviewed and uses student friendly language to share her powerful story. Students are tasked with making meaning from historical information. (Social Studies 5.S.2)</p> |
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| <p>Social Studies</p> <p>5.2.1 Appreciate the complexity of identity in the Canadian context:</p> <ul style="list-style-type: none"> - Recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity. - Acknowledge the contributions made by diverse cultural groups to the evolution of Canada. - Recognize how changes in society can affect identity. <p>5.3.1 Appreciate how changes impact citizenship and identity:</p> <ul style="list-style-type: none"> - Recognize how economic and political changes impact ways of life of citizens. <p>5.3.5 Assess, critically, how historical events shaped collective identity in the Canadian context by exploring and reflecting upon the</p> | <p>Japanese Canadian History Elementary Resource Guide</p> <p>https://japanesecanadianhistory.net/resource-guides/elementary-guide/</p> <p><i>The Japanese Canadian History Elementary Resource Guide</i> is a set of lesson plans aimed at developing understanding of issues of human rights, racism, and the history of Japanese Internment in Canada, for elementary learners.</p> <p>This resource was designed to fit with the British Columbia grade 5 curriculum. Many of the lessons can match up with Alberta grade 5 Social Studies outcomes, with any remaining lessons fulfilling ELA outcomes.</p> <p>It is a lengthy guide, with the suggested time frame for the unit ranging from 14.5- 18.5 hours of classroom instruction.</p> <p>The document is very thorough and includes pages devoted to historical overview, rationale for teaching about internment, frequently asked questions, guidelines for teaching controversial topics, tips for supporting all learners in social studies, and a list of annotated literature.</p> <p>Note: Several lessons closely match those outlined in <i>Landscapes of</i></p> | <p>Teacher; Lesson Plans</p> <p>This unit consists of thirteen lessons:</p> <p>The sequence of lessons is as follows</p> <p>Lesson #1- Introducing the Issues and Keeping a Journal Students use a “Beliefs” statement chart, to think about some of the key issues behind this unit. They reflect on what they learn by keeping a journal, prompted by sentence starters. (G.O 5.2)</p> <p>Lesson #2- Fair/Unfair Game Students play a strange game in which the rules are not clear and do not seem fair, as a simulation of discrimination. (G.O 5.2)</p> <p>Lesson # 3- Classroom Charter of Rights Students create a set of rules for the classroom based on their ideas of fairness.</p> <p>Lesson #4- Comparing Classroom Rights with the Canadian Charter of Rights Students learn about the Canadian Charter of Rights and Freedoms and compare/ contrast to their classroom rights (created in lesson 3), using a venn diagram. (Social Studies 5.S.7)</p> <p>Lesson #5 - What is Discrimination? What is Racism? Students sort through examples and non examples to illustrate concepts of equality.</p> <p>Lesson #6 - Viewing Photographs Students learn to analyze photographs (by using the 5 Ws and H) to gain knowledge about</p> | <p>The lessons in this resource can be tied to the grade 5 general Social Studies outcomes pertaining to the peoples and stories of Canada over time and in relation to appreciating the diversity of Canada’s heritage (5.2), as well as the factors and events that have changed the ways of life over time and the impact of these changes on citizenship and identity (5.3).</p> <p>Several of the lessons help to enhance historical ways of thinking as students use photographs, headlines, and charts to discern information. (Social Studies 5. S.2)</p> <p>Lessons also connect to outcomes related to the The Canadian Charter of Rights and Freedoms, and media literacy. (Social Studies 5.S.7 and 5.S.9)</p> |
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| <p>following questions and issues: -How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity?</p> <p>5.S.2 Develop skills of historical thinking: - Use photographs and interviews to make meaning of historical information. - Use historical and community resources to understand and organize the sequence of national historical events. - Explain the historical context of key events of a given time period. - Organize information, using such tools as a database, spreadsheet or electronic webbing.</p> <p>5.S.7 Apply the research process: - Use graphs, tables, charts and Venn diagrams to interpret</p> | <p><i>Injustice.</i></p> | <p>the Japanese Canadian experience. (Social Studies 5.S.2 and 5.3.1)</p> <p>Lesson #7- Propaganda and How Rumours Develop Students play the "Telegraph Game" to experience how messages can be distorted as they are spread. They are shown some outrageous headlines and have to determine which ones are real. (Social Studies 5.S.9)</p> <p>Lesson #8- The Charter of Rights and Freedoms and the Treatment of Japanese Canadians Students use primary and secondary resources to determine if Japanese Canadians were treated fairly or unfairly. (Social Studies 5.3.5)</p> <p>Lesson #9- Location of the Internment Camps Students locate internment camps on a map of British Columbia. They learn about the different hardships experienced by Japanese Canadians when relocation occurred. (Social Studies 5.S.3)</p> <p>Lesson #10- Living in Internment Camps Students simulate the cramped living conditions of internees by trying to fit their own belongings in a floor plan of an internment shack.</p> <p>Lesson #11- Demographics Students examine charts to analyze the distribution of Japanese Canadians over time and from province to province. This activity could be a data analysis exercise in math class. (Social Studies 5.2.1)</p> <p>Lesson #12- Redress: How to Apologize for</p> | |
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| <p>information.</p> <p>5.S.9 Develop skills of media literacy:</p> <ul style="list-style-type: none"> - Examine how various people might interpret a media message differently - examine diverse perspectives regarding an issue presented in the media. <p>5.S.3 Develop skills of geographic thinking:</p> <ul style="list-style-type: none"> - use historical maps to make meaning of historical events and issues. | | <p>Making a Mistake</p> <p>Students examine scenarios to determine whether an apology is needed and how reparations can be made. They learn about redress for Japanese Canadians. (Social Studies 5.2.1)</p> <p>Lesson #13- Timeline</p> <p>Students examine the main events in Japanese Canadian history (Social Studies outcome 5.S.2)</p> | |
| <p>Social Studies</p> <p>5.S.2 - Develop skills of historical thinking: - Use photographs and interviews to make meaning of historical information. - Explain the historical context of key events of a given time period.</p> <p>Language Arts</p> | <p>Hastings Park 1942 Project Website: http://hastingspark1942.ca/</p> <p>Grade 5 and 6 teaching guide: <i>"Hastings Park, A Japanese Canadian Incarceration Camp Beginning 1942"</i>: Hastings-Park-Grade-5-December-28-2017.pdf (hastingspark1942.ca)</p> <p>This website brings together a comprehensive collection of history through archival materials, explanations of the buildings and plaques at Hastings Park, stories/</p> | <p>Teachers; Lesson Plans</p> <p>Lesson #1 An introduction to the effects of Japanese Canadian Internment also known as the Incarceration of Canadians of Japanese Descent.</p> <p>Students read the story book <i>Naomi's Tree</i> by Joy Kogawa and analyze the illustrations and text to infer meaning. (Language Arts Outcomes)</p> <p>Lesson #2 Discovering facts about the incarceration of Canadians of Japanese descent at Hastings park</p> <p>Students are provided with historical photos to examine. The goal of the lesson is for students to make inferences regarding what the images collectively reveal about what happened.</p> | <p>These lessons connect well with outcomes tied to the development of historical thinking.</p> <p>Lesson #2 presents as the best connection to Social Studies 5 outcomes.</p> |

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| <p>Learning Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.</p> <p>Skills and Procedures:</p> <ul style="list-style-type: none"> - Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world. - Analyze ideas and information in texts to interpret and respond. - Use evidence from texts or additional sources to support responses and interpretations. -Examine information from texts that describes context around people, ideas, or events. | <p>personal reflections, and images that can be used as resources in a grade 5 class.</p> <p>Lesson plans provided in the teaching guide require 60 minutes of instruction time. A third option outlines a field study option.</p> <p><i>Naomi's Tree</i> By Joy Kogawa (Used in Lesson #1)</p>  | <p>(Social Studies 5.S.2)</p> <p>Lesson #3 Field Study Option</p> | |
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| <p>Social Studies</p> <p>General Outcome 5.2</p> <p>Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.</p> | <p><i>Women of Change: Celebrating Japanese Canadian Leaders Exhibit</i></p> <p>https://centre.nikkeiplace.org/exhibits/women-of-change/</p> <p>Student Activity Book:</p>  <p>https://centre.nikkeiplace.org/wp-content/uploads/2022/03/WoC_ActivityBook_FINAL.pdf</p> <p>The Nikkei National Museum & Cultural Centre and the Japanese Canadian Cultural Centre have created an exhibit and accompanying activity book to highlight the societal contributions of six important Japanese Canadian women.</p> | <p>Teacher Resource + Student Activity Book</p> <p>The activity book includes brief descriptions of each of the six women and an activity to highlight their contribution. The booklet itself could be completed in approx. 1 hour. Teachers wanting to go into greater detail into the lives of these women can access the exhibit (link is in the digital resource). Wording of the exhibit is higher level and would have to be paraphrased into appropriate grade level language.</p> <p>This resource is recommended for students ages 7-11.</p> <p>It would be a great resource for International Women's Day.</p> | <p>Students will be able to make direct links between the accomplishments of these six individuals to an appreciation of the diversity of those who make up Canada's diverse heritage.</p> |
| <p>Social Studies 5</p> <p>5.2.1 Appreciate the complexity of identity in the Canadian context: -Recognize how an understanding of Canadian history and stories of its peoples</p> | <p><i>On Being Yukiko</i> By Jeff Chiba Stearns and Lillian Michiko Blakey</p> | <p>Teachers/ Students/ Lesson Plans</p> <p>This book could be used in the context of a teacher read aloud with discussion or by students as research material.</p> <p>Extensive lesson Plans are outlined in the document "Teaching About Diversity, Inclusion, and Identity..." and meet various Language Arts outcomes.</p> | <p>This resource poignantly addresses social outcomes related to identity, as it is tied to historical events and societal change. As Emma listens to her obachan's story about her great-great grandmother, Maki, she gains a deeper appreciation for her Japanese roots and her family's history as Japanese Canadians.</p> |

contributes to their sense of identity.
- Acknowledge the contributions made by diverse cultural groups to the evolution of Canada.
- Recognize how changes in society affect identity.

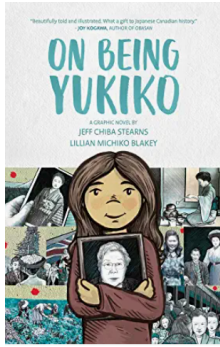
Language Arts

Learning Outcome:
Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

Skills and Procedures:

- Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.

- Analyze ideas and information in texts to interpret and respond.
- Use evidence from texts or additional sources to support responses and interpretations.



In this graphic novel, 12 year old Emma learns about and connects to her Japanese roots through her Ba-chan's stories of her family's history (from her great- great grandmother as a picture bride, to internment in the second world war, to deportation, to redress).

