

“ IF WE ARE TO REACH REAL PEACE IN THIS WORLD, AND IF WE ARE TO CARRY ON A REAL WAR AGAINST WAR, WE SHALL HAVE TO BEGIN WITH THE CHILDREN. ”

- MAHATMA GANDHI



Bayview S.S. &
Weston C.I.
Student
Conferences

History Meets Humanity provides students with a unique opportunity to engage in the history of World War II (WWII) Asia as a way to explore core questions about humanity, social justice, and global citizenship. ALPHA Education connects students through primary source documents with

- WWII Asia Survivors
- Social Activists
- Social Justice Educators

in captivating and interactive activities to give students a more critical understanding of history and humanity issues.

WHY LEARN ABOUT WORLD WAR II IN ASIA?



To engage in historical **Social Issues**



To make **Connections** between Historical and Current Day Issues



To be Inspired to **Make a Difference**



To give **Voice** to Silenced Victims and Survivors



To understand **Histories** from Multiple Perspectives



To learn **Ethical** Decision-Making and Values

ALPHA EDUCATION AND THE ONTARIO CURRICULUM

ALPHA Education works closely with school boards and educators to integrate this relatively unknown history into the Ontario secondary school curriculum. With successful efforts by ALPHA, the Ontario Ministry of Education approved the inclusion of the WWII Asia in relevant Grade 10-12 History and Social Science curriculum in 2005.

To further support educators, a 1st Edition of the Teacher Resource Guide was published by ALPHA Education and distributed to all high schools in Ontario. This history is now in a variety of courses such as World History Since 1900, Canadian and International Law, Canadian and World Issues, Canadian and World Politics, and Civics.

Goals of History

Who are we? Who came before us? How have we changed?

Students will work towards:

- Developing an understanding of past societies, developments, and events that enable them to interpret and analyse historical, as well as current, issues
- Analysing how people from diverse groups have interacted and how they have changed over time
- Understanding the experiences of and empathizing with people in past societies
- Developing historical literacy skills by analysing and interpreting evidence from primary and secondary sources

CONCEPTS OF HISTORICAL THINKING



HISTORY MEETS HUMANITY IMPACT SURVEY DESIGN

The data collected for this impact report were the responses from two secondary schools, totaling 272 grades ten and eleven students, who participated in the History Meets Humanity (HMH) Conference on March 28 & 29, 2019. The themes of the conferences were:

- Going Deeper into the Military Sexual Slavery System
- World War II Asia History through the Arts

There were seven different workshops: Walk Awhile in Our Shoes, Trauma and Healing, Exploring the Links Between Racism and Sexism, Exploring the How and Why of the Military Sexual Slavery, Answering the Call to Action, Public Art and Transnational Solidarity, and Shaping History and Beyond.

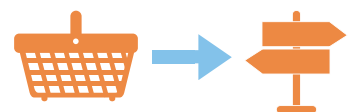
The survey was designed based on the Ontario Curriculum. Using the key concepts of historical thinking, the impact study examined specifically the following:



Part 1:
Historical Significance &
Perspective



Part 2:
Critical Thinking



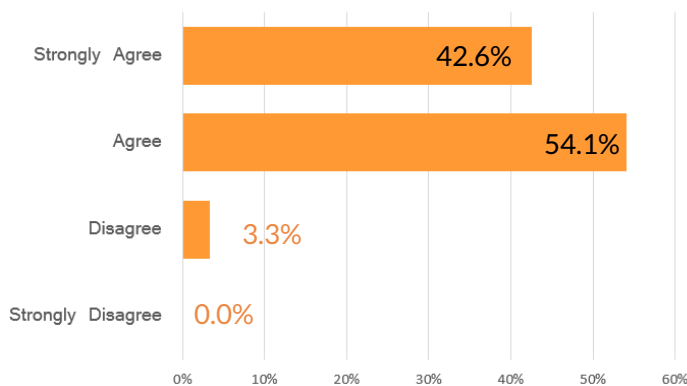
Part 3:
Take-Aways

“THE TRUE TEST OF SOCIETY IS THE ABILITY TO PROTECT THE RIGHTS OF THE SMALLEST MINORITY AND TEACH EACH GENERATION TO HAVE COMPASSION, EMPATHY, TOLERANCE, AND UNDERSTANDING FOR ALL HUMAN BEINGS.”

