

Workshops for grade 10 - 12 students



About ALPHA Education

ALPHA Education's mission is to foster critical inquiry of the often overlooked history of World War II in Asia, in the interest of furthering the values of justice, peace and reconciliation, both for survivors of the past and for those who shape the historical narratives of the present and future.

Founded in 1997, ALPHA Education has grown into a global leader and influencer of peace, social justice, and humanity by promoting the study, research, and remembrance of the history of WWII in Asia.

The Asia Pacific Peace Museum (APPM)

The Wong Avery Asia-Pacific Peace Museum will be the first in the world to be dedicated to educating and commemorating the entirety of the history of World War II in Asia. With humanity and peace as its theme, it will be a place to witness and remember a forgotten and ignored history, and a space to provoke research and actions for peace and reconciliation.

This museum is dedicated to peace.

But there can be no peace without an acknowledgement of historical facts.

This museum is dedicated to the struggle for a world without war.

But there can be no absence of war without our knowing the suffering of the other.

This museum is dedicated to a better future for our children.

But this future cannot arrive without the dream and the labour of forgiveness.

This museum exists because of the joy that underlies the trust that goodness is inextinguishable and will triumph.

-Joy Kogawa

APPM consists of 10 galleries which will be the nexus for humanity and social justice studies and programs, scholarship, and community events. Within the museum, there is a learning space for workshops, pre- or post-visit discussions, and community events.

ALPHA Education intends to offer museum-based learning for school-age students, college and university undergraduates, and post graduates; as well as the public to foster historical literacy, critical thinking, and cultural empathy. The iHMH workshops outlined in the following pages could be customized to be part of the museum visit for students to explore inquiry questions, for example:

- What is the relationship between beliefs and habits of mind and war or peace?
- Why is it important to consider perspectives and impact when analyzing primary and secondary sources of historical information on WW2?
- Silence can perpetuate oppression and alienation. How does breaking silence provide for healing, reconciliation, and hope?
- What is the significance of multiple perspectives and the dangers of a single story in the study of WW2?
- What are the social, political and economic factors that resulted in WW2, and why?
- Were the human rights of all war victims considered during the war years and what is the impact of global response to post-war human rights issues, and why?
- In what ways did the war experiences contribute to the evolution of national identities, trans-national relationships, regional and global peace?
- What can you do to build a culture of peace?

iHMH Project Overview

iHMH is about knowing, understanding, making connections, and formulating questions about the history of WWII in Asia, an often overlooked war in the Pacific theatre. It was shaped by ideologies and propelled by social, economic, military, and political factors. Using historical thinking framework its impact on different populations in different ways is examined to understand causes and consequences, change and continuity. iHMH provides workshops on topics and issues of contested historical memory and narratives, social justice, reconciliation, and the global response, to foster inquiry-based learning, historical thinking, open mindset, empathy, and civic engagement that advance global peace.



iHMH overall learning goals

- Foster understanding of the historical roots of many current day issues, events, and developments around the world and in Canada.
- Apply historical thinking to interpret, analyze, and interrogate historical evidence and information.
- Develop moral and ethical attributes and attitudes that foster civic engagement.
- Reflect on the relationship between people's beliefs and values and their positions on war and peace
- Propose solutions and actions to address real problems using thoughtful historical understanding
- Deepen commitment to contribute to building cultures of peace

What will students GAIN?

Students will

- Grasp historical complexities and perspective-taking.
- Enhance their historical and critical thinking.
- Develop global citizenship competencies through humanity and peace studies.
- Make connections between self, others, and the world.
- Develop literacy and meaning-making about historical and modern day issues and developments.
- Understand the significance of World War II in Asia, in addition to Europe, and its connections to justice, reconciliation, humanity, and peace.



Workshops Offered

1. APOLOGY, WHAT DOES IT MEAN?

In this workshop, students will be provided an understanding of the history of the Japanese Military Sexual Slavery and why apology for historical injustices is essential to reconciliation. Through the use of testimonies and primary source documents, students will trace the empowerment process of “comfort women” from victims to survivors to social activists who not only seek apology, but also started a movement on violence against women in armed conflict. The workshop explores what constitutes an apology and redress measures in the context of WWII in Asia.

2. FORCED DISPLACEMENT & REFUGEE CRISIS

In this workshop, students apply critical thinking to assess the significance and impact of the Nanking Massacre, one of the many massacres of WWII in the region of East & South East Asia. This historical event is the context for examining the causes and effects of global conflicts and to ask questions about forced displacement in history and explore connections to present day refugee crises, such as the Syrian refugees. Additionally, by focusing on framing questions, this lesson engages students to assess and understand past and current events from social justice and global peace perspectives.