TEACHING ABOUT DIVERSITY, INCLUSION and IDENTITY Through "ON BEING YUKIKO" A MODEL FOR ANTIRACIST EDUCATION AND INTEGRATED LEARNING

https://90fe1b96-f4c0-4fca-8c85-a7e72d0e8006.filesusr.com/ugd/7645ba_e57e791cd2994b2786841390be221c5b.pdf

The presentation of Maki's experience, as well as Emma's (Yukiko's) response to it, in graphic novel form, would appeal to a broad audience of learners.

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| <p>-Examine information from texts that describes context around people, ideas, or events.</p> | | | |
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GRADE 6

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 6</p> <p>6.1.1 Value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms.</p> <p>6.1.6 How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?</p> <p>6.S.1 Develop skills of critical</p> | <p>Landscapes of Injustice https://www.landscapesofinjustice.com/ https://loi.uvic.ca/elementary/ Teaching Resources for Elementary Education</p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to teaching about the displacement and dispossession of thousands of Japanese Canadians during the 1940s.</p> <p>As part of the project, <i>Landscapes of Injustice</i> has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers. They have been used mostly by teachers in British Columbia but can be freely available to teachers in other provinces and can be modified to fit the curriculum requirements in each province. (See “The Elementary Teacher Resources” and “The Secondary Teacher Resources” in this Resource Guide).</p> <p>Lessons and supporting materials include letters, pictures, case files, transcripts, etc.</p> | <p>Teachers; Lesson Plans</p> <p>This resource consists of 8 separate lessons.</p> <p>Lessons #7 and #8 are the most salient in connection to Alberta Grade 6 Social Studies outcomes.</p> <p>Many of the lessons utilize primary source materials such as photos and letters. In some cases, the language used within these sources exceeds the vocabulary of grade 6 students and would require teacher simplification/ explanation.</p> <p>Teachers could pick and choose lessons from this resource to meet their needs, however important meaning may be lost. The sequence of these lessons is as follows:</p> <p>Lesson #1- Beliefs Introducing the Issues- Students give opinions regarding several statements dealing with fairness, safety, and freedom. (Social Studies 6.S.1)</p> <p>Lesson #2- FUF Game- This is a simulation of discrimination in which students play a game in which they are judged not on performance but on physical characteristics over which they have no control. (Social Studies 6.S.1)</p> <p>Lesson # 3- Intro to Internment students</p> | <p>The site shares lessons connecting to the topics of human rights, The Canadian Charter of Rights and Freedoms, and the internment and dispossession of Japanese Canadians. (Social Studies 6.1.1)</p> <p>Development of historical thinking skills may be enhanced through the exploration of primary source materials such as photographs and letters. (Social Studies 6.S.2)</p> <p>Lessons regarding beliefs about fairness and freedom challenge students to evaluate ideas and information from multiple perspectives and to re-evaluate their own opinions about a topic. (Social Studies 6.S.1)</p> <p>Social Studies outcome 6.1.6 connects to the final lesson pertaining to the Redress, as groups and communities can participate in the decision making process through various means.</p> |

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| <p>thinking and creative thinking:</p> <ul style="list-style-type: none"> - Critically evaluate ideas, information and positions. - Re-evaluate personal opinions to broaden understanding of a topic or an issue. <p>6.S.2 Develop skills of historical thinking: - Use primary sources to interpret historical events and issues</p> | | <p>analyze photographs depicting life for Japanese Canadians prior to and after internment. (Social Studies 6.S.2)</p> <p>Lesson # 4- Suitcases- Going to Internment- Students are challenged to think about what they value by determining what they would bring if they were forced to leave their homes. (Social Studies 6.S.1)</p> <p>Lesson # 5- Living in Internment Camps- Students simulate the cramped and crowded conditions of internees. (Socials Studies 6.S.2)</p> <p>Lesson # 6- Letters of Protest- Students analyze letters of protest against the sale of Japanese Canadians' land, businesses, and properties. (Social Studies 6.S.2)</p> <p>Lesson # 7- Charter of Rights and Freedoms & Treatment of Japanese Canadians has students look for evidence in the Charter showing that Japanese Canadians were treated unfairly and unjustly. (Social Studies 6.1.1 and 6.S.2)</p> <p>Lesson #8- How to apologize for making a mistake includes a discussion of the Redress and Brian Mulroney's speech 40 years after internment. The Art Miki video describes the involvement of Japanese Canadians and other Canadian citizens in the process of the redress. (Social Studies 6.1.6)</p> <p>As an overarching activity, a simulation of a Japanese Canadian neighborhood in BC prior to displacement allows for students to recognize</p> | |
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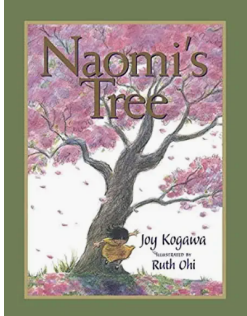
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| | | <p>the rich culture and community that was established (Social Studies 6.S.1). In this simulation, buildings and streets are drawn to represent Powell Street. Students create families (avatars) and possessions to simulate what daily life would have been like. As students learn about displacement, the avatars are moved to a drawing of an internment camp. Finally, the possessions, homes, and businesses of Japanese Canadians are removed from the Powell Street representation.</p> | |
| <p>Social Studies</p> <p>6.1.6 Analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring and reflecting upon the following questions and issues: - In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent</p> | <p>Nikkei National Museum and Cultural Centre</p> <p>https://nikkeinationalmuseumjourneys.ca/</p> <p><i>Broken Promises: Elementary Lesson Plans</i></p> <p>https://secureservercdn.net/45.40.152.202/r6d.83e.myftpupload.com/wp-content/uploads/2022/04/JOURNEYSdigitalResource_elementary-lesson-plans.pdf</p> <p>This resource guide consists of four lessons. Lessons utilize cataloged materials from the NNMCC exhibits such as case files, letters, interviews, videos, etc. to explore the treatment of Japanese Canadians during and after the Second World War. Lessons focus on themes such as responsibility, loss, and protest.</p> | <p>Teachers; Lesson Plans</p> <p>Teachers could pick and choose lessons from this resource to meet their needs. Some of the lessons (ex: Diverse Points of View) could be adapted in length or divided up to have students responsible for learning and sharing specific portions with their peers.</p> <p>Note: The language used within these sources sometimes exceeds the vocabulary of grade 6 students and would require teacher simplification/ explanation.</p> <p>The sequence of these lessons is as follows:</p> <p>Lesson: Diverse Points of View - Students look at a flow chart of political figures whose decision making influenced the internment and dispossession of Japanese Canadians. Teachers may select a few key characters or all from the flowchart to explore the concept that large scale injustices require participation from individuals and groups in various positions of society. (Social Studies 6.1.6 and 6.S.7)</p> | <p>The four lessons outlined in this guide connect to grade 6 Social Studies outcomes related to historical thinking, modeling of the research process, and the exploration of how elected officials are accountable to their constituents. (6.S.2, 6.S.7, 6.1.6)</p> |

