

---

# Citizenship, Human Rights, and Social Justice: Addressing Core Concepts Through an Examination of Japanese Canadian Internment and Deportation During World War II

---

*D J Timmons*

It sure has been a long time since I was in Canada. It's two years and a half of unpleasant surroundings and unfamiliar faces. Most of all is the suffering of hardship, hoping that tomorrow I'll be in Canada but that tomorrow has not yet come ... There is no other thing to do but wait for the time and the day I could go back to Canada.

—Exiled Japanese Canadian teenager writing from Shikoku, Japan in 1948. British Columbia Archives, Winifred J Awmack Collection.

Distant conflicts of the 1940s had a catastrophic impact on the Nikkei<sup>1</sup> community in Canada. During the Second World War, persons of Japanese ancestry in British Columbia experienced the “most dramatic expression of racism in Canadian history” (Ward 2002, xiii). More than 20,000 people were uprooted and removed from their homes, and few would ever return. Following the official surrender of Japan to conclude the war in 1945, the Canadian government attempted to deport over 10,000 members of the uprooted community before eventually yielding to pressure from Canadians concerned with civil liberties and citizenship. The government halted the deportation programme, but not before almost 4,000

were sent to Japan (Adachi 1976; Kage 2012; Sunahara 1981).

The focus of this paper is how inquiry into the Japanese Canadian internment and deportation during and following the Second World War can help students examine issues of citizenship, human rights and social justice while developing critical literacy and historical thinking in the Canadian social studies classroom. The subject of Nikkei internment and deportation is multifaceted and has a rich historical record; there is, therefore, great potential to incorporate various artifacts, accounts and perspectives into class activities and discussions. With the increasing availability of digitized historical documents and photographs through online public archives, primary documents are available to students as well as to the practicing historian. Using these resources in the classroom can help students actively develop historical thinking so as to read as historians do.

One of the main roles of social studies is citizenship education, because students in a liberal democracy will become responsible for making decisions on public policy issues as adults (Darling and Wright 2008; Wolk 2003). Issues of citizenship are immediately apparent in an examination of the Japanese

---

<sup>1</sup> Persons of Japanese ancestry.

Canadian internment and deportation, in that more than 17,000 of the entire uprooted Nikkei community in Canada were legally Canadian citizens (subjects of the British Empire), and of those exiled to Japan after the war, 66 per cent were also Canadian citizens (Canada Department of Labour 1944). The treatment of Nikkei during their uprooting and dispossession by the Canadian government, the years of internment in isolated British Columbia camps, and the postwar federal deportation orders all relate directly to issues of human rights (Adachi 1976). The postwar deportation orders inspired a public outcry and a legal challenge to the Canadian government, which illustrates the emergence of social justice consciousness across the country (Bangarth 2008). These issues provide excellent opportunities for social studies teachers to incorporate historical thinking strategies and critical literacy into their classes, especially pertaining to issues of “race, culture, class, gender, media, and the environment in the hope of creating a more just, humane, democratic, and equal world” (Wolk 2003, 102). In the sections that follow, I will provide some ways for students to develop this deeper social awareness of their responsibilities toward shaping our future society.

## **Critical Literacy and Historical Thinking**

Literacy is important in all subject areas, and content-area teachers play a significant role in their students’ literacy development (Alger 2007, 2009; Draper 2002; Heller and Greenleaf 2007; Lind 2008; MacPhee and Whitecotton 2011). This paper adopts a sociocultural perspective, viewing literacy as a set of “social practices” (Gee 2007; Lankshear and Knobel 2003; New London Group 1996), and incorporates literacy into its approach to teaching, focusing on social justice in relation to literacy acquisition (Alger 2007, 2009; Freire 2000; Gee 2007; Keyes 2011; Robertson and Hughes 2011).

While this topic provides multiple opportunities for students to develop critical thinking, defined by Bailin et al as “thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgements” (as cited in Darling and Wright 2008), the focus in this paper is on critical literacy teaching and learning strategies. Teachers incorporating critical literacy strategies into their pedagogies endeavour to engage students in a critical examination of a variety of texts, and society

itself, and call for empathy and compassion in order to help students become better world citizens (Alger 2007; Keyes 2011; Wolk 2003). Wolk explains that critical literacy “is about how we see and interact with the world” and helps students see “dominant power themes in our society and world, such as racism, sexism, corporate and media hegemonies, and the effects on the environment of individuals and systems” (Wolk 2003, 102). Its purpose “is not to tell students what to think but to empower them with multiple perspectives and questioning habits of mind,” (p 102) encouraging them to make decisions that shape a better world. Teachers may have to “rethink their usual practices,” (p 103) moving beyond the course textbook and using a variety of supplemental resources to make controversial issues a regular component of student-centred, inquiry-based learning.

When lectures and textbooks dominate history classroom instruction, as opposed to more active learning activities, students may develop a false impression that history is about the memorization of facts. Seixas and Peck (2008) argue that history education requires much more than remembering dates, people and events and warn that students should not be “swept in” by narratives in historical films, reconstructions, fiction or other single-perspective accounts. They believe that students should be given the opportunity to engage critically with historical narratives and develop historical thinking (p 109). Historical thinking aids historical literacy, defined as “gaining a deep understanding of historical events through active engagement with historical texts” (Centre for the Study of Historical Consciousness 2014). The Historical Thinking Project, of which Seixas and Peck are executive committee members, believes that “historical thinking—like scientific thinking in science instruction and mathematical thinking in math instruction—is central to history instruction and that students should become more competent as historical thinkers as they progress through their schooling” (Centre for the Study of Historical Consciousness 2014). Nokes (2010) also believes that history teachers must promote in students the “ability to negotiate and create interpretations and understandings of the past using documents and artifacts as evidence” (p 66). In classrooms where this occurs, “students are invited into the community of practice and learn how to negotiate and create the texts that are valued by historians” (p 57). Walker (2006) also argues that understanding history requires historical literacy and that analyzing a document’s meaning through the perspective of a historical actor

and the actor's culture gives students an opportunity to "develop a historical understanding" (p 31). The Nikkei experience in Canada is well suited for developing historical thinking among students, and as relevant historical documents are becoming increasingly available through online sites there is great potential for teachers to develop engaging student-centred activities.