- R.F. HOLDEN AND D. CERV, THE NANKING MASSACRE AND OTHER JAPANESE ATROCITIES COMMITTED DURING THE ASIA-PACIFIC WAR, 1931-1945: A CURRICULUM GUIDE FOR SECONDARY TEACHERS

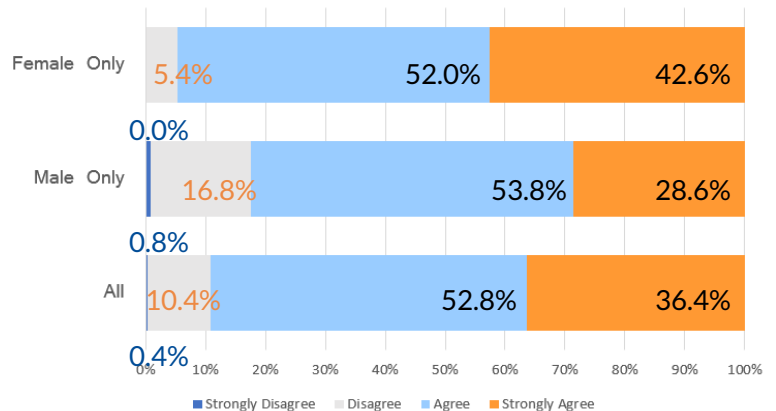
PART 1: HISTORICAL SIGNIFICANCE & PERSPECTIVE

I understand some key issues from WWII Asia by looking at historical evidence.



n = 270 students' responses

I am able to connect what I learned to present social, economic or political issues.



BASED ON AGREES

BAYVIEW S.S.

50.0% female students and **46.2%** male students agreed that they can explain, from more than one perspective, about the impact of the military sexual slavery

56.4% male students and **43.8%** female students agreed that they are able to connect what they learned to present social, economic or political issues.

48.7% male students and **46.9%** female students agreed that by looking at historical evidence they understood some key issues from WWII Asia.

n = 39 male; 64 female responses

BASED ON AGREES

WESTON C.I.

58.3% female students and **52.5%** male students agreed that they are able to connect what they learned to present social, economic or political issues.

61.3% male students and **45.9%** female students agreed that they understand how art forms can be used to express the complexities of World War II Asia.

63.8% male students and **51.8%** female students reported that, by looking at historical evidence, they understood some key issues from WWII Asia.

n = 80 male; 85 female responses

ON HISTORICAL SIGNIFICANCE & PERSPECTIVE, WHAT STUDENTS SAID...

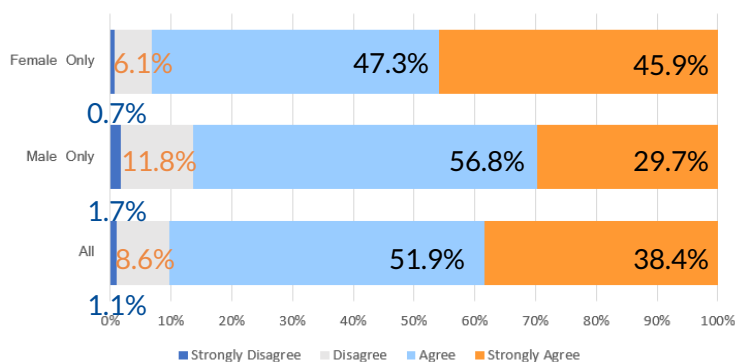
"Hearing the first-hand accounts of the survivors was very interesting because it offered a real perspective on the events that were taught."

"Tying the issues of racism + sexism back to maintaining humanity when looking at history was especially important to me. I think statistics tend to act as a barrier to understanding others' experiences."

"That there's a whole story about WWII that I had no idea about. Hearing about this made me become more aware about the other sufferings of people all across the globe."

PART 2: CRITICAL THINKING

I deepened my understanding of how history enables me to make informed ethical civic choices.