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| <p>and express in government meetings the concerns of constituents)?</p> <p>6.S.2 Develop skills of historical thinking: - Use primary sources to interpret historical events and issues. -Use historical and community resources to understand and organize the sequence of historical events. - Explain the historical contexts of key events of a given time period. - Use examples of events to describe cause and effect and change over time.</p> <p>6.S.7 Apply the research process: - Use graphs, tables, charts and Venn diagrams to interpret information.</p> | <p>The guide provides briefing notes for teachers to view prior to teaching.</p> | <p>Lesson: What Was Mary’s Life Like?</p> <ul style="list-style-type: none"> - This lesson utilizes the <i>Broken Promises App</i> to showcase the experience of one Japanese Canadian girl prior to, during, and after internment. Mary Kitagawa uses student friendly language to share her powerful story. (Social Studies 6.S.2) <p>Lesson: Dispossession Activity: Students view case files to determine what things, experiences, opportunities, and rights Japanese Canadians lost? (Social Studies 6.S.2 and 6.S.7)</p> <p>Lesson: Analyzing Letters of Protest- Students read and dissect letters of protest and write their own from the perspective of a Japanese Canadian family. (Social Studies 6.S.2)</p> | |
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| <p>Social Studies 6</p> <p>6.1.1 Value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms.</p> <p>6.1.6 How can individuals, groups and associations within a community participate in the decision-making process regarding current events or issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)?</p> <p>6.S.1 Develop skills of critical thinking and creative thinking: - Critically evaluate ideas, information and positions.</p> | <p>Japanese Canadian History Elementary Resource Guide</p> <p>https://japanesecanadianhistory.net/resource-guides/elementary-guide/</p> <p>The <i>Japanese Canadian History Elementary Resource Guide</i> is a set of lesson plans aimed at developing understanding of issues of human rights, racism, and the history of Japanese Internment in Canada, for elementary learners.</p> <p>This resource was designed to fit with the British Columbia grade 5 curriculum but was also field tested for grade 6 classrooms. Many of the lessons can match up with Alberta grade 6 Social Studies outcomes, with any remaining lessons fulfilling ELA outcomes.</p> <p>It is a lengthy guide, with the suggested time frame for the unit ranging from 14.5- 18.5 hours of classroom instruction.</p> <p>The document is very thorough and includes pages devoted to historical overview, rationale for teaching about internment, frequently asked questions, guidelines for teaching controversial topics, tips for supporting all learners in social studies, and a list of annotated literature.</p> | <p>Teachers; Lesson Plans</p> <p>This unit consists of thirteen lessons.</p> <p>The sequence of lessons is as follows:</p> <p>Lesson #1- Introducing the Issues and Keeping a Journal Students use a “Beliefs” statement chart, to think about some of the key issues behind this unit. They reflect on what they learn by keeping a journal, prompted by sentence starters. (Social Studies 6.S.1)</p> <p>Lesson #2- Fair/Unfair Game Students play a strange game in which the rules are not clear and do not seem fair, as a simulation of discrimination. (Social Studies 6.S.1)</p> <p>Lesson # 3- Classroom Charter of Rights Students create a set of rules for the classroom based on their ideas of fairness. (Social Studies 6.1.1)</p> <p>Lesson #4- Comparing Classroom Rights with the Canadian Charter of Rights Students learn about the Canadian Charter of Rights and Freedoms and compare/ contrast to their classroom rights (created in lesson 3), using a venn diagram. (Social Studies outcome 6.1.1)</p> <p>Lesson #5 - What is Discrimination? What is Racism? Students sort through examples and non examples to illustrate concepts of equality. (Social Studies 6.S.1)</p> | <p>Lessons in this resource can be tied to the grade 5 general Social Studies outcomes pertaining to the Canadian Charter of Rights and Freedoms (6.1.1).</p> <p>As students learn about discrimination and how such discrimination affected Japanese Canadians, they are challenged to develop critical thinking skills. (6.S.1)</p> <p>Several of the lessons help to enhance historical ways of thinking as students use photographs, headlines, and charts to discern information. (Social Studies 6.S.2)</p> <p>Lessons also connect to outcomes related to the The Canadian Charter of Rights and Freedoms, and media literacy. (Social Studies 6.S.7 and 6.S.9)</p> <p>Learning about the Redress can help to illustrate how groups and communities can affect decision making regarding current events. (Social Studies 6.1.6).</p> |
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| <p>-Re-evaluate personal opinions to broaden understanding of a topic or an issue.</p> <p>6.S.2 Develop skills of historical thinking: Use primary sources to interpret historical events and issues.</p> <p>6.S.3 Develop skills of geographic thinking: - Construct and interpret various types of maps (i.e., historical, physical, political maps) to broaden understanding of topics being studied.</p> <p>6.S.7 Apply the research process: -Determine reliability of information filtering for point of view and bias. - Use graphs, tables, charts and Venn diagrams to interpret information.</p> | <p>Note: Several lessons closely match those outlined in <i>Landscapes of Injustice</i>.</p> | <p>Lesson #6 - Viewing Photographs Students learn to analyze photographs (by using the 5 Ws and H) to gain knowledge about the Japanese Canadian experience. (Social Studies 6.S.3).</p> <p>Lesson #7- Propaganda and How Rumours Develop Students play the “Telegraph Game” to experience how messages can be distorted as they are spread. They are shown some outrageous headlines and have to determine which ones are real. (Social Studies 6.S.9)</p> <p>Lesson #8- The Charter of Rights and Freedoms and the Treatment of Japanese Canadians Students use primary and secondary resources to determine if Japanese Canadians were treated fairly or unfairly. (Social Studies 6.1.1 and 6.S.2)</p> <p>Lesson #9- Location of the Internment Camps Students locate internment camps on a map of British Columbia. They learn about the different hardships experienced by Japanese Canadians when relocation occurred. (social studies outcome 6.S.3)</p> <p>Lesson #10- Living in Internment Camps Students simulate the cramped living conditions of internees by trying to fit their own belongings in a floor plan of an internment shack. (Social Studies 6.S.1)</p> <p>Lesson #11- Demographics Students examine charts to analyze the distribution of Japanese Canadians over time</p> | |
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| <p>6.S.9 Develop skills of media literacy: - Detect bias present in the media - examine and assess diverse perspectives regarding an issue presented in the media.</p> | | <p>and from province to province. This activity could be a data analysis exercise in math class. (Social Studies 6.S.7)</p> <p>Lesson #12- Redress: How to Apologize for Making a Mistake Students examine scenarios to determine whether an apology is needed and how reparations can be made. They learn about redress for Japanese Canadians. (Social Studies 6.1.6)</p> <p>Lesson #13- Timeline Students examine the main events in Japanese Canadian history (Social Studies 6.S.2)</p> | |
| <p>Social Studies</p> <p>6.S.2 - Develop skills of historical thinking: -Use primary sources to interpret historical events and issues. -Use historical and community resources to understand and organize the sequence of historical events. -Explain the historical contexts of key events of a given time period. -Use</p> | <p>Hastings Park 1942 Project Website: http://hastingspark1942.ca/</p> <p>Grade 5 and 6 teaching guide: <i>"Hastings Park, A Japanese Canadian Incarceration Camp Beginning 1942"</i>: Hastings-Park-Grade-5-December-28-2017.pdf (hastingspark1942.ca)</p> <p>This website brings together a comprehensive collection of history through archival materials, explanations of the buildings and plaques at Hastings Park, stories/ personal reflections, and images that can be used as resources in a grade 6 class.</p> | <p>Teacher; Lesson Plans</p> <p>Lesson #1 An introduction to the effects of Japanese Canadian Internment also known as the Incarceration of Canadians of Japanese Descent. Students read the story book <i>Naomi's Tree</i> by Joy Kogawa and analyze the illustrations and text to infer meaning.</p> <p>Lesson #2 Discovering facts about the incarceration of Canadians of Japanese descent at Hastings park Students are provided with historical photos to examine. The goal of the lesson is for students to make inferences regarding what the images collectively reveal about what happened.</p> <p>Lesson #3 Field Study Option</p> | <p>These lessons fit in well with outcomes tied to the development of historical thinking.</p> <p>Lesson #2 is recommended as the best connection to Social Studies 6 outcomes.</p> |

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| <p>examples of events to describe cause and effect and change over time.</p> <p>Language Arts</p> <p>Learning Outcome: Students interpret and respond to texts through application of comprehension strategies.</p> <p>Skills and procedures: - Respond to texts by summarizing main ideas and providing supporting evidence from the texts. -Examine artifacts as texts that can provide insights into contexts of people, time, or place.</p> | <p>Lesson plans provided in the teaching guide require 60 minutes of instruction time. A third option outlines a field study option.</p> <p><i>Naomi's Tree</i> By Joy Kogawa (Used in Lesson #1)</p>  | | |
| <p>Social Studies</p> <p>6.S.2 Develop skills of historical thinking: - Use</p> | <p><i>On Being Yukiko</i> By Jeff Chiba Stearns and Lillian Michiko Blakey</p> | <p>Teachers/ Students/ Lesson Plans</p> <p>This book could be used in the context of a teacher read aloud with discussion or by</p> | <p>As Emma listens to her obachan's story about her great- great grandmother, Maki, she gains a deeper appreciation for her Japanese roots and her family's</p> |

primary sources to interpret historical events and issues.
 -Use historical and community resources to understand and organize the sequence of historical events.
 - Explain the historical contexts of key events of a given time period.
 - Use examples of events to describe cause and effect and change over time.

Language Arts

Learning Outcome:
 Students interpret and respond to texts through application of comprehension strategies.
Skills and procedures:
 - Respond to texts by summarizing main ideas and providing supporting evidence from the



In this graphic novel, 12 year old Emma learns about and connects to her Japanese roots through her Ba-chan's stories of her family's history (from her great- great grandmother as a picture bride, to internment in the second world war, to deportation, to redress).

students as a research material.

Extensive lesson Plans are outlined in the document "Teaching About Diversity, Inclusion, and Identity..." and meet various Language Arts outcomes.

TEACHING ABOUT DIVERSITY, INCLUSION and IDENTITY Through "ON BEING YUKIKO" A MODEL FOR ANTIRACIST EDUCATION AND INTEGRATED LEARNING
https://90fe1b96-f4c0-4fca-8c85-a7e72d0e8006.filesusr.com/ugd/7645ba_e57e791cd2994b2786841390be221c5b.pdf

history as Japanese Canadians.

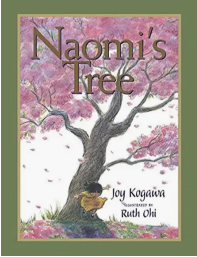
The intergenerational focus of the story allows for students to explore the contexts of Japanese Canadian history over time.

The story's layout also allows for rich exploration of the various perspectives featured in the text.

The presentation of Maki's experience, as well as Emma's (Yukiko's) response to it, in graphic novel form, would appeal to a broad audience of learners.

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| <p>texts. - Compare personal perspectives to varied perspectives found in texts. - Share how considering differences in perspectives can develop empathy.</p> | | | |
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GRADE 7

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 7</p> <p>SS7 7.2.5: How did Asian immigrants contribute to the development of Canada?</p> | <p><i>Naomi's Tree</i> By Joy Kogawa</p>  <p>https://youtu.be/vrSt5-uul8I</p> <p><i>Naomi's Tree</i> is authored by a survivor of Japanese Canadian internment, Joy Kogawa.</p> <p>The storybook touches on the Japanese legend of the Cherry tree as a symbol of friendship. It vaguely details the experience of a girl who was forced to leave behind everything she loved when her family was sent to an internment camp. She leaves behind a cherry tree that sheltered her as she grew. Many many years later, Naomi returns to her childhood home to find the tree has been waiting for her.</p> <p>The book's <i>Afterword</i> gives background information about Joy</p> | <p>Teachers</p> <p>Suggested Activity: As an introduction to lessons about the contributions of Asian immigrants to the development of Canada, <i>Naomi's Tree</i> is a reminder of some of the sacrifices made by Japanese Canadians, especially of all that was sacrificed as a result of the Canadian government's internment policy during the Second World War.</p> <p>Potential discussion questions:</p> <p>Based on your reading of <i>Naomi's Tree</i>, what sacrifices did Naomi's family have to make during the war? What impact do you think these sacrifices had on Naomi's family? The Japanese Canadian community? Naomi's identity and sense of belonging?</p> <p>What does the story suggest about the importance of place to one's identity? How might discrimination policies such as displacement affect how individuals and communities view themselves as Canadian?</p> | <p>This resource provides a gentle introduction to the history of the internment of Japanese Canadians during the Second World War. Teachers may draw from this resource to provide historical context so students might appreciate the resilience of Asian Canadians when considering their contributions to the development of Canada.</p> |

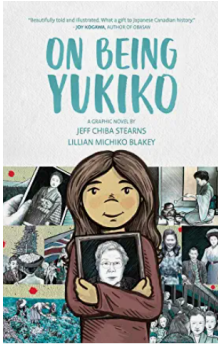
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| | <p>Kogawa's experiences during and after her internment. It describes how Joy was finally able to purchase her family's home. Today it is a historic site.</p> | | |
| <p>Social Studies 7</p> <p><i>Historical Thinking Skills</i></p> <p><i>Geographical Thinking Skills</i></p> <p>SS7 7.2.5: How did Asian immigrants contribute to the development of Canada?</p> | <p><i>Landscapes of Injustice</i> https://www.landscapesofinjustice.com/</p> <p><i>Powell Street Simulation</i> https://loi.uvic.ca/elementary/simulation-activity.html</p> <p><i>Google Earth</i></p> <p><i>Kitsilano Virtual Tour</i> https://centre.nikkeiplace.org/resources/watch/kitsilano-virtual-tour/</p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to providing educational resources on the displacement, dispossession and redress of Japanese Canadians during the Second World War.</p> <p>As part of the project, Landscape of Injustice has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers for the BC curriculum. They can be modified to fit the curriculum requirements in each province. (See "The Elementary Teacher Resources" and "The Secondary Teacher Resources" in this Resource Guide).</p> | <p>Teachers</p> <p>Suggested Activity:</p> <p>Complete the Powell Street Simulation with students. Following the activity, teachers may consider the following activities to supplement the Simulation:</p> <p>Why was Powell Street significant to Japanese Canadians living in Vancouver? What features/spaces/places on Powell Street connected Japanese Canadians together?</p> <p>Students will "tour" Powell Street today using Google Earth.</p> <p>What do you notice has changed and stayed the same when you compare Powell Street before the Second World War to today?</p> <p>Students will complete the Kitsilano Virtual Tour.</p> <p>In what ways was Powell Street similar to and different from Kitsilano before the Second World War?</p> <p>What factors contributed to these similarities and differences?</p> | <p>This set of lessons may augment this curricular outcome in Social Studies 7 as it focuses on the lives and experiences of Japanese-Canadian communities in British Columbia before, during, and after the evictions during the Second World War.</p> |

