

# SOURCEKITS



## WWII Japanese Canadian Internment

### Instructions for source set:

- Set contains a variety of primary and some secondary sources related to the topic
- Print double-sided (preferably in colour), trim, and laminate

### Acknowledgement:

These sources are readily available online, and generally carry notification of shared common use where they are found. Specific permissions to reuse these sources have not been sought as this is not a commercial endeavour.

### Prior Knowledge:

This might be a fresh topic for some. See what the class know. You could choose to start the activity cold, or could seed it with a short reading, video clip, or lecturette on the topic of the Japanese Internment in Canada. Pros and cons to doing the explaining before vs after. Here is a great video clip for either scenario: "Japanese Canadian Internment, Narrated by David Suzuki"  
<https://www.youtube.com/watch?v=C8TQTuMqM9g>

### Suggested uses:

- Assign one or more sources to each student, have them begin with a close viewing or reading: what do you notice? What's happening on the surface, and what might be going on behind the surface?
- Identify or speculate on type, origin, purpose, bias, reliability, interpretation, etc. Then compare with a partner's sources, or a larger group.
- Build a timeline. Horizontal placement for date. As many of the events happened in a short period of time (WWII), perhaps clustering the sources is as good as it will get
- Adjust the timeline to show other characteristics, e.g. vertical placement could show other criteria such as personal vs public source, specific to the internment vs general context, easier to interpret vs more info needed to interpret, etc.
- Sort by connection to a historical or geographic thinking concept, e.g. cause and consequence. Discuss challenges in doing so, and what other ways the sources can be grouped.
- Share sources about, with follow-on questions: At what point does a collection of sources begin to support an account of what happened? How do we know that a collection of sources is a fair representation of the past, or of a particular place? What else would be needed to do so? How could these primary sources be used to build a secondary source?
- Use the question(s) on the reverse side to prompt or add to a discussion, or as assessment items
- Etc. -- find ways to use these "manipulatives" to support other forms of learning in the classroom

**Apply the Competencies (good for group work with share-outs afterwards)**

1. Show Significance: select 3 sources that speak to the significance of the Japanese Internment in Canada. Discuss why these source choices were made.
2. Work with Evidence: select
3. Explore Continuity and Change: select one source that connects with a current event and explain the choice and connection or pattern.
4. Establish Cause and Consequence: select two sources, one a cause and one an effect, and explain the relationship
5. Take perspectives: Identify two perspectives suggested by the evidence related to whether the Japanese Internment was justified. Choose a source to support each perspective and explain how it does this.
6. Make ethical judgments: select a piece of evidence that shows how regret over the Japanese internment has been handled after the fact and explain why these actions were taken.

**Follow-up**

Discussion, poster-activity, essay, video clip, quiz

**Assessment:**

If formal evaluation is necessary, probably best to assess the follow-up rather than the activity. The following could use a rubric for formative or summative feedback:

- essay or think piece on a question related to the internment
- poster activity based on applying the competencies
- quiz-setting challenge: select a source and respond to questions
- create a response (graphic, written, constructed) that shows learning about the topic

| Sample 5 point Proficiency Scale for assessing performance standards or assignment criteria |   |
|---|---|
| 1   | work begun but evidence of understanding still to come; skills & concepts may seem challenging  |
| <b>Emerging</b>   |   |
| 2   | work shows progress towards understanding, mistakes are common & necessary                      |
| <b>Practicing</b>   |   |
| 3   | work shows some understanding and increasing confidence with skills & concepts                  |
| <b>Developing</b>   |   |
| 4   | work shows solid understanding and flexibility between skills & concepts; new challenges sought |
| <b>Applying</b>   |   |
| 5   | work shows frequent mastery & versatility with skills & concepts; challenges accepted           |
| <b>Extending</b>  |   |