93.6%

of students reported they learned about the impact of human behaviour on others by examining WWII Asia atrocities



91.3%

of students reported they examined issues of bias and discrimination

n = 270 students' responses

BASED ON STRONGLY AGREES

BAYVIEW S.S.

67.2% female students and **48.7%** male students strongly agreed that they learned about the impact of human behaviour on others by examining World War II atrocities.

51.3% male students and **53.1%** female students strongly agreed that they learned how to use primary source documents to examine historical political issues.

48.7% male students and **59.4%** female students strongly agreed that they examined issues of bias and discrimination.

n = 39 male; 64 female responses

BASED ON STRONGLY AGREES

WESTON C.I.

38.0% male students and **51.2%** female students strongly agreed that they learned about the impact of human behaviour on others by examining World War II atrocities.

35.4% male students and **50.6%** female students strongly agreed that they learned how to use art forms (drama, sculptures, paintings, posters, poems, films) to express social issues.

Results from male students were more evenly spread out on all 5 measures of critical thinking when compared to females. The responses from females were more varied.

n = 80 male; 85 female responses

ON CRITICAL THINKING, WHAT STUDENTS SAID...

"I was surprised that people still care about this topic & want to shine a light on it because society & school curriculum teach us useless things but it was great to finally learn something worth talking about."

"The significance of war experiences on different groups of people in different countries."

"The presence of ideological shaming towards sexual assault survivors that victims cannot escape."

"The activity was quite interesting and profound as there was a tangible visualization of the effects of the inter-generational trauma."

"The interactive activity of military poetry as our emotional response to the primary sources. I didn't know that history could be so personal and at the individual level."

PART 3: STUDENTS' TAKE-AWAYS FROM HISTORY MEETS HUMANITY CONFERENCE



Students ranked their top take-away was their belief that history teaches us important lessons about ourselves and others.

n = 270 students' responses



Students ranked their second take-away was their desire to participate in conversations on difficult historical and present day issues.

Students' Choices by Schools and Gender of the following take-aways:	Bayview S.S.		Weston C.I.	
	FEMALE	MALE	FEMALE	MALE
Believe history teaches us important lessons about ourselves and others	1	1	1	4
Learn how to participate in conversations on difficult historical and present day issues	2	2	2	4
More confident in identifying and addressing inequities	4	3	4	1
Extend what I learned today by researching issues of war, reconciliation, and peace	3	4	3	2
Interested in participating in social justice work, either locally or globally	3	5	5	3

ON USE OF PRIMARY SOURCES & HISTORY THROUGH THE ARTS, WHAT STUDENTS SAID...

"We got to look at and analyze sources ourselves rather than being told the answer so we could come to our own conclusions about what was going on and learn first-hand."

"Very interesting to see actual primary sources which explicitly state these atrocities. We don't see primary sources so seeing actual documents is interesting."

"The issue of reparations and justice are heavily affected by the loss of the war victor. Biases and discrimination play a role in the administration of justice."

"The analysis of the different documents from different time periods and how different nations were involved in the trials."

"The one thing that interested me was the paintings that these women drew. Their expression of emotion is both devastating and inspiring. It made me think more of the feelings and trauma these women have gone through."

"We can use art to tell stories about the past and we can also use it to place what our future is going to be and I can also learn about social history."



World cloud based on what all students said about the conference

“SOONER OR LATER BEING LESS HUMAN LEADS THE OPPRESSED TO STRUGGLE AGAINST THOSE WHO MADE THEM SO. IN ORDER FOR THIS STRUGGLE TO HAVE MEANING, THE OPPRESSED MUST NOT, IN SEEKING TO REGAIN THEIR HUMANITY (WHICH IS A WAY TO CREATE IT), BECOME IN TURN OPPRESSORS OF THE OPPRESSED, BUT RATHER RESTORERS OF THE HUMANITY OF BOTH.”

- PAULO FREIRE, PEDAGOGY OF THE OPPRESSED CHAPTER 1

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This infographic was produced by Queenie Gao with support from Gen-Ling Chang.

For media inquiries, please contact: info@alphaeducation.org

For the 2019 Impact Report on History Meets Humanity, please contact info@alphaeducation.org
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