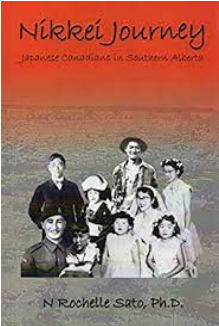
GRADE 8

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 8</p> <p><i>Historical Thinking Skills</i></p> <p><i>Geographic Thinking Skills</i></p> <p>SS8 8.1.5 Students will analyze the effects of cultural isolation during the Edo period</p> <p>SS8 8.1.6 Students will analyze the effects that rapid adaptation had on traditionally isolated Japan during the Meiji period</p> | <p><i>Nikkei National Museum & Cultural Centre</i></p> <p>https://centre.nikkeiplace.org/</p> <p><i>Japanese Canadian Timeline</i></p> <p>https://centre.nikkeiplace.org/research/japanese-canadian-timeline/</p> <p>These resources present a chronological description of major events in the history of Japanese Canadians from 1877 to 2003.</p> | <p>Teachers</p> <p>Suggested activity: Using the timeline, students can demonstrate historical thinking skills by focusing on Continuity and Change across geographical regions. For example, ask students to consider Japan and Canada in 1877. Students might consider government structure, economy, degree of isolation/connection to the rest of the world, etc. Once they have completed the comparison from 1877, have students choose another year that appears on the timeline for which to compare Japan and Canada.</p> <p>Once this has been completed for two time periods, students can analyze for continuity and change across multiple dimensions:</p> <ul style="list-style-type: none"> -Continuity/Change in Japan from 1877 to XXXX -Continuity/Change in Canada from 1877 to XXXX -Continuity/Change in 1877 between Japan and Canada -Continuity/Change in XXXX between Japan and Canada <p>Students will draw a conclusion about the degrees of continuity and change that occurred in each dimension and overall.</p> | <p>The Japanese Canadian timeline complements Social Studies 8 by offering a Canadian perspective on the effects of Japanese immigration to Canada as a result of the Japanese Edo period of isolation and the subsequent modernization in the Meiji period.</p> |

GRADE 9

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 9</p> <p>9.1.4 Students will examine the structure of Canada’s federal political system by exploring and reflecting upon the following questions and issues:</p> <p>- How are laws passed in the federal political system?</p> <p>-What is the relationship between the executive, legislative and judicial branches of Canada’s federal political system?</p> <p>-To what extent do political and legislative processes meet the needs of all Canadians?</p> | <p><i>Broken Promises: The Dispossession of Japanese Canadians</i></p> <p>https://nikkeinationalmuseumjourneys.ca/</p> <p>(from the website): In this series of activities students will engage with the Broken Promises exhibit on the dispossession of Japanese Canadians. The lessons will begin with a conversation about museums, their purpose and role in preserving history and sharing the past. Students will then explore the museum through a series of guided activities. These activities are built upon a series of critical questions that frame the learning experience.</p> | <p>Teachers</p> <p>After students have learned about the functions of the three branches of government that make up Canada’s federal political system, teachers may use the Broken Promises resource as a case study to trouble and challenge the effectiveness of the political system in meeting the needs of all Canadians in the case of Japanese Canadian dispossession and displacement in British Columbia in the 1940s.</p> <p>Suggested activities:</p> <p>Students may work through the lessons and questions provided in the Broken Promises resources from the Nikkei Museum(teachers may also select specific questions or sections for students to focus on, depending on time, emphasis, etc.)</p> <p>After working through some or all of the activities outlined in the Broken Promises Resource document, students may consider the following questions to synthesize their understanding of the case studies with their knowledge of the branches of government:</p> <p>Considering the “Who Broke the Promise?” flow chart, students may respond to the following questions:</p> | <p>In the first part of the lesson, “Who Broke the Promise,” provided by the Nikkei National Museum, students will be able to learn about the ways in which legislators and legislative processes contributed to Japanese Canadian dispossession during the Second World War. Students can consider the extent to which government policies reflect the interests of Canadians.</p> |


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| | | <p>According to the flow chart, which ministers in Prime Minister King's cabinet were responsible for carrying out the Japanese Canadian dispossession policy? What are the roles of these ministers and what responsibilities do they oversee?</p> <p>Describe what cabinet confidence means, and how it may have contributed to the dispossession policy.</p> <p>What happens if a cabinet minister disagrees with a cabinet decision?</p> <p>In what ways did Japanese Canadians resist the dispossession policy? What consequences did they face?</p> | |
| <p>Social Studies 9</p> <p>9.1.8 Students will assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues: -What is the</p> | <p><i>On Being Yukiko</i> by Jeff Chiba Stearns</p>  <p>In this graphic novel, 12 year old</p> | <p>Teachers, Students</p> <p><i>On Being Yukiko</i> is an approachable graphic novel, suitable for a wide range of reading abilities.</p> <p>Suggested activities:</p> <p>The blending of historical and contemporary narratives and perspectives makes this book suitable for a humanities approach to ELA and Social Studies.</p> <p>The adjacent narrative arcs of Yukiko and</p> | <p>Social Studies 9: <i>On Being Yukiko</i> addresses the impacts of Canadian government policies and laws (i.e. War Measures Act) on Canadians with Japanese descent. In addition, it touches on how collective rights are threatened and protected through Yukiko's family's calls for redress.</p> <p>ELA 9: This approachable graphic text creates opportunities for students to engage with the text and topic by reading, viewing and writing.</p> |

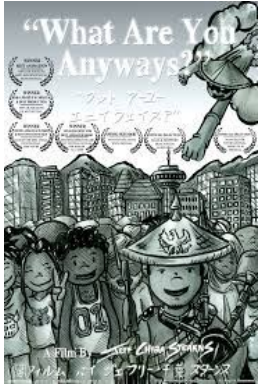
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| <p>relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?</p> <p>ELA 9 2.3 understand form, elements, and techniques</p> | <p>Emma learns about and connects to her Japanese roots through her Ba-chan's stories of her family's history (from her great- great grandmother as a picture bride, to internment in the second world war, to deportation, to redress).</p> | <p>Maki create interesting opportunities for tracing narratives arcs, comparative analysis, and personal writing.</p> <p>The deliberate and stylistic choice of the illustrators to differentiate between Yukiko and Maki's stories invites opportunities for students to engage with visuals as literary elements.</p> | |
| <p>Social Studies 9</p> <p>9.1.8 Students will assess, critically, how legislative processes attempt to address emerging issues of immigration by exploring and reflecting upon the following questions and issues: -What is the relationship between immigration policies in Canada and the rights guaranteed in the Canadian Charter of Rights and Freedoms?</p> <p>ELA 9</p> | <p><i>Nikkei Journey: Japanese Canadians in Southern Alberta</i> (non-fiction; biographies) By Dr. N. Rochelle Sato</p>  <p>This collection of memoirs tells the stories of Japanese Canadians who were relocated to southern Alberta, primarily to work in the sugar beet fields. The stories highlight the resilience, resistance, loss, and triumphs of Japanese Canadians at a time when the rest of Canada denied them of their humanity.</p> | <p>Teachers</p> <p>Suggested Activities:</p> <p>Using select stories from <i>Nikkei Journey</i>, students can compare similarities and differences to Yukiko's family.</p> <p>Students may also consider the form, structure, and medium of the different ways of telling family histories.</p> <p>E.g. In what ways might a graphic novel appeal to readers in different ways than book-length non-fiction?</p> <p>E.g. What parallels exist between Yukiko's story of identity and belonging in Canada and those of Japanese Canadians in southern Alberta? How do the narrative/literary elements of each text convey the themes of identity and belonging?</p> | <p>The chapters are organized by individual story and can be used as a whole or in part.</p> <p>This resource could be used for Social Studies, ELA or an interdisciplinary (Humanities) program.</p> <p>This set of short stories illustrates some of the historical relationships between immigration policies and the Canadian Charter of Rights and Freedoms. Students may be able to compare and contrast historical events with current and emerging issues on the topic of immigration.</p> |


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| 2.3 understand form, elements, and techniques | | | |
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GRADE 10

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 10-1; 10-2</p> <p>SS10-1; 10-2 1.7: Students will analyze/examine opportunities presented by globalization to identities and cultures (acculturation, accommodation, cultural revitalization, affirmation of identity, integration)</p> <p>SS 10-1; 10-2 1.8: Students will analyze/examine challenges presented by globalization to identities and cultures (assimilation, marginalization, accommodation, integration, homogenization)</p> | <p><i>Landscapes of Injustice</i> https://www.landscapesofinjustice.com/</p> <p>https://loi.uvic.ca/secondary/ <i>Teaching Resources for Secondary Education</i></p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to providing educational resources on the displacement, dispossession and redress of Japanese Canadians during the Second World War.</p> <p>As part of the project, Landscape of Injustice has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers for the British Columbia curriculum. They can be modified to fit the curriculum requirements in each province. (See “The Elementary Teacher Resources” and “The Secondary Teacher Resources” in this Resource Guide).</p> | <p>Teachers; Lesson Plans</p> <p>Suggested activities:</p> <p>Teachers may choose to teach some or all of the lessons provided by <i>Landscapes of Injustice</i>. Lesson 1 is recommended as connecting most closely to the Alberta Program of Study.</p> <p>Recommended: Lesson 1- Emigration, Settlement and Aspiration addresses challenges and opportunities presented to Japanese immigrants who arrived in Canada in the early 20th century and settled in Vancouver.</p> | <p>Teachers may use this resource to augment examples of opportunities and challenges of globalization in the Canadian historical context as immigration and settlement present both challenges and opportunities to globalization in a Canadian context.</p> <p>This resource presents a historical perspective of some issues of globalization by discussing challenges and opportunities faced by Japanese immigrants to Canada as they integrated, assimilated, and acculturated to Canada in the early 20th century.</p> |