Critical literacy and historical thinking conceptual frameworks both aim to make learning active, rather than passive, and provide opportunities for students to engage critically with course material. Social studies teachers can promote this kind of learning by building historical literacy through instruction and inquiry with authentic historical texts (Nokes 2010) and by providing active learning opportunities so as to prepare students for full democratic participation. Like teachers passionate about reading, who nurture a classroom environment that values reading, teachers who practise critical literacy in their daily lives can pass these practices on to their students (Wolk 2003).

## Curriculum Connections

An exploration of the Nikkei experience in the Canadian social studies classroom addresses a number of curricular outcomes from various provinces in several subjects. The issues related to the internment and deportation of Nikkei correspond directly

to the guiding principles of western Canadian public education (Western Canadian Protocol 2000), which aim for students to gain essential citizenship skills and to critically examine diverse perspectives and foster "a sense of social compassion, fairness, and justice" (p 7). Also, the program rationale and philosophy of the Alberta social studies kindergarten to Grade 12 curriculum (Alberta Education 2005) includes "respecting differences and fostering inclusiveness," as well as respecting "individual and collective rights" (p 5). The subject also fits well within the Ontario Ministry of Education's Canadian and world studies curriculum (2015) with the vision for students to become "critically thoughtful and informed citizens who value an inclusive society (p 8). The Atlantic Canada social studies curriculum includes links to the essential graduation learnings of citizenship, in which students are led to "consider the principles of human rights and ... develop criteria for a just, pluralistic, and democratic society and learn to recognize the hybrid nature of their culture and the interdependent nature of our world" (Atlantic Provinces Education Foundation 1999, 6-7).

The following sections will use critical literacy and historical thinking approaches to consider the themes of citizenship, human rights and social justice within a study of Nikkei internment and exile. Table 1 summarizes sample concepts, curriculum outcomes, resources and teaching ideas that might be used in such a unit of study. These examples will be further explained in the sections that follow.

**Table 1:** Selected examples of curricular outcomes addressed through a critical examination of Nikkei internment and deportation from Canada in 1946

<b>Big Ideas</b> (Sample Questions)	<b>Samples of Curricular Outcomes</b>	<b>Critical/Historical Literacy</b>
<p><i>Citizenship</i></p> <p>Why were Japanese Canadian citizens uprooted, interned, and exiled from Canada?</p> <ul style="list-style-type: none"> <li>• Did the Nikkei community pose a threat to Canada?</li> <li>• Did being of Japanese ancestry make them any less Canadian citizens than Italian and German Canadians?</li> </ul>	<p>Alberta</p> <p>Social Studies 20-1 (Alberta Education 2005)</p> <p>1.11 evaluate the importance of reconciling nationalism with contending non-nationalist loyalties (religion, region, culture, race, ideology, class, other contending loyalties) (p 21)</p> <p>2.7 analyze nationalism and ultranationalism during times of conflict (internments in Canada) (p 22)</p>	<p>Provide students with the opportunity to critically examine two primary documents that informed Nikkei in British Columbia that they were to be removed from their homes. These documents began the process, which eventually led to the attempted deportation of 10,000 Nikkei. See Appendix B.<sup>2</sup> See also related historical photos in the Vancouver Public Library's collection at <a href="http://guides.vpl.ca/japanese-canadian">http://guides.vpl.ca/japanese-canadian</a> (accessed November 22, 2016).</p> <p>Have students complete primary source evaluations to critically analyze the documents and their impact on society, using templates developed by the Centre for the Study of Historical Consciousness at the University of British Columbia.</p>

2 Editor's note: The original historical documents were accessed from [www.najc.ca/thenandnow/experiencec\\_removal.php](http://www.najc.ca/thenandnow/experiencec_removal.php); however, this site is no longer available.