3. CORPORATE ACCOUNTABILITY & FORCED LABOUR

This workshop will explore corporate accountability through the case study of forced labour system during WWII in Asia. Learners will examine (a) the role corporations played in WWII history of forced labour and trans-national processes of justice and redress and (b) issues of contemporary corporate use of forced labour practices and their accountability with respect to Universal Declaration of Human Rights article 23 and 24. This workshop also provides learners the opportunity to engage critically with both historical and contemporary primary sources.

4. DEVELOPMENT OF BIO-CHEMICAL WEAPONS

By investigating the development and deployment of biochemical weapons as well as human experimentation at Unit 731 during WWII in Asia, this workshop introduces students to learning history, not from textbooks, but from testimonies and primary source documents. Analysis of primary source documents is a research skill that is transferable to detecting bias in texts and to media literacy. The concepts of dehumanization and invisible weapons of mass destruction are explored through film clips and activities that pose the questions: When war ends, do the atrocities end? What is the harm beyond the battlefield?

5. HOW DO STORIES DEFINE US?

From Adichie's “The danger of a single story” to the testimonies of survivors of Japanese Military Sexual Slavery during World War II in Asia, students explore how dominant narratives contribute to how history is remembered. This workshop connects war testimonies to questions on historical denial, revisionism, memory. How to acknowledge lesser known histories or complexities of conflicting perspectives are discussed as important component of history discourse and peacebuilding.



6. TWO SOLDIERS' STORIES

Students will step into the shoes of two men from different backgrounds who suffered during WWII. By discovering the stories of George MacDonell and Patrick Metallic, students will have a greater understanding of the Battle of Hong Kong, the POW experience, and the experiences veterans face upon returning home. Although both men fought for their country bravely, they experienced much different outcomes in post-war life. George & Patrick are representatives of greater groups of soldiers i.e. White Canadians and Indigenous People who served Canada. The social-political conditions that contributed to their different post-war life; and whether changes have been made since are discussed.

7. FORCE 136 - UNWANTED SOLDIERS

Students will have the opportunity to uncover forgotten soldiers and heroes of WWII in Asia. Before diving into information about Force 136, students will learn about the context in which Force 136 operated, by looking at Canada during the pre-WWII years and Canada during the WWII years. The workshop will include what Force 136 did during their operations and how they contributed to Canada and the Chinese community in their quest for full citizenship and the right to vote. Students will engage in discussion about heritage and identity in Canada, and the challenges and factors that shape different ethnocultural experiences associated with participation and representation in Canada.

8. THE COMPLEXITIES OF REDRESS

This workshop will equip students with an understanding of three groups of people affected by WWII in Asia: Japanese Canadians interned, Battle of Hong Kong Veterans and the Chinese Canadian Community. These groups were greatly affected at home and abroad. With the background on the trauma and struggles of three ethnocultural groups of Canadians, students will explore equity and social justice issues of redress & reconciliation in their campaigns for justice. Finally, students will evaluate where they stand in regard to social activists' roles based on their activist impulses. By using videos, historical information, and interactive activities students will reflect on being positive social actors in an uncertain world.

9. THE GAME OF NATIONS: POWER, PEACE, AND THE PLANET

What is the relationship between environmental sustainability, war and peace? This workshop will give learners a hands-on opportunity to learn about the interconnections between natural resources and war in the past, present, and future. Through an immersive roleplaying game, the "Game of Nations," learners will see how decisions around resource use, allocation, and procurement shaped World War II in Asia and how those same decisions drive war or peace today and the resultant impact on planet earth and on people. Will learners choose conflict or cooperation with others? How do climate and geography shape decisions on engaging in armed conflict, or do they?

10. THE PROMISE OF HUMAN RIGHTS

The Promise of Human Rights workshop serves as a basic introduction to the concept of human rights, as well as the key elements of human rights. The workshop encourages students to begin a reflection on how they, as Canadians, generally think about human rights. Apart from being introduced to foundational human rights documents and their historical contexts, this lesson will introduce students to different ways of thinking about human rights e.g. as aspirational and abstract standards of ethical behaviour, as legal norms that apply to citizens, as products of historical contests, as hard-won (and often incomplete) political entitlements, and as both individual and relational practices necessary for building cultures of peace.