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| <p>ELA 10-1 and ELA 10-2</p> <p>2.2.2 Relate elements, devices and techniques to created effects</p> <p>4.1.2 understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]</p> | <p><i>Yellow Fever</i> (play) By R.A. Shiomi</p>  <p>From the publisher): <i>Yellow Fever</i> is an award-winning comic mystery by R. A. Shiomi that follows hard-nosed private eye “Sam Shikaze” as he investigates the disappearance of the mysterious “Cherry Blossom Queen.”</p> <p>Set on Powell Street in the 1970’s <i>Yellow Fever</i> deftly navigates complex threads of political intrigue, racism, and police corruption with a sharp wit and fast-paced dialogue. This play is a cornerstone in the Japanese-Canadian theatre canon.</p> | <p>Student Text</p> <p>Suggested activity:</p> <p>Narrative textual elements- Shiomi’s use of allusions (e.g. Ides of March; bound feet, etc.) throughout the play presents opportunities for students to explore how allusions, as literary elements, enhance the play.</p> <p>Students can explore the significance of the motif of the Ides of March, as it recurs throughout the play.</p> <p>Suggested activity:</p> <p>Ask students to choose a scene or scenes from a play (assigned or their choice) that contain symbols important to the theme of the work as well as effective literary devices (e.g. allusions or motif), such as musical devices, figures of speech and sensory details. Their task is to prepare a promptbook that will describe the students’ conception of the scene on stage. The students’ notes should be written in the margins of the script and should address the following topics in order to emphasize the theme and literary devices:</p> <ul style="list-style-type: none"> • Movement of the actors—entrances, exits, groupings while on stage • Behaviour of the actors—actions, physical expression of thoughts and feelings, behaviour of actors not directly involved • Props/set—placement and handling of symbolic objects • Lighting—special lighting to emphasize effects, theme • Sound—sound effects required, musical | <p>This resource fulfills criteria for Modern Play text which is encouraged in ELA 20-1 and optional in ELA 20-2. The content and setting of the play in post-internment Vancouver in the 1970’s complement the Social Studies 20-1 and 20-2 curricula.</p> <p>Because this play is set in Vancouver’s Powell Street, a predominantly Japanese Canadian community prior to the Second World War, teachers may wish to complement this play with the Landscapes of Injustice Lesson Series.</p> |
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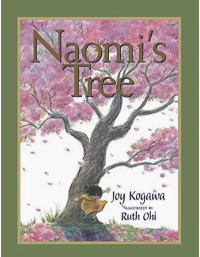
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| | | <p>emphasis (from Alberta Education Senior High ELA Guide to Implementation, 2003)</p> <p>Suggested activity: To demonstrate students' understanding of conventions of a modern play script, students will write a scene for the play from the perspective of Miss Cherry Blossom (whose character is central to the plot, but whose character does not appear in the play). Students should include appropriate dialogue, stage directions, and directions for lighting and sound effects.</p> | |
| <p>ELA 10-1 and ELA 10-2</p> <p>4.1.2 Consider and address form, structure and medium</p> | <p>“What Are You Anyways?” (short film) By Jeff Chiba Stearns Meditating Bunny Studios</p> <p>https://www.youtube.com/watch?v=9XrWyfB-sY</p>  <p>From the author): Filmmaker and animator Jeff Chiba Stearns explores his cultural backgrounds growing up a mix of Japanese and Caucasian in a small white-bred Canadian city, Kelowna. What is it like growing up a</p> | <p>Teachers</p> <p>Content Warning: The film contains use of the word “nip,” which is an ethnic slur used against Japanese people. It is recommended that teachers establish an appropriate classroom climate and explain this word prior to students viewing the film.</p> <p>Suggested activity:</p> <p>Jeff Chiba Stearns used animation and a short film to tell a story about himself and his ethnic identity. Ask students to consider how they would use different text forms, structures <i>Naomi's Tree</i> By Joy Kogawa, and/or mediums to tell an effective story about their own life. Students may choose from a wide variety of text types (e.g. autobiography/memoir; short story; podcast episode; stop-motion animation, etc.), but should consider their potential audience in their decision-making.</p> | <p>This resource fulfills the Visual and Multimedia text requirement for ELA 10-1 and 10-2.</p> |

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| | <p>hapa in Canada? This short classically animated film looks at particular periods in Jeff's life where he battled with finding an identity being a half minority - from his childhood origins to the epic showdown against the monster truck drivin' redneck crew. "What Are You Anyways?" is a humorous yet serious story of struggle and love and finding one's identity through the trials and tribulations of growing up.</p> | | |
| <p>ELA 10-2</p> <p>4.1.2 Consider and address form, structure and medium</p> | <p><i>Displacement</i> By Kiku Hughes</p>  <p>(From the publisher): Though she was on vacation in present-day just moments before, Kiku now finds herself displaced to the 1940s Japanese American internment camp where her late grandmother, Ernestina, was forcibly relocated during World War II.</p> <p>Kiku is stuck, with no choice but to live alongside Ernestina and other</p> | <p>Teachers, Student Text</p> <p>Suggested activity:</p> <p>As an independent novel study, students can trace the ways in which Kiku's character has changed from the beginning of the novel to the end. Students can trace the narrative arc and compare that arc to other narrative archetypes (e.g. the hero's journey) to support their exploration of Kiku's story.</p> <p>Suggested activity:</p> <p>Teachers may also choose to engage students with how the artist uses visuals as literary elements. For example, how might the presentation of the story as a graphic novel engage the reader differently than primarily written text? In what way does a graphic novel change the relationship the reader develops with the characters or the narrative? How might illustrations support the reader's understanding of the historical context of the narrative?</p> | <p>While this story is from the perspective of Japanese-Americans, the historical context is similar to the historical context that instigated the evacuations of Japanese Canadians and their placement in internment camps.</p> <p>The reading level is accessible and the rich visuals from the graphic novel genre aid students' understanding of the broad histories of Japanese-Canadian/American internment.</p> <p>This resource fulfills the requirement for an extended text in ELA 10-2.</p> |

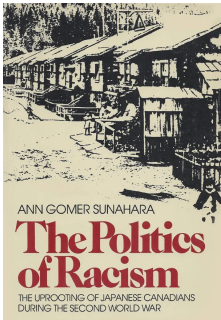
Japanese American citizens in the internment camp. During her time with them, she witnesses the lives of people who were denied their civil liberties by their own government but still managed to create a community and commit acts of resistance in order to survive.

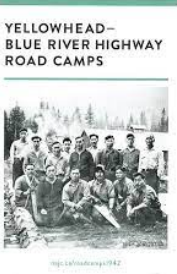
Kiku Hughes weaves a riveting, bittersweet tale that highlights the intergenerational impact of trauma and the redemptive power of memory.

GRADE 11

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 2.7; SS 20-2 2.8: analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)</p> |  <p>https://youtu.be/vrSt5-uul8I</p> <p><i>Naomi's Tree</i> is authored by a survivor of Japanese Canadian internment, Joy Kogawa.</p> <p>The storybook touches on the Japanese legend of the Cherry tree as a symbol of friendship. It vaguely details the experience of a girl who was forced to leave behind everything she loved when her family was sent to an internment camp. She leaves behind a cherry tree that sheltered her as she grew. Many many years later, Naomi returns to her childhood home to find the tree has been waiting for her.</p> <p>The book's <i>Afterward</i> gives background information about Joy</p> | <p>Teachers</p> <p>As an introduction to the Canadian government's policies of dispossession and internment, <i>Naomi's Tree</i> is a reminder of some of the sacrifices made by Japanese Canadians. At the Social 20-1 and 20-2 level, this book could serve as a gentle introduction of difficult content and a reminder of the humanity of Japanese Canadians (including children) who were affected by these discriminatory policies.</p> <p>Potential discussion questions:</p> <p>Based on your reading of <i>Naomi's Tree</i>, what sacrifices did Naomi's family have to make during the war? What impact do you think these sacrifices had on Naomi's family? The Japanese Canadian community? Naomi's identity and sense of belonging within her community and as a Canadian?</p> <p>What does the story suggest about the importance of place to one's identity? How might discrimination policies such as displacement affect how individuals and communities view themselves as Canadian?</p> | <p>This resource provides a gentle introduction to Japanese Canadian internment in Canada during the Second World War which is a specific outcome in SS20.</p> |

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| | <p>Kogawa's experiences during and after her internment.</p> <p>It describes how Joy was finally able to purchase her family's home. Today it is a historic site.</p> | | |
| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 2.7; SS 20-2 2.8: analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)</p> | <p><i>Landscapes of Injustice</i> https://www.landscapesofinjustice.com/ https://loi.uvic.ca/secondary/Teaching Resources for Secondary Education</p> <p><i>Landscapes of Injustice</i> is a free online resource dedicated to providing educational resources on the displacement, dispossession and redress of Japanese Canadians during the Second World War.</p> <p>As part of the project, Landscape of Injustice has produced two sets of teacher resources: one for elementary teachers and the other for intermediate teachers for B.C. curriculum. They can be modified to fit the curriculum requirements in each province. (See "The Elementary Teacher Resources" and "The Secondary Teacher Resources" in this Resource Guide).</p> | <p>Teachers</p> <p>Suggested activity: Teachers may choose to teach some or all of the lessons provided by <i>Landscapes of Injustice</i>.</p> <p>While <i>Lesson 2: War and "National Security"</i> is the most salient in addressing SS20-1 2.7 and SS20-2 2.8, Lessons 1 through 4, in whole or in part, place Japanese-Canadian internment in Canada within a broader national context, and explore the consequences and legacies of this wartime government policy.</p> | <p>These resources directly address Japanese-Canadian internment in Canada during the Second World War which is a specific outcome in SS20-1 and SS20-2.</p> |
| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 2.7; SS20-2 2.8: analyze nationalism and</p> | <p><i>Tashme Historical Project (1942-1946):</i> <i>Life in a Japanese-Canadian Internment Camp</i> http://tashme.ca/</p> | <p>Teachers</p> <p>Suggested activity: Using primary source documents, have students practice various historical thinking skills using historical thinking templates as a</p> | <p>These resources directly address Japanese-Canadian internment in Canada during the Second World War and emphasize historical thinking skills.</p> |

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| <p>ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)</p> | <p>This website depicts life within the Tashme internment camp for Japanese Canadians in British Columbia from 1942-1946. The website features many primary resources including government documents, photographs, maps, and testimonials. This resource would be helpful for teachers seeking primary document material to teach about Japanese-Canadian internment in Canada or to facilitate historical thinking and source analysis skills.</p> | <p>guide. https://historicalthinking.ca/historical-thinking-concept-templates</p> <p>Specifically, this resource is particularly helpful in supporting the development of the following historical thinking skills:</p> <ul style="list-style-type: none"> -establishing historical significance -using primary source evidence -taking historical perspectives -understanding ethical dimensions | |
| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 2.7; SS20-2 2.8: analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)</p> | <p><i>The Politics of Racism: The Uprooting of Japanese Canadians during the Second World War</i> (non-fiction; full text can be found here) By Ann Gomer Sunahara</p>  <p>This text explores Canadian government policy that led to the evictions of Japanese Canadians from their homes on the West Coast during the Second World War, as well as the legacies, consequences, and</p> | <p>Teacher resource or student text</p> <p>Suggested Activity:</p> <p>Using primary source documents, have students practice various historical thinking skills using historical thinking templates as a guide. https://historicalthinking.ca/historical-thinking-concept-templates</p> <p>Specifically, this resource is particularly helpful in supporting the development of the following historical thinking skills:</p> <ul style="list-style-type: none"> -establishing historical significance -using primary source evidence -taking historical perspectives -understanding ethical dimensions <p><i>The Politics of Racism</i> Photo Essay contains many historical photos that could be used as sources when working with the historical</p> | <p>This book offers primary source documents including photos, maps, and excerpts to engage students in historical thinking and historical source analysis skills.</p> <p>These resources directly address Japanese-Canadian internment in Canada during the Second World War and emphasize historical thinking skills.</p> |