<b>Big Ideas (Sample Questions)</b>	<b>Samples of Curricular Outcomes</b>	<b>Critical/Historical Literacy</b>
<p><i>Human Rights</i></p> <p>What happened to the Nikkei community when they were uprooted?</p> <ul style="list-style-type: none"> <li>• What was life like in the internment camps?</li> <li>• Why were Nikkei families separated during their uprooting?</li> </ul>	<p>Nova Scotia</p> <p>Canadian History 11 (Nova Scotia Education 2002)</p> <p>J2 demonstrate an understanding of the relationship between land and culture and analyze the effects of displacement (p 114)</p> <p>J4 demonstrate an understanding of how the lack of political and economic power has led to inequities and analyze the responses to these inequities p 118)</p>	<p>Engage students in online archival research on the Nikkei community on the websites for Library and Archives Canada, British Columbia Archives, and Nikkei National Museum and Cultural Centre Archives to find relevant photographs of the Nikkei community's uprooting between 1942 and 1949. Have students each present one image to the class and discuss the photo's relevance and why the student chose it, what was happening at that time, a description of how the student located the source and the source citation.</p>
<p>Can the Canadian government uproot, dispossess and relocate groups of people today?</p>	<p>Ontario</p> <p>Canada: History, Identity and Culture. Grade 12, University Preparation (Ontario Ministry of Education 2005)</p> <p>D3. Diversity and Citizenship: analyse challenges facing various groups in Canada between 1867 and 1945 as well as the contributions of various groups and individuals to the development of identity, culture, and citizenship in Canada (p 371)</p>	<p>Students use the 1982 Canadian Charter of Rights and Freedoms to debate whether the experiences of the Nikkei community could happen to other ethnic groups today. The Canadian Charter of Rights and Freedoms is available at <a href="http://laws-lois.justice.gc.ca/eng/Const/page-15.html">http://laws-lois.justice.gc.ca/eng/Const/page-15.html</a>.</p> <p>Have students use a graphic organizer to compare Canada's official multicultural policy (available at <a href="http://www.cic.gc.ca/english/multiculturalism/citizenship.asp">http://www.cic.gc.ca/english/multiculturalism/citizenship.asp</a>) with federal policies toward Nikkei in the 1940s.</p>
<p><i>Social Justice</i></p> <p>Why did the Canadian government want to deport Nikkei from a strong and prosperous Canada to a bombed-out defeated nation with millions of starving people?</p> <ul style="list-style-type: none"> <li>• Why were the Nikkei community forced to choose to live under strict regulations in Canada or move to Japan?</li> <li>• How did the 10,000 Nikkei facing deportation feel about having to leave Canada?</li> </ul>	<p>British Columbia</p> <p>Social Studies 11 (British Columbia Ministry of Education 2005)</p> <p>Autonomy and International Involvement:</p> <p>assess Canada's role in World War II and the war's impact on Canada—explain the war's impact on the home front ("enemy aliens") (p 33).</p>	<p>Watch the NFB film <i>Gateway to Asia</i> (10 minutes), which provides an overview of British Columbia in 1945. This background knowledge can help students when considering British Columbia following WWII and around the time of the government's deportation orders for roughly 10,000 Nikkei. Compare the film's portrayal of Aboriginal people and of persons of European, Indian, Chinese and Japanese ancestry in British Columbia.</p> <p>Next, watch the NFB film <i>Minoru: Memory of Exile</i> (20 minutes), which provides a first-hand account of the uprooting, internment, loss of Canadian citizenship, exile to Japan and eventual regaining of Canadian citizenship after joining the Canadian Armed Forces in Japan. This animated film provides a very different perspective of British Columbia and can be used to highlight the experiences of thousands of Japanese Canadians who lost their Canadian citizenship.</p> <p>Contrast these two films critically, using activities such as a T-chart to compare the experiences of Japanese Canadians with those from other cultural groups in British Columbia, or use a KWL activity to drive students' thinking through the unit.</p>

## **Critical Literacy and Historical Thinking in the Social Studies Classroom**

This is very disappointing. ... I think the long-term effect on every Canadian will be very bad ... If upheld it establishes an unfortunate precedent for the country ... In effect this nullifies the provisions for Canadian citizenship just laid down ... If this can be done to naturalized Japanese-Canadians, it can be done to any group in Canada. No one is secure in his citizenship.

—T C “Tommy” Douglas,  
*Toronto Daily Star* 1946

Few issues raise questions of citizenship as provocatively as the subjects of internment and deportation. Can governments uproot, dispossess and relocate groups of people today? Who protects individual human rights when the government is infringing upon them? What recourse do individuals have if their rights have been infringed upon? The deportation orders to send roughly 10,000 Nikkei from Canada to the ashes of postwar Japan raise all of these questions and more, with similarities to the persecution of members of diverse groups throughout our history. This subject is therefore also well suited to comparative studies of events such as the displacement of Aboriginal peoples, the expulsion of the Acadians from the Maritimes, the relocation of African Nova Scotians from Africville or even the Holocaust. The subject presents ample opportunities for students to engage in critical literacy and historical thinking, drawing upon historical texts to provide multiple perspectives on these events.

### ***Critical Literacy in the Social Studies Classroom***

Table 1 above provides examples of how the subject of Nikkei internment and deportation could address select curricular outcomes through a critical literacy and historical thinking approach. The “big ideas” questions are inspired by Westcott and Viator’s (2008) article on using primary documents related to Japanese American internment in the classroom. They suggest an inquiry project that focuses on equality and social justice, aiming to answer the question “What does it mean to be a US citizen?” (p 202). They suggest that groups of students investigate the “big idea” questions, as well as their own questions, to

begin their research. They argue that “through the study of primary documents, students will progress beyond their cultural confines to an enhanced understanding of a tragic moment in our history” (p 202). Miksch and Ghery (2004) also discuss teaching ideas for Japanese American internment, “so that such policies will not be repeated” (p 224). They suggest active learning tasks including a newspaper research assignment, a perspective-taking writing assignment with discussion, a simulation of court proceedings and a debate for students to utilize their newly gained knowledge of citizenship and human rights. Assignments like these can help students understand that a confluence of factors, including institutional racism and wartime hysteria, led to the oppression of Nikkei in both the United States and Canada, where in many respects the process resembled a form of ethnic cleansing (Price 2011; Timmons 2011).

### ***Historical Thinking in the Social Studies Classroom***

Marcus and Stoddard (2009) cite recent studies suggesting that teachers use video and film more frequently than most other forms of media in their classroom, and that as high as 82 per cent of history teachers use documentary film at least once a week. The suggestion of using the two films recommended in Table 1 comes with a caveat: simply passively viewing films does little more for developing critical literacy or historical thinking than do hearing lectures and reading textbooks. Introducing students to critical literacy and critical media literacy strategies encourages them to understand sources as “ideologically biased” (Robertson and Hughes 2011). Developing critical media literacy is crucial for students as multimedia and online technologies continue to grow and requires competencies additional to those required for reading traditional texts (Gee and Hayes 2011; Kane 2010; Kim and Kamil 2003; Lankshear and Knobel 2003). The Historical Thinking Project argues that in order for students to think historically, they must be able to “establish historical significance; use primary source evidence; identify continuity and change; analyze cause and consequence; take historical perspectives; understand the ethical dimension of historical interpretations” (Centre for the Study of Historical Consciousness 2014). Viewing historical films as primary sources representing one perspective requires students to engage in “critical historical thinking so that they make connections to the periods in which the movies were made” (Walker 2006, 34), which can help students

develop nuanced understandings of historical events. Teachers can make room for multiple perspectives in their classrooms by incorporating both a “victim-centered perspective” and a “perpetrator-based perspective” that allows survivor testimonies (in this case, Nikkei voices) to play a central role (Blutinger 2012). There are resources available online that can allow students to meet curricular outcomes while better understanding the core curricular concepts of citizenship, human rights and social justice, some of which will be discussed below.<sup>2</sup>