Secondary courses in the Ontario Curriculum which are most suitable for the inclusion of WWII in Asia

Grade Course & Course Code Strands & Overall Expectations

10 Civics (Politics) (CHV2O)

Civic Awareness (Rights and Responsibilities); Civic Engagement and Action (Civic Contributions; Personal Action on Civic Issues)

11 English (ENG3U/ENG3C)

Reading and Literature Studies (Reading for Meaning; Understanding Form and Style); Writing (Developing and Organizing Content; Applying Knowledge of Conventions); Media Studies (Understanding Media Texts; Understanding Media Forms, Conventions, and Techniques)

11 Equity, Diversity, and Social Justice (HSE3E)

Research and Inquiry Skills (Investigating; Processing Information); Foundations (Power Relations; Social Awareness and Individual Action); Equity, Social Justice, and Change (Social Activism); Promoting Equity and Social Justice (Human Rights, Equity, and Antidiscrimination; Social Action and Personal Engagement)

11 World History Since 1900: Global and Regional Perspectives (CHT3O)

Communities: Local, National, and Global (Imperialism and Decolonialization; Conflict and Cooperation; the International Community); Change and Continuity (the Process of Change; the Process of Continuity); Citizenship and Heritage (Nationalism and Internationalism; the Rights of Individuals and Groups); Methods of Historical Inquiry and Communication

12 Canadian and International Law (CLN4U)

Regulation and Dispute Resolution (Principles of International Law; International Treaties and Agreements; Global Conflicts and Resolution); Methods of Legal Inquiry and Communication (Research; Interpretation and Analysis; Communication)

12 Canadian and World Politics (CPW4U)

Participation in the International Community (Rights and Responsibilities of International Participation; International Conflict and Cooperation; International Human Rights); Power, Influence, and the Resolution of Differences (State Power); Values, Beliefs, and Ideologies (the International Influence of Ideologies; Nationalist and Internationalist Orientations); Methods of Political Inquiry and Communication (Research; Interpretation and Analysis; Communication)

12 Challenge and Change in Society (HSB4U)

Research and Inquiry Skills (Exploring; Investigating; Processing Information); Social Patterns and Trends (Forces that Shape Social Trends); Global Social Challenges (Global Inequalities; Exploitation)

12 English (ENG4U/ENG4C)

Reading and Literature Studies (Reading for Meaning; Understanding Form and Style); Writing (Developing and Organizing Content; Applying Knowledge of Conventions); Media Studies (Understanding Media texts; Understanding Media Forms, Conventions, and Techniques)

12 Equity and Social Justice: From Theory to Practice (HSE4M)

Research and Inquiry Skills (Exploring; Investigating; Processing Information); Understanding Social Construction (Approaches and Perspectives; Power Relations); Addressing Equity and Social Justice Issues (Historical and Contemporary Issues); Personal and Social Action (Promoting Equity and Social Justice; Social Action and Personal Engagement)

12 Issues in Human Rights (IDC4U/IDP4U/IDC4O/IDP4O)

Theory and Foundations (Ideas and Issues; Structures and Organization; Perspectives and Approaches); Processes and Methods of Research (Accessing Resources; Processing Information)

12 World History: The West and the World (CHY4U/CHY4C)

Communities: Local, National, and Global (the Nature of Interactions between Communities; Conflict and Cooperation); Change and Continuity (Change in History; Continuity in History; Chronology and Cause and Effect); Citizenship and Heritage (Ideas and Cultures of the non-Western World; Citizenship and Human Rights); Social, Economic, and Political Structures (Social Structures; Political Organization; Women's Experience); Methods of Historical Inquiry and Communication

12 Genocide and Crimes Against Humanity (CHG38) Investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis

Workshop structure and approach

The workshops are between 70 - 90 minutes in length. Workshops will provide a balance of presentation, discussion, and group activities. Readings and film clips for viewing will be provided to teachers for students as pre-workshop materials that help contextualize learning or as post-workshop follow-up.

Each workshop is planned for a maximum of 25 - 30 students to ensure active participation.

Our workshops can be provided virtually, in-person in classrooms or on-site at our Asia Pacifica Peace Museum. The latter will include a visit to relevant galleries prior to the workshop for experiential learning.

If the virtual workshop is for in-school learning, the classroom will need stable wifi and internet access. For students who are enrolled in virtual learning, they will need a stable and reliable internet connection at their locations of learning.

Once a date has been set for a workshop, the Education Research Associate will liaise with the teacher prior to the workshop on understanding the teacher's learning goals for their students and technology needs and alignment.

Booking information and contact details

- The iHMH workshops will be offered from October to May of a school year.
- Select workshop (s) from the attached menu of choices
- Book your virtual workshop (s) minimally three to four weeks in advance
- An Education Museum Associate will confirm and set up a dialogue with the teacher to discuss details
- **All workshops will be offered at no cost to teachers. Travel to the museum-based workshops will be a school cost.**

Please fill out the booking information form which is available on ALPHA Education website and send it to info@alphaeducation.org

[Click here to access our website: https://www.alphaeducation.org/](https://www.alphaeducation.org/)

FOR OTHER INQUIRIES, CONTACT info@alphaeducation.org

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