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| | demands for redress by and for Japanese Canadians throughout the latter part of the 20th century. | thinking skills templates. | |
| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 2.7; SS20-2 2.8: analyze nationalism and ultranationalism during times of conflict (causes of the First and Second World Wars, examples of nationalism and ultranationalism from the First and Second World Wars, ultranationalism in Japan, internments in Canada, conscription crises)</p> | <p><i>Yellowhead-Blue River Highway Road Camps</i> National Association of Japanese Canadians</p>  <p>The histories of road camps parallels that of internment camps, except that road camps were designated specifically for single men, or men who were separated from their families. The stories of the road camps implicate the role of Parks Canada into the larger story of injustices against Japanese Canadians during the Second World War.</p> | <p>Teachers</p> <p>Suggested activity:</p> <p>Using primary source documents, have students practice various historical thinking skills using historical thinking templates as a guide. https://historicalthinking.ca/historical-thinking-concept-templates</p> <p>Specifically, this resource is particularly helpful in supporting the development of the following historical thinking skills:</p> <ul style="list-style-type: none"> -establishing historical significance -using primary source evidence -taking historical perspectives -understanding ethical dimensions | <p>This small booklet offers primary source documents including photos and maps to engage students in historical thinking and historical source analysis skills.</p> <p>Teachers may choose to include information from this resource to address SO 2.7 (SS 20-1) and 2.8 (SS20-2) to parallel the histories of internment camps.</p> |
| <p>Social Studies 20-1 and 20-2</p> <p>SS20-1 and SS20-2 1.10: evaluate the importance of</p> | <p><i>A Sorry State</i> [documentary] By Mitch Miyagawa</p> | <p>Content warning: This video contains some coarse language and discusses residential school survivors' experiences of physical and sexual abuse. Accordingly, teachers should consider their classroom context and apply discretion when selecting this video.</p> | <p>This film troubles some of the discourse around Canadian nationalism with respect to multiculturalism, acceptance, and tolerance. Teachers may use this film to engage students in considering the extent to which identity, nation, and</p> |

reconciling contending nationalist loyalties (Canadian nationalism, First Nations and Métis nationalism, ethnic nationalism in Canada, civic nationalism in Canada, Québécois nationalism, Inuit perspectives on nationalism)



<https://vimeo.com/43128341>

In *A Sorry State*, filmmaker and playwright (*The Plum Tree*) Mitch Miyagawa explores his own family's experiences with apologies from the Canadian government regarding historical injustices. Drawing from his unique family composition, he speaks with his father, a Japanese Canadian who was interned during the Second World War, his stepfather, a Chinese Canadian whose father was subject to the head tax, and his step-mother, an Indigenous woman who was a residential school survivor. Through interviews, personal reflections, and the remembrance of difficult pasts, Miyagawa explores questions of identity and nationhood in an apologetic Canada.

Teachers may have students respond to the following discussion questions after viewing the film.

Potential discussion questions:

- What is the difference between apologies and redress?
- What complexities create tensions around state apologies for historical injustices?
- How are personal and national identities shaped by personal experiences? Collective experiences? Family histories?
- To what extent is Canadian national identity shaped by apologies for historical injustices? By reconciliation and/or redress movements?

nationalism are harmonized or in tension with other nationalist loyalties (e.g. civic nationalism - loyalty to the state/government v. ethnic nationalism).

**ELA 20-1 and
ELA 20-2**

2.2.2 Relate elements, devices and techniques to created effects

4.1.2 understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate]

Yellow Fever (play)
By R.A. Shiomi



(From the publisher): *Yellow Fever* is an award-winning comic mystery by R. A. Shiomi that follows hard-nosed private eye “Sam Shikaze” as he investigates the disappearance of the mysterious “Cherry Blossom Queen.”

Set on Powell Street in the 1970’s *Yellow Fever* deftly navigates complex threads of political intrigue, racism, and police corruption with a sharp wit and fast-paced dialogue. This play is a cornerstone in the Japanese-Canadian theatre canon.

Suggested activity:

Narrative textual elements- Shiomi’s use of **allusions** (e.g. Ides of March; bound feet, etc.) throughout the play presents opportunities for students to explore how allusions, as literary elements, enhance the play.

Students can explore the significance of the **motif** of the ides of March, as it recurs throughout the play.

Suggested activity: Ask students to choose a scene or scenes from a play (assigned or their choice) that contain symbols important to the theme of the work as well as effective literary devices (e.g. allusions or motif), such as musical devices, figures of speech and sensory details. Their task is to prepare a promptbook that will describe the students’ conception of the scene on stage. The students’ notes should be written in the margins of the script and should address the following topics in order to emphasize the theme and literary devices:

- Movement of the actors—entrances, exits, groupings while on stage
- Behaviour of the actors—actions, physical expression of thoughts and feelings, behaviour of actors not directly involved
- Props/set—placement and handling of symbolic objects
- Lighting—special lighting to emphasize effects, theme
- Sound—sound effects required, musical emphasis (from Alberta Education Senior High ELA Guide to Implementation, 2003)

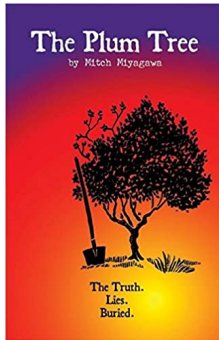
This resource fulfills criteria for Modern Play text which is encouraged in ELA 20-1 and optional in ELA 20-2. The content and setting of the play in post-internment Vancouver in the 1970’s complement the Social Studies 20-1 and 20-2 curricula.

Because this play is set in Vancouver’s Powell Street, a predominantly Japanese-Canadian community prior to the Second World War, teachers may wish to complement this play with the [Landscapes of Injustice Lesson Series](#).

**ELA 20-1 and
ELA 20-2**

2.3.1 *Connect self,
text, culture and
milieu*

The Plum Tree (play)
By Mitch Miyagawa



(From the publisher): For George Murakami, three years as an activist in the Japanese Canadian Redress movement have finally paid off. But what has the struggle cost him? Driven by the puckish spirit of his Uncle Mas, he's come to the berry farm in search of a connection to his past. *The Plum Tree* is an exploration of ownership and justice. Most of all, it's a story of how the perennial re-seeding of history affects every generation.

This play demonstrates themes of guilt, loss, place, identity, and forgiveness.

Suggested activities:

Plus Ça Change: Identify a theme from the play (e.g. guilt, forgiveness, loss, family history, etc.), explored in the text. Launch an inquiry into the same theme in our community and our time (from Senior ELA Guide to Implementation).

Students can trace the motif of place and how the playwright establishes the characters' individuals and collective identities through place. How does this interplay establish conflict/resolution in the play?

The Plum Tree fulfills criteria for a modern play text which is encouraged in ELA 20-1 and optional in ELA 20-2.

A *Sorry State* fulfills the criteria for Feature Film which is a required text (if not using a book-length non-fiction text) in ELA 20-1 and ELA 20-2.

The content and setting of the play in post-internment British Columbia complement the Social Studies 20-1 and 20-2 curricula.

A Sorry State [documentary]
By Mitch Miyagawa



<https://vimeo.com/43128341>

In *A Sorry State*, filmmaker and playwright (*The Plum Tree*) Mitch Miyagawa explores his own family's experiences with apologies from the Canadian government regarding historical injustices. Drawing from his unique family composition, he speaks with his father, a Japanese Canadian who was interned during the Second World War, his stepfather, a Chinese Canadian whose father was subject to the head tax, and his step-mother, an Indigenous woman who was a residential school survivor. Through interviews, personal reflections, and the remembrance of difficult pasts, Miyagawa explores questions of identity and nationhood in an apologetic Canada.

Content warning: This video contains some coarse language and discusses residential school survivors' experiences of physical and sexual abuse. Accordingly, teachers should consider their classroom context and apply discretion when selecting this video.

Considering both texts (*A Sorry State* and *The Plum Tree*), how do the different texts produce similar and different narrations of Miyagawa's family story?

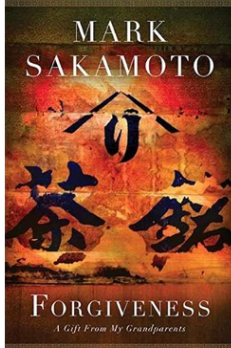
How do text formats (fictional play v. documentary) contribute to the ways in which storytelling is brought to life?

From the reader/viewer's perspective, how might the reader/viewer connect similarly or differently with the characters and narrative in each form?

**ELA 20-1
and ELA 20-2**

2.3.1 Connect self,
text, culture and
milieu

*Forgiveness: A Gift from my
Grandparents*
By Mark Sakamoto



(from the publisher): When the Second World War broke out, Ralph MacLean chose to escape his troubled life on the Magdalen Islands in eastern Canada and volunteer to serve his country overseas. Meanwhile, in Vancouver, Mitsue Sakamoto saw her family and her stable community torn apart after the Japanese attack on Pearl Harbor. Ralph was captured by the Japanese army and would spend the war in prison camps, enduring pestilence, beatings, and starvation. Back in Canada, Mitsue and her family were expelled from their home by the government and forced to spend years eking out an existence in rural Alberta, working other people's land for \$1 a day.

By the end of the war, Ralph emerged broken but a survivor. Mitsue, word down by years of back-breaking labour, had to start all over again in

Student text

Suggested activity:

“Prologue” could be a stand-alone short story. Students can identify interplay between the theme of memory and the various objects that conjure memories for Mark, and trace their significance throughout (e.g. cassette tape, food, Pacific Star medal, sympathy cards, grandma’s kitchen).

After they have finished tracing memory through the objects, students could respond to the text and the tracing activity with a reader’s response journal. Have students imagine a place/space that, for them, holds a lot of memories. Have students imagine that they are giving a tour of this special place, stopping at particular objects/materials that conjure memories. Students will write about the object and the memory(ies) they associate with that object.

This novel fulfills the Book-Length Non-fiction text option for ELA 20-1.

Medicine Hat, Alberta. A generation later, at a high school dance, Ralph's daughter and Mitsue's son fell in love. Although the war had threatened to erase Ralph's and Mitsue's humanity, these two brave individuals somehow surmounted enormous transgressions and learned to forgive. Without this forgiveness, their grandson Mark Sakamoto would never have come to be.

Drama 20
Speech
Acting
Technical Theatre

Yellow Fever
By R.A. Shiomi



(From the publisher): *Yellow Fever* is an award-winning comic mystery by R. A. Shiomi that follows hard-nosed private eye "Sam Shikaze" as he investigates the disappearance of the mysterious "Cherry Blossom Queen."