## Core Curricular Concepts

### ***Core Concept—Citizenship***

What does it mean to be a Canadian citizen today? What rights and freedoms do Canadians have by virtue of their citizenship? Contrasting our citizenship rights today with those of Japanese Canadians during the 1940s can help illuminate how the extension of rights has evolved over time. In order for students to better understand the social, political and economic climate in which Nikkei experienced their uprooting, internment and deportation, two National Film Board of Canada (NFB) films may be viewed (see Table 1). These films can be used to frontload lessons, or a unit, with background knowledge to help students better understand life in British Columbia in the 1940s, prior to engaging in further study of the Nikkei experience in Canada. The first NFB film is *Gateway to Asia* (10 minutes), which examines British Columbia in 1945. This provides a background about British Columbia immediately following WWII and around the time of the government’s deportation orders for roughly 10,000 Nikkei. Viewing this film as a primary resource, and one of many possible perspectives, can help students critically examine which perspectives are included and excluded. In particular, students can compare the film’s portrayal of Aboriginal peoples and persons of European, South Asian, Japanese and Chinese ancestry in British Columbia. The second NFB film, *Minoru: Memory of Exile* (20 minutes), provides a first-hand account of one man’s uprooting, internment, loss of Canadian citizenship and exile to Japan, and eventual regaining of Canadian citizenship after joining the Canadian Armed Forces in Japan. This animated film provides a very different perspective of British Columbia and can be used to highlight the experiences of thousands of exiled Japanese Canadians who lost their Canadian citizenship. The

irony of regaining his Canadian citizenship by joining the army was not lost on Minoru Fukushima, who recalls his feelings in the film about later returning to Canada, “the only home [he] knew.”

A critical analysis of these films as primary sources allows students to better understand British Columbia and Canada during the 1940s and encourages students to question the meaning of citizenship. Students might use graphic organizers to compare how the various cultural groups are portrayed in *Gateway to Asia*, or use a KWL chart to indicate what they already know (K) about citizenship rights and what they want to know (W) about the Japanese Canadian experience prior to viewing the films, and what they have learned (L) about Canadian citizenship rights in the 1940s after viewing the films (Daniels, Zemelman and Steineke 2007).

Examining primary documents is an excellent way to encourage historical thinking, and since primary documents pertaining to the Japanese Canadian experience of the 1940s are accessible, students have the opportunity to engage critically with these sources. Two such documents available online (see Appendix B) are the official federal government notification to Nikkei males they would be sent to road construction labour camps and the official federal government notification to all remaining Nikkei that they would be sent to remote internment camps in the British Columbia interior (National Association of Japanese Canadians 2005). These primary documents are the documents that began the dismantling of the Nikkei community and eventually led to the exile of almost 4,000 to postwar occupied Japan. Students can complete primary source evaluations and historical thinking activities to critically analyze the primary documents and their impact on society, using templates developed by the Centre for the Study of Historical Consciousness for the Historical Thinking Project (the templates for all six elements of historical thinking are available at <http://historicalthinking.ca/historical-thinking-concept-templates>). These templates are powerful tools to assist students in organizing their thoughts and building literacy and historical thinking capabilities.

### ***Core Concept—Human Rights***

Although the Nikkei experience of the 1940s occurred prior to the 1948 Universal Declaration of Human Rights,<sup>4</sup> the events carried out by the Canadian government raise very serious questions over human rights then and now. Students could use such an inquiry to track the evolution of human rights over time.

<sup>3</sup> Some of these, along with other resources, can be found in Appendix A.

<sup>4</sup> The Universal Declaration of Human Rights was adopted by the United Nations General Assembly on December 10, 1948, in Paris. *One World in Dialogue*, Volume 4, Number 1, 2017

Providing students the opportunity to search online archival material for this or any other activity introduces them to historical research. By supporting and guiding students to search online archives for information related to the Nikkei experience, teachers can build historical and critical literacy and foster historical thinking. Students can use searchable websites such as Library and Archives Canada, British Columbia Archives, and Nikkei National Museum and Cultural Centre Archives to find relevant photographs of the Nikkei community's uprooting between 1942 and 1949 to analyze whether the government infringed upon their human and citizenship rights. To develop historical literacy and thinking, students might choose and present one image to the class, discussing the photo's relevance, why they chose it, what was happening at the time, and how they located the source and source information. For example, a student may present something like the following:

This photo (see image below), taken in 1942 in British Columbia, is called: "Relocation of Japanese-Canadians to internment camps in the interior of British Columbia." I chose this photo because you can see the many unsmiling faces of adults and children on their way to isolated internment camps in the British Columbia interior. The adults are talking and one child seems to be looking at them trying to understand what is happening. To me this image shows how stressful their

uprooting and dispossession was. I find this image powerful in that these Nikkei do not seem to know where they are going, what the conditions will be like or how long they will be there. They do not seem to have a choice, and likely do not yet know that they will never return to their homes and property in British Columbia.

I found this image on the Library and Archives Canada website. I selected Search in the Archives portion of the website database, then under Type of Material, Photographic Material. I used the search terms Japanese Canadian Deportation, and Japanese Deportation, but found no matching images. I changed my search term to Japanese Canadian and found 32 images. Source information: Library and Archives Canada. "Relocation of Japanese-Canadians to internment camps in the interior of British Columbia (1942)," British Columbia, photographer unknown, accession number 1972-051 NPC. Reproduction copy number C-047397.

Teachers who use archives in the classroom must be prepared to provide guidance to ensure that all students can engage in the activity. Supporting students in their search and analysis provides an excellent opportunity to encourage critical literacy and historical thinking in the social studies classroom.