Student text

Suggested activity:

If the production of the play is largely student-led, it fulfills the components of the speech, acting, and technical theatre components of the Drama 20 curriculum.

Set on Powell Street in the 1970's *Yellow Fever* deftly navigates complex threads of political intrigue, racism, and police corruption with a sharp wit and fast-paced dialogue. This play is a cornerstone in the Japanese-Canadian theatre canon.

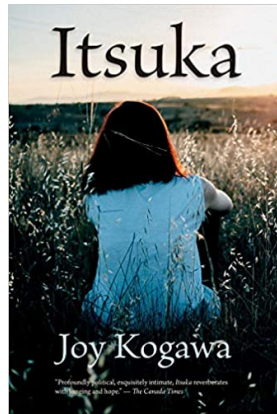
The script can be used to guide the production of *Yellow Fever*.

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| <p>ELA 20-1 and ELA 20-2</p> <p>2.2.1 Relate form, structure and medium to purpose, audience and content</p> | <p><i>Obasan</i> (historical fiction) By Joy Kogawa</p>  <p>(From the publisher): Based on the author's own experiences, this award-winning novel was the first to tell the story of the evacuation, relocation, and dispersal of Canadian citizens of Japanese ancestry during the Second World War.</p> | <p>Student text</p> <p>Suggested activity:</p> <p>The strong thematic contrasts presented in the novel present opportunities for students to engage in personal response writing or critical analytical writing.</p> | <p>Recommended as an independent study novel or a class novel, the content and themes of <i>Obasan</i> regarding Japanese-Canadian experiences of evacuation, internment and relocation complement the Social Studies 20-1 and 20-2 curricula.</p> <p>This novel is listed in Alberta Education's Authorized Resources Database. Alberta Education (2022) notes that the novel presents contrasting themes such as hope/despair, anger/resignation, beauty/ugliness, pleasure/pain.</p> <p>Fulfills the criteria for extended text-novel requirements for ELA 20-1 or ELA 20-2.</p> |
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ELA 20-1 and ELA 20-2

2.2.1 Relate form, structure and medium to purpose, audience and content

Itsuka
By Joy Kogawa



From the publisher): In *Obasan*, Naomi's childhood was torn apart by Canada's betrayal of Japanese Canadian citizens during the 1940s. Now, years later, Naomi's scars have left her fragile and uncertain. Quietly teaching school on the prairies, she watches as her family slips away from her. When Naomi's aunt Emily brings her to Toronto and, almost unwillingly, encourages her to become involved in the Japanese Canadian fight for redress, Naomi embarks on an emotional and political journey that takes her deep into her own soul, and deep into the soul of Canada. Politically charged and intimately poetic, *Itsuka* tells a story of profound hope, extraordinary commitment and the fragile progress of love.

Student text

Suggested activity:

As an independent novel study, students can trace the ways in which Naomi's character has changed from the beginning of the novel to the end. Students can consider the hero's journey archetype to support their exploration of Naomi's story.

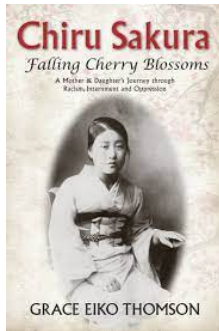
Recommended as an independent study novel or a class novel, the content and themes of *Itsuka* regarding the experiences of Japanese Canadians seeking redress from evacuation, internment and relocation complement the Social Studies 20-1 and 20-2 curricula.

This resource fulfills the criteria for extended text-novel requirements for ELA 20-1 or ELA 20-2.

ELA 20-2

2.2.1 Relate form, structure and medium to purpose, audience and content

Chiru Sakura Falling Cherry Blossoms: A Mother & Daughter's Journey through Racism, Internment and Oppression (non-fiction; memoir; biography)
By Grace Eiko Thomson



(From the publisher): At eight years old, Grace Eiko Nishikihama was forcibly removed from her Vancouver home and interned with her parents and siblings in the BC Interior. *Chiru Sakura—Falling Cherry Blossoms* is a moving and politically outspoken memoir written by Grace, now a grandmother, with passages from a journal kept by her late mother, Sawae Nishikihama. An educated woman, Sawae married a naturalized Canadian man and immigrated to Canada in 1930. They came with great hopes and dreams of what Canada could offer them. However, within just a little more than a decade after settling happily in Paueru Gai (Powell Street) area, her dreams, and those of her husband's, were completely shattered.

Student text

Suggested activity:

Book comparison— Using excerpts from *Chiru Sakura* and *Displacement* by Kiku Hughes (see Grade 10 resources), students will compare the form, structure, and medium to the purpose and audience. What does each book do effectively? To whom would these books be appealing and why? How might the author be able to craft a story in different ways using different forms, structures, and mediums?

This resource fulfills criteria for Book-length non-fiction text which is optional in ELA 20-1 and in ELA 20-2. The content and setting of the memoir complement the Social Studies 20-1 and 20-2 curricular outcomes on Japanese-Canadian internment.

The straightforward and chronological narrative of this memoir is accessible to students at the ELA 20-2 level. When taught in tandem with Social Studies 20-2, students will be able to engage their prior knowledge (GO 2.1.4) to understand, discern, interpret, and analyze content and context (GO 2.1.1, 2.1.2).

Teachers who use this text as a class novel may wish to provide historical context for this memoir with the [Landscapes of Injustice Lesson Series](https://centre.nikkeiplace.org/research/japanese-canadian-timeline/) and/or the timeline <https://centre.nikkeiplace.org/research/japanese-canadian-timeline/>

Displacement
By Kiku Hughes



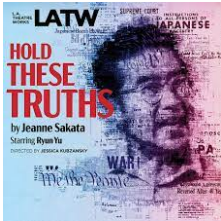
(from the publisher): Though she was on vacation in present-day just moments before, Kiku now finds herself displaced to the 1940s Japanese American internment camp where her late grandmother, Ernestina, was forcibly relocated during World War II.

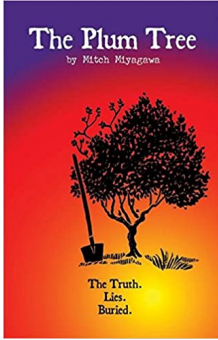
Kiku is stuck, with no choice but to live alongside Ernestina and other Japanese American citizens in the internment camp. During her time with them, she witnesses the lives of people who were denied their civil liberties by their own government but still managed to create a community and commit acts of resistance in order to survive.

Kiku Hughes weaves a riveting, bittersweet tale that highlights the intergenerational impact of trauma and the redemptive power of memory.

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| <p>ELA 20-2</p> <p>2.2.1 Relate form, structure and medium to purpose, audience and content</p> <p>2.2.2 Relate elements, devices and techniques to created effects</p> | <p><i>Where There's A Wall</i> By Joy Kogawa https://poetryinvoice.ca/read/poems/were-theres-wall</p> <p>Writing from her experiences of internment in Canada during the Second World War, Joy Kogawa's <i>Where There's a Wall</i> expresses themes of hope, obstacles, resourcefulness, resilience, isolation, conflict, and fear.</p> | <p style="text-align: center;">Student text</p> <p>Suggested Activities:</p> <p>Personal writing: Consider a time in your life when you faced an obstacle. What was the obstacle? What did it prevent you from doing? How did you work around the obstacle? What risks were involved?</p> <p>Poem analysis: What ways does the writer identify to get around the obstacle? Are these methods guaranteed? What might some of the risks be? Draw quotations directly from the poem to support your answers.</p> <p>Synthesis: Choose one of the methods around the obstacle described in the poem (e.g. climbing a ladder) that you think most clearly serves as a metaphor for how you worked around the obstacle you faced in your life. Explain your metaphor in the context of your experience.</p> <p>E.g. "Overcoming [the obstacle] is a lot like climbing a ladder..."</p> | <p>This resource fulfills criteria for poetry text which is a text requirement for ELA 20-2. The context of the poem complements the Social Studies 20-1 and 20-2 curricular outcomes on Japanese-Canadian internment.</p> <p>Teachers who use this text may wish to supplement historical context with the Landscapes of Injustice Lesson Series the timeline, https://centre.nikkeiplace.org/research/japanese-canadian-timeline/ or with other resources listed above.</p> |
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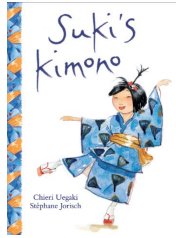
GRADE 12

| Subject Area/ Outcome | Resource and Summary | Suitability/Type of Resource (Teachers, Students, etc.) & Suggested Activities | How does this resource address the Alberta Programs of Study? |
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| <p>Social Studies 30-1 and Social Studies 30-2</p> <p>3.6 analyze the extent to which liberal democracies reflect illiberal thought and practice (Canada, contemporary examples)</p> <p>ELA 30-2</p> <p>Drama 30</p> | <p><i>We Hold These Truths</i> (play) By Jeanne Sakata</p>  <p>This one-man play tells the story of Gordon Hirabayashi, A young Japanese-American who resisted the U.S. government's 1942 order to forcibly remove from their homes and intern those of Japanese descent. Hirabayashi's actions and legacy resulted in the U.S. Supreme Court case <i>Hirabayashi v. United States</i>.</p> <p>In Hirabayashi's later years, he moved to Canada where he worked as a professor of sociology at the University of Alberta.</p> | <p>Teacher Resource or student text</p> <p>Suggested Activities:</p> <p>For background and context, students may begin by reading Gordon Hirabayashi's obituary to learn about his life.</p> <p>Gordon Hirabayashi NYT Obituary</p> <p>Suggested Activities for Social 30-1 & 30-2</p> <p>Suggested activities:</p> <p>ELA 30-2 - Students may use the narrative arc of Dr. Hiabayashi to support the completion of a Literary Exploration assignment (e.g. What is your opinion of the idea that individuals can demonstrate perseverance in the face of adversity?)</p> <p>If the production of the play is largely student-led, it fulfills the components of the</p> | <p>Particularly through the scene where Hirabayashi is before the United States Supreme Court, the play challenges the illiberal practices of racial discrimination of Japanese Americans during the Second World War. Beyond this example, a key theme expressed throughout the play is the discrepancy between liberal values (as laid out in the United States Constitution) and the treatment of Hirabayashi and other Japanese-Americans.</p> <p>Haybashi's story and struggle for the U.S. government to recognize his rights parallels the struggle for redress by Japanese Canadians who were displaced, dispossessed, and interned during the Second World War.</p> |

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| <p>Speech Acting Technical Theatre Directing</p> | | <p>speech, acting, technical theatre, and directing components of the Drama 30 curriculum.</p> | <p>The script can be used to guide the production of <i>We Hold These Truths</i>.</p> |
| <p>Drama 30</p> <p>Speech Acting Technical Theatre Directing</p> | <p><i>The Plum Tree</i> (play) by Mitch Miyagawa</p>  <p>(From the publisher): For George Murakami, three years as an activist in the Japanese Canadian Redress movement have finally paid off. But what has the struggle cost him? Driven by the puckish spirit of his Uncle Mas, he's come to the berry farm in search of a connection to his past. <i>The Plum Tree</i> is an exploration of ownership and justice. Most of all, it's a story of how the perennial re-seeding of history affects every generation.</p> | <p>Suggested activity:</p> <p>If the production of the play is largely student-led, it fulfills the components of the speech, acting, technical theatre, and directing components of the Drama 30 curriculum.</p> | <p>The script can be used to guide the production of <i>The Plum Tree</i>.</p> |
| <p>Fashion Studies 30 (FAS 3080 - Cultural Fashions; Prereq FAS 1030 - Sewing</p> | <p><i>Suki's Kimono</i> by Chieri Uegaki</p> | <p>Suggested activity:</p> <p>As an introduction to the module, students may read <i>Suki's Kimono</i> or watch the Youtube video of the reading. Some questions that students may consider prior</p> | <p>FAS 3080 is often a self-guided module where students explore and research cultural fashions that are of interest to them. These resources, provided by the Nikkei National Museum and Cultural Centre provide</p> |

Fundamentals)

Students will research and learn about the fashions of other cultures and produce a project related to their research.



<https://youtu.be/xrXsFs5KpLQ>

<https://centre.nikkeiplace.org/resources/watch/how-to-wear-a-kimono/>

“[How to Wear a Kimono](#)” is a short instructional video demonstrating how to dress someone in a kimono.

<https://kimonoplayapp.nikkeiplace.org/obi.html>

“[Kimono Play](#)” is an interactive game that teaches players about the significance of fabrics, patterns and styles of kimonos based on season, marital status, and type of occasion. The game is simple and is a rich source of information.

<https://kimonoplayapp.nikkeiplace.org/files/KimonoCultureMuseumHandout.pdf>

This [handout](#) is a rich source of information about the cultural significance of kimonos to Japanese communities. The handout is based on a past exhibit curated by Nikkei National Museum and Cultural Centre.

to beginning the the module may include:

In what ways do cultural fashions connect people to their cultures?

What might cultural fashions teach others about a culture?

Can you think of examples of where cultural fashions have been modified for contemporary or everyday uses?

What is the difference between cultural appreciation and cultural appropriation with respect to cultural fashions?

Suggested activity:

Students may use the resources to support research on kimonos as cultural fashions. The information provided in the resources may help students to create interactive and/or tactile projects (e.g. helping students select appropriate fabric samples).

foundational information that students may use in their research on kimonos as cultural fashions.

APPENDIX: Additional Resources for Teachers* Related to Japanese Canadian Experiences

*Please preview and apply discretion before recommending any of these resources to students.

Digital Resources

Nikkei Voice: The Japanese Canadian National Newspaper. <http://nikkeivoice.ca/>

Toronto Metropolitan Library. *Asian heritage in Canada*. <https://library.torontomu.ca/asianheritage/>

Documentaries

Miyagawa, M. (2012). *A sorry state* [video]. <https://vimeo.com/43128341>

Non-Fiction Books

Ito, S. (2018). *The Emperor's orphans*. Turnstone Press.

Kogawa, J. (2016). *Gently to Nagasaki*. Caitlin Press. (memoir)

Miki, A. (n.d.). *The Japanese Canadian redress legacy: A community revitalized*. Nikkei Museum & Cultural Centre.

Miki, R. (1998). *Broken entries: Race, subjectivity, writing: Essays*. Mercury Press. (essays)

Miki, R. (2004). *Redress: Inside the Japanese Canadian call for justice*. Raincoast Books.

Miki, R. (2011). *In flux: Transnational signs of Asian Canadian writing*. NeWest Press. (essays)

Miki, R., & Kobayashi, C. (1991). *Justice in our time: The Japanese Canadian redress settlement*. Talonbooks.

Nikkei Museum & Cultural Centre. (2021). *Taiken: Japanese Canadians since 1877*. Nikkei Museum & Cultural Centre.

Nikkei Museum & Cultural Centre. (2022). *Okage sama de– “I am what I am because of you”: A history of Japanese Canadians in the Calgary area*. Nikkei Museum & Cultural Centre.

Steveston Japanese Canadian Community. (2018). *Changing tides: Vanishing voices of Nikkei fishermen and their families*. Nikkei Museum & Cultural Centre.

Cookbooks

Kamloops Japanese Canadian Association. *Our favourites in Canadian Japanese cookery*. Kamloops Japanese Canadian Association.

Steveston Japanese Canadian Community. (2021). *From sea to shore: Steveston's Favorite Japanese Canadian recipes*. Nikkei Museum & Cultural Centre.

Books about Sports

Furumoto, T. Y. (2012). *More than a baseball team: The saga of the Vancouver Asahi*. Media Tectonics.

Goto, N. *Story of Vancouver Asahi: A legend in baseball*. Nikkei Museum & Cultural Centre.

Kennedy, I. (2022). *On account of darkness: Shining light on race and sport*. Tidewater Press.

Research & Archival Material

Nikkei Museum & Cultural Centre. *Research and archives*. <https://centre.nikkeiplace.org/research/>

Japanese American Experiences (Adult Non-Fiction)

Kamei, S. H. (2021). *When can we go back to America: Voices of Japanese-American incarceration during WWII*. Simon and Schuster.

Sakamoto, P. R. (2017). *Midnight in broad daylight: A Japanese American family caught between two worlds*. HarperPerennial.

Wakatsuki Houston, J. (2002). *Farewell to Manzanar*. Houghton Mifflin Harcourt.

Picture Books

- Chiba Stearns, J. (2020). *Nori and his delicious dreams*. Meditating Bunny Studio.
- Lee-Tai, A. (2016). *Place where sunflowers grow*. Children'S Book Press.
- Maclear, K. (2019). *It began with a page: How Gyo Fujikawa drew the way*. HarperCollins.
- Maclear, K. (2020). *Story boat*. Tundra Books.
- McLeod, E., & Deas, M. (2021). *Meet David Suzuki*. Scholastic.
- Michalak, J., & Michiko Florence, D. (2021). *Niki Nakayama: A chef's tale in 13 bites*. Farrar Strauss Giroux.
- Nakamura, R. (2014). *Peach girl*. Pajama Press.
- Nobleman, M. T. (2018). *Thirty minutes over Oregon: A Japanese pilot's WWII story*. Clarion.
- Ohi, R. (2013). *Kenta and the big wave*. Annick Press.
- Rowley, H., & Mortenson, H. (2022). *The root cellar*. Paper Trail Publishing.
- Sakade, F., & Hayashi, Y. (2020). *Folk tales from Japan: Fables, myths, and fairy tales for children*. Tuttle Publishing.
- Say, A. (1997). *Under the cherry blossom tree*. HMH Books for Young Readers.
- Say, A. (2004). *Allison*. Clarion.
- Say, A. (2005). *Kamishibai man*. Clarion.
- Say, A. (2008). *Grandfather's journey*. Clarion.
- Say, A. (2009). *Erika-san*. Houghton Mifflin.
- Say, A. (2009). *Tea with milk*. Clarion.
- Say, A. (2009). *Tree of cranes*. Clarion.
- Say, A. (2010). *The boy in the garden*. Clarion.
- Say, A. (2013). *The favorite daughter*. Arthur A. Levine Books. \
- Tamaki, J. (2018). *They say blue*. Groundwood Books.
- Tamaki, J. (2020). *Our little kitchen*. Groundwood Books.
- Umezawa, R. (1999). *Aiko's flowers*. Tundra Books.
- Yamasaki, K. (2020). *Fish for Jimmy: Inspired by one family's experience in a Japanese american internment camp*. Holiday House.

Books for Middle-Schoolers

- From *Dear Canada* series:** Aihoshi, S. (2012). *Torn apart: The internment diary of Mary Kobayashi*. Scholastic.
- Michiko Florence, D. (2023). *This is how I roll*. Scholastic.

Book series: Michiko Florence, D. *Jasmine Toguchi*. Farrar Strauss Giroux.

Say, A. (2011). *Drawing from memory*. Scholastic.

Say, A. (2015). *The inker's shadow*. Scholastic.

YA Fiction

Chee, T. (2022). *We are not free*. Clarion.

Goto, H. (2009). *Halfworld*. Puffin Canada.

Goto, H. (2012). *Darkest light*. Penguin.

Goto, H., & Cheung, A. (2001). *The water of possibility*. Coteau Books.

Jean, E. (2022). *Tokyo ever after*. Flatiron Books.

Jean, E. (2022). *Tokyo dreaming*. Flatiron Books.

Tamaki, M. (2008). *Emiko superstar*. DC Comics. (graphic novel)

Tamaki, M. (2022). *Anne of Greenville*. Melissa de la Cruz/Hyperion.

Tamaki, M. (2022). *Cold*. Roaring Book Press.

Tamaki, M., & Yoshitani, Y. (2021). *I am not Starfire*. DC Comics. (graphic novel)

Umezawa, R. (2010). Shadow play. In T. Toten (Ed.), *Piece by piece: Stories about fitting into Canada* (pp. 139–150). Puffin Canada. (short story)

Umezawa, R. (2015). *Strange light afar*. Groundwood.

Adult Fiction

Jean, E. (2022). *Mika in real life*. William Morrow & Company.

Goto, H. (1994). *Chorus of mushrooms*. NeWest.

Goto, H. (2001). *The Kappa child*. Red Deer Press.

Goto, H. (2004). *Hopeful monsters: Stories*. Arsenal Pulp Press. (short stories)

Goto, H., & Xu, A. (2022). *Shadow life*. Macmillan Publishers. (graphic novel)

Kadohata, C. (2004). *Kira-kira*. Atheneum.

Kobayashi, T. (2014). *Prairie ostrich*. Goose Lane Editions.

Sakamoto, K. (1998). *The electrical field*. A. A. Knopf.

Sakamoto, K. (2003). *One hundred million hearts*. A. A. Knopf.

- Sakamoto, K. (2018). *Floating city*. A. A. Knopf.
- Shimotakahara, L. (2017). *After the bloom*. Dundurn.
- Stanley, A. (2021). *Stranger in the Shogun's city: A Japanese woman and her world*. Scribner.
- Watada, T. (1997). *Daruma days: A collection of fictionalised biography*. Ronsdale Press.
- Watada, T. (2007). *Kuroshio: The blood of foxes*. Arsenal Pulp Press.
- Watada, T. (2013). *The sword, the medal and the rosary*. HpF Press. (graphic novel)
- Watada, T. (2017). *The three pleasures*. Anvil Press.
- Watada, T. (2020). *Mysterious dreams of the dead*. Anvil Press.
- Umezawa, R. (2003). *The truth about death and dying*. Anchor Canada.

Adult Scripts & Dramas

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