*Photo from Library and Archives Canada.*

## Core Concept—Social Justice

Online archives can help us understand the social injustice Japanese Canadians experienced. One digital archive available for use in the classroom is the CBC Digital Archives. This archive contains numerous video and audio clips pertaining to Japanese Canadians, which tell the story of the “largest mass exodus in Canadian history” (CBC Digital Archives nd). These clips can serve as primary documents, and provide students an opportunity to search through an archive for relevant historical documents from various perspectives. This digital archive also has a teacher resource page with suggestions, and tips for using the website in your classroom. One suggestion is to divide the class into groups, each viewing and sharing information from an archived CBC clip then, as a class, creating a timeline of Japanese Canadian history that can illustrate this social injustice. Compare the student-made timeline with the timeline designed to accompany the resource guide *Internment and Redress: The Japanese Canadian Experience* (Fukawa et al 2002). Students could also assume the role of a teenager in the 1940s and write letters to exiled Japanese Canadian teenagers in Japan, like the teen who wrote the caption in the beginning of this paper, indicating their comprehension of these events as injustices. Another searchable archive is that of the *New Canadian*, the English-language newspaper that served the Nikkei community in Canada during the 1940s. This newspaper represents the perspective of the Nikkei community and is an excellent source for students to learn how the Nikkei were affected by their internment and deportation.

As Wolk (2003) states, “Children’s literature, including fiction, nonfiction, poetry, and picture books, offers endless opportunities to teach for critical literacy” (p 104–5). The novel *Obasan*, by Joy Kogawa (1981), about the experiences of a young child during the uprooting and internment of the Nikkei community in Canada, remains an excellent piece of literature for use in the high school classroom and could easily be supplemented with historical inquiry.

## Conclusion

When teachers embed critical literacy and historical thinking into their lessons, students develop essential analytical and conceptual abilities that can help them far more than simply memorizing names,

dates and places. This paper has discussed just a few of many possibilities for using lessons about Japanese Canadian internment and deportation in developing critical literacy and historical thinking among social studies students. By using these approaches, teachers can engage students in active learning experiences on themes of social justice, human rights and citizenship. As Wolk (2003) explains, one goal of social studies courses should be to use critical literacy to connect with students’ lives by focusing on larger concepts rather than discrete facts. Such approaches can encourage students to think, talk and write about issues of race, class, gender and power in relation to historical events, and by so doing, “we are embedding critical literacy into their lives” (p 104).

With federal government funding through the Department of Canadian Heritage, the Historical Thinking Project seeks to provide schools, school boards, provincial ministries of education, publishers and public history organizations with “models of more meaningful history teaching, assessment, and learning for their students and audiences” (Centre for the Study of Historical Consciousness 2014). With this support, one can expect to see more historical thinking embedded in high school history courses. Using primary documents in the social studies classroom is one effective way to foster historical thinking and encourage critical literacy among students. An inquiry into the experiences of Japanese Canadians during and after the Second World War can provide rich opportunities for students to become more critically literate, more adept in historical thinking processes and, at the same time, better citizens.

## References

- Adachi, K. 1976. *The Enemy That Never Was: A History of the Japanese-Canadians*. Toronto: McLelland & Stewart.
- Alberta Education. 2005. *Social Studies Kindergarten to Grade 12*. “Program Rationale and Philosophy.” Edmonton, Alta: Alberta Education.
- Alger, C L. 2007. “Engaging Student Teachers’ Hearts and Minds in the Struggle to Address (II)Literacy in Content Area Classrooms.” *Journal of Adolescent & Adult Literacy* 50, no 8: 620–30.
- . 2009. “Content Area Reading Strategy Knowledge Transfer from Preservice to First-Year Teaching.” *Journal of Adolescent & Adult Literacy* 53, no 1: 60–69.
- Atlantic Provinces Education Foundation. 1999. *Foundation for the Atlantic Canada Social Studies Curriculum*. np.
- Bangarth, S. 2008. *Voices Raised in Protest: Defending North American Citizens of Japanese Ancestry, 1942–49*. Vancouver: UBC Press.



- Blutinger, J C. 2012. "Bearing Witness: Teaching the Holocaust from a Victim-Centered Perspective." *The History Teacher* 42, no 3: 269–79.
- British Columbia Ministry of Education. 2005. *Social Studies 11 Integrated Resource Package*. Victoria, BC: British Columbia Ministry of Education.
- Canada. Department of Labour. 1944. "Report of Department of Labour on Administration of Japanese Affairs in Canada 1942–44." In *Two Reports on Japanese Canadians in World War II*, ed R Daniels. New York: Arno.
- CBC Digital Archives. nd. "Relocation to Redress: The Internment of the Japanese Canadians." Available at [www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/the-case-against-the-enemy-aliens.html](http://www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/the-case-against-the-enemy-aliens.html) or <http://tinyurl.com/jrqe8sy> (accessed October 18, 2016).
- Centre for the Study of Historical Consciousness. 2014. The Historical Thinking Project. Available at <http://historicalthinking.ca> (accessed October 18, 2016).
- Daniels, H, S Zemelman and N Steineke. 2007. *Content-Area Writing: Every Teacher's Guide*. Portsmouth, NH: Heinemann.
- Darling, L F, and I Wright. 2008. "Critical Thinking and the 'Social' in Social Studies." In *Challenges and Prospects for Canadian Social Studies*, ed A Sears and I Wright, 247–58. Vancouver: Pacific Education.
- Draper, R J. 2002. "Every Teacher a Literacy Teacher? An Analysis of the Literacy-Related Messages in Secondary Methods Textbooks." *Journal of Literacy Research* 34, no 3: 357–84.
- Freire, P. 2000. *Pedagogy of the Oppressed*. 30th-anniversary ed, trans M B Ramos. New York: Continuum.
- Fukawa, M, R Beardsley, B Kiloh, R Per, J Turner and M Whittingham. 2002. *Internment and Redress: The Japanese Canadian Experience. A Resource Guide for Social Studies 11 Teachers*. Victoria, BC: Queen's Printer.
- Gateway to Asia. 1945. Directed by T Daley. Film. Montreal, Que: National Film Board of Canada. Available at [www.nfb.ca/film/gateway\\_to\\_asia](http://www.nfb.ca/film/gateway_to_asia) (accessed October 19, 2016).
- Gee, J P. 2007. *Social Linguistics and Literacies: Ideology in Discourses*. 3rd ed. New York: Routledge.
- Gee, J P, and E R Hayes. 2011. *Language and Learning in the Digital Age*. New York: Routledge.
- Heller, R, and C L Greenleaf. 2007. *Literacy Instruction in the Content Areas: Getting to the Core of Middle and High School Improvement*. Washington, DC: Alliance for Excellent Education.
- Kage, T. 2012. *Uprooted Again: Japanese Canadians Move to Japan After World War II*. Trans K C Merken. Victoria, BC: Ti-Jean Press.
- Kane, S. 2010. *Literacy and Learning in the Content Areas*. 3rd ed. Scottsdale, AZ: Holcomb Hathaway.
- Keys, D K. 2011. "Making Curriculum of Lives: Living a Story of Critical Literacy." In *Narrative Inquiries into Curriculum Making in Teacher Education*, ed J Kitchen, D C Parker and D Pushor, 239–60. Bingley, UK: Emerald Group.
- Kim, H S, and M L Kamil. 2003. "Electronic and Multimedia Documents." In *Rethinking Reading Comprehension*, ed A P Sweet and C E Snow, 166–75. New York: Guilford.
- Kogawa, J. 1981. *Obasan*. Toronto: Lester & Orpen Dennys.
- Lankshear, C, and M Knobel. 2003. *New Literacies: Changing Knowledge and Classroom Learning*. Buckingham, UK: Open University Press.
- Lind, A. 2008. *Literacy for All: Making a Difference*. Paris: United Nations Educational, Scientific and Cultural Organization International Institute for Educational Planning. Available at [www.unesco.org/new/en/education/themes/education-building-blocks/literacy/resources/key-publications](http://www.unesco.org/new/en/education/themes/education-building-blocks/literacy/resources/key-publications) (accessed July 25, 2012).
- MacPhee, D A, and E J Whitecotton. 2011. "Bringing the 'Social' Back to Social Studies: Literacy Strategies as Tools for Understanding History." *Social Studies* 102, no 6: 263–67.
- Marcus, A S, and J D Stoddard. 2009. "The Inconvenient Truth About Teaching History with Documentary Film: Strategies for Presenting Multiple Perspectives and Teaching Controversial Issues." *Social Studies* 100, no 6: 279–84.
- Miksch, K L, and D Ghery. 2004. "Teaching Japanese-American Incarceration." *History Teacher* 37, no 2: 211–27.
- Minoru: *Memory of Exile*. 1992. Directed by M Fukushima. Film. Montreal: National Film Board of Canada. Available at [www.nfb.ca/film/Minoru-Memory-of-Exile](http://www.nfb.ca/film/Minoru-Memory-of-Exile) (accessed October 19, 2016).
- National Association of Japanese Canadians. 2005. "World War II Experience – Mass Uprootings." [www.najc.ca/thenandnow/experience.php](http://www.najc.ca/thenandnow/experience.php) (accessed November 10, 2012).
- New London Group. 1996. "A Pedagogy of Multiliteracies: Designing Social Futures." *Harvard Educational Review* 66, no 1: 60–92.
- Nokes, J D. 2010. "(Re)Imagining Literacies for History Classrooms." In *(Re)Imagining Content-Area Literacy Instruction*, ed R J Draper, P Broomhead, A P Jensen, J D Nokes and D Siebert, 54–68. New York: Teachers College Press.
- Nova Scotia Education. 2002. *Canadian History 11 Implementation Draft*. Halifax, NS: Province of Nova Scotia.
- Ontario Ministry of Education. 2005. *The Ontario Curriculum Grades 11 and 12: Canadian and World Studies*. Available at [www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf](http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf) (accessed October 18, 2012).
- Price, J. 2011. *Orienting Canada: Race, Empire and the Transpacific*. Vancouver: UBC Press.
- Robertson, L, and J M Hughes. 2011. "Investigating Pre-Service Teachers' Understandings of Critical Media Literacy." *Language and Literacy* 13, no 2: 37–53.
- Seixas, P, and C Peck. 2008. "Teaching Historical Thinking." In *Challenges and Prospects for Canadian Social Studies*, ed A Sears and I Wright, 109–17. Vancouver: Pacific Education.
- Sunahara, A G. 1981. *The Politics of Racism: The Uprooting of Japanese Canadians During the Second World War*. Toronto: Lorimer.
- Timmons, D J. 2011. "'Evangelines of 1946': The Exile of Nikkei from Canada to Occupied Japan." Available at <https://dspace.library.uvic.ca:8443/handle/1828/3475> or <http://tinyurl.com/zvbhowm> (accessed October 18, 2016).
- Toronto Daily Star*. 1946. "Can Exile Any Group, Prairie Premier Fears." February 20.

- Walker, T R. 2006. "Historical Literacy: Reading History Through Film." *Social Studies* 97, no 1: 30–34.
- Ward, W P. 2002. *White Canada Forever: Popular Attitudes and Public Policy Toward Orientals in British Columbia*. 3rd ed. Montreal: McGill–Queen’s University Press.
- Westcott, P, and M G Viator. 2008. "Dear Miss Breed: Using Primary Documents to Advance Student Understanding of Japanese Internment Camps." *Social Education* 72, no 4: 198–202.
- Western Canadian Protocol. 2000. *Foundation Document for the Development of the Common Curriculum Framework for Social Studies: Kindergarten to Grade 12*. np.
- Wolk, S. 2003. "Teaching for Critical Literacy in Social Studies." *Social Studies* 94, no 3: 101–6.

## APPENDIX A

### Selected Resources

#### Resource Guides

- Fukawa, M, R Beardsley, B Kiloh, R Per, J Turner and M Whittingham. 2002. *Internment and Redress: The Japanese Canadian Experience. A Resource Guide for Social Studies 11 Teachers*. Victoria, BC: Queen’s Printer.

See also the accompanying website, [www.japanesecanadianhistory.net/home\\_page.htm](http://www.japanesecanadianhistory.net/home_page.htm) (accessed October 19, 2016).

#### Films

- Comfort and Fear, 1945-1964*. 2000. Episode 15 of *Canada: A People’s History*. Toronto: Canadian Broadcasting Corporation.
- Enemy Alien*. 1975. Directed by Jeanette Lerman. Montreal: National Film Board of Canada. Available at [http://www.nfb.ca/film/enemy\\_alien](http://www.nfb.ca/film/enemy_alien) (accessed October 19, 2016).
- Gateway to Asia*. 1945. Directed by T Daley. Film. Montreal: National Film Board of Canada. Available at [www.nfb.ca/film/gateway\\_to\\_asia](http://www.nfb.ca/film/gateway_to_asia) (accessed October 19, 2016).
- Minoru: Memory of Exile*. 1992. Directed by M Fukushima. Film. Montreal: National Film Board of Canada. Available at [www.nfb.ca/film/Minoru-Memory-of-Exile](http://www.nfb.ca/film/Minoru-Memory-of-Exile) (accessed October 19, 2016).

#### Newspapers

- New Canadian*. Available at <http://newspapers.lib.sfu.ca/tnc-collection> (accessed October 19, 2016).

#### Digital Archives

- British Columbia Archives. [www.bcarchives.bc.ca/bcarchives/default.aspx](http://www.bcarchives.bc.ca/bcarchives/default.aspx).
- CBC Digital Archives. "Relocation to Redress: The Internment of the Japanese Canadians." [www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/](http://www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/)

[the-case-against-the-enemy-aliens.html](http://the-case-against-the-enemy-aliens.html) or <http://tinyurl.com/jrqe8sy> (accessed October 19, 2016).

Nikkei National Museum and Cultural Centre. <http://centre.nikkeiplace.org/collections> (accessed October 19, 2016).

Library and Archives Canada. [www.collectionscanada.gc.ca/index-e.html](http://www.collectionscanada.gc.ca/index-e.html) (accessed October 19, 2016).

Library and Archives Canada Thematic Guide: Internment Camps in Canada During the First and Second World Wars. [www.collectionscanada.gc.ca/the-public/005-1142.27-e.html#c3](http://www.collectionscanada.gc.ca/the-public/005-1142.27-e.html#c3) (accessed October 19, 2016).

#### First-Hand Accounts

Nakano, T U, and L Nakano. 1980. *Within the Barbed Wire Fence: A Japanese Man’s Account of His Internment in Canada*. Toronto: University of Toronto Press.

Okazaki, R K. 1996. *The Nisei Mass Evacuation Group and P.O.W. Camp 101, Angler, Ontario: The Japanese Canadian Community’s Struggle for Justice and Human Rights During World War II*. Tr J M Okazaki and C T Okazaki. Scarborough, Ont: Markham Litho.

Sando, T. 2002. *Wild Daisies in the Sand: Life in a Canadian Internment Camp*. Edmonton: NeWest Press.

#### Selected Scholarly Literature

- Adachi, K. 1976. *The Enemy That Never Was: A History of the Japanese-Canadians*. Toronto: McLelland and Stewart.
- Ayukawa, M M. 2008. *Hiroshima Immigrants in Canada, 1891-1941*. Vancouver: UBC Press.
- Bangarth, S. 2008. *Voices Raised in Protest: Defending North American Citizens of Japanese Ancestry, 1942-49*. Vancouver: UBC Press.
- Kage, T. 2012. *Uprooted Again: Japanese Canadians Move to Japan After World War II*. Trans K C Merken. Victoria, BC: Ti-Jean Press.
- Price, J. 2011. *Orienting Canada: Race, Empire and the Transpacific*. Vancouver: UBC Press.
- Sunahara, A G. 1981. *The Politics of Racism: The Uprooting of Japanese Canadians During the Second World War*. Toronto: Lorimer. Available at [japanesecanadianhistory.ca/Politics\\_of\\_Racism.pdf](http://japanesecanadianhistory.ca/Politics_of_Racism.pdf) (accessed October 19, 2016).
- Timmons, D J. 2011. "“Evangelines of 1946”: The Exile of Nikkei from Canada to Occupied Japan." Available at <https://dspace.library.uvic.ca:8443/handle/1828/3475> or <http://tinyurl.com/zvbhowm> (accessed October 18, 2016).

#### Adolescent Literature

Kogawa, J. 1981. *Obasan*. Toronto: Penguin Canada.

#### Website

National Association of Japanese Canadians. 2005. "World War II Experience – Mass Uprootings." [www.najc.ca/thenandnow/experience.php](http://www.najc.ca/thenandnow/experience.php) (accessed November 10, 2012).

## APPENDIX B



# TO MALE ENEMY ALIENS NOTICE

Under date of February 2nd, 1942, the Honourable the Minister of National Defence with the concurrence of the Minister of Justice gave public notice defining an area of British Columbia, as described below, to be a protected area after the 31st day of January, 1942; that is to say, that area of the Province of British Columbia, including all islands, west of a line described hereunder:-

Commencing at boundary point No. 7 on the International Boundary between the Dominion of Canada and Alaska, thence following the line of the "Cascade Mountains" as defined by paragraph 2 of Section 24 of the Interpretation Act of British Columbia, being Chapter 1 of the Revised Statutes of 1936, to the Northwest corner of Lot 13-10, Range 5, Coast Land Districts, thence due East to a point due North of the Northwest corner of Lot 373, Range 5, Coast Land District, thence due South to said Northwest corner of Lot 373 being a point on the aforementioned line of the "Cascade Mountains", (being the area surrounding the village municipality of Terrace); thence following said line of the "Cascade Mountains" to the Western Boundary of Township 5, Range 26, West of the 6th Meridian, thence following the Northerly, Easterly and Southerly Boundaries of said Township 5, to the Southwest corner thereof, being a point on the line of the "Cascade Mountains" (being the area surrounding the village municipality of Hope); thence following the "Cascade Mountains" to the Southerly boundary of the Province.

Pursuant to the provisions of Regulation 4 of the Defence of Canada Regulations, the Minister of Justice has, on the 5th day of February, 1942, ordered that:-

1. All male Enemy Aliens of the ages of 18 years to 45 years, inclusive, shall leave the protected area hereinbefore referred to on or before the 1st day of April, 1942;
2. That, subject to the provisions of paragraph No. 1 of this Order, no Enemy Alien shall, after the date of this order, enter, leave or return to such protected area except with the permission of the Commissioner of the Royal Canadian Mounted Police Force, or an Officer of that Force designated by the Commissioner to act for him in this respect;
3. That no Enemy Alien shall have in his possession or use, while in such protected area, any camera, radio transmitter, radio short-wave receiving set, firearm, ammunition, or explosive.

OTTAWA, February 7, 1942. S.T. WOOD (Commissioner)  
Royal Canadian Mounted Police  
TO BE POSTED IN A CONSPICUOUS PLACE



# NOTICE

## TO ALL PERSONS OF JAPANESE RACIAL ORIGIN

Having reference to the Protected Area of British Columbia as described in an Extra of the Canada Gazette, No. 174 dated Ottawa, Monday, February 2, 1942:-

1. EVERY PERSON OF THE JAPANESE RACE, WHILE WITHIN THE PROTECTED AREA AFORESAID, SHALL HEREAFTER BE AT HIS USUAL PLACE OF RESIDENCE EACH DAY BEFORE SUNSET AND SHALL REMAIN THEREIN UNTIL SUNRISE ON THE FOLLOWING DAY, AND NO SUCH PERSON SHALL GO OUT OF HIS USUAL PLACE OF RESIDENCE AFORESAID UPON THE STREETS OR OTHERWISE DURING THE HOURS BETWEEN SUNSET AND SUNRISE;

2. NO PERSON OF THE JAPANESE RACE SHALL HAVE IN HIS POSSESSION OR USE IN SUCH PROTECTED AREA ANY MOTOR VEHICLE, CAMERA, RADIO TRANSMITTER, RADIO RECEIVING SET, FIREARM, AMMUNITION OR EXPLOSIVE;

3. IT SHALL BE THE DUTY OF EVERY PERSON OF THE JAPANESE RACE HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN THE NEXT PRECEDING PARAGRAPH, FORTHWITH TO CAUSE SUCH ARTICLE TO BE DELIVERED UP TO ANY JUSTICE OF THE PEACE RESIDING IN OR NEAR THE LOCALITY WHERE ANY SUCH ARTICLE IS HAD IN POSSESSION, OR TO AN OFFICER OR CONSTABLE OF THE POLICE FORCE OF THE PROVINCE OR CITY IN OR NEAR SUCH LOCALITY OR TO AN OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE.

4. ANY JUSTICE OF THE PEACE OR OFFICER OR CONSTABLE RECEIVING ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER SHALL GIVE TO THE PERSON DELIVERING THE SAME A RECEIPT THEREFOR AND SHALL REPORT THE FACT TO THE COMMISSIONER OF THE ROYAL CANADIAN MOUNTED POLICE, AND SHALL RETAIN OR OTHERWISE DISPOSE OF ANY SUCH ARTICLE AS DIRECTED BY THE SAID COMMISSIONER.

5. ANY PEACE OFFICER OR ANY OFFICER OR CONSTABLE OF THE ROYAL CANADIAN MOUNTED POLICE HAVING POWER TO ACT AS SUCH PEACE OFFICER OR OFFICER OR CONSTABLE IN THE SAID PROTECTED AREA, IS AUTHORIZED TO SEARCH WITHOUT WARRANT THE PREMISES OR ANY PLACE OCCUPIED OR BELIEVED TO BE OCCUPIED BY ANY PERSON OF THE JAPANESE RACE REASONABLY SUSPECTED OF HAVING IN HIS POSSESSION OR UPON HIS PREMISES ANY ARTICLE MENTIONED IN PARAGRAPH 2 OF THIS ORDER, AND TO SEIZE ANY SUCH ARTICLE FOUND ON SUCH PREMISES;

6. EVERY PERSON OF THE JAPANESE RACE SHALL LEAVE THE PROTECTED AREA AFORESAID FORTHWITH;

7. NO PERSON OF THE JAPANESE RACE SHALL ENTER SUCH PROTECTED AREA EXCEPT UNDER PERMIT ISSUED BY THE ROYAL CANADIAN MOUNTED POLICE;

8. IN THIS ORDER, "PERSONS OF THE JAPANESE RACE" MEANS, AS WELL AS ANY PERSON WHOLLY OF THE JAPANESE RACE, A PERSON NOT WHOLLY OF THE JAPANESE RACE IF HIS FATHER OR MOTHER IS OF THE JAPANESE RACE AND IF THE COMMISSIONER OF THE ROYAL CANADIAN MOUNTED POLICE BY NOTICE IN WRITING HAS REQUIRED OR REQUIRES HIM TO REGISTER PURSUANT TO ORDER-IN-COUNCIL P.C. 9760 OF DECEMBER 16th, 1941.

DATED AT OTTAWA THIS 26th DAY OF FEBRUARY, 1942.

*Louis S. St. Laurent,*  
*Minister of Justice*

To be posted in a Conspicuous Place