

EDUCATE FOR PEACE

POLITICAL PERSPECTIVES ON WWII IN ASIA

The true test of a 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.

- Robert F. Holden & Douglas Cervi

To book your visit:



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WongAvery Asia Pacific Peace Museum Educator Visit

Peace, security, and dignity of human life are made fragile by othering, disinformation, oppression, and armed conflict. The choices we make are critical to securing a better world.

The history of WWII in Asia teaches one of the greatest lessons about solidarity of humanity – the choice that we each, individually and as a collective, act or not to act, and the consequences of decisions. What we know, do, and value matters as part of the forces of ideas, people, events, and developments.

EXPERIENCE THE MUSEUM, not as answers, but as critical inquiry ...

Take an inquiry walk of 90 minutes on the POLITICAL PERSPECTIVES of WWII Asia, which will not be a chronological experience. Instead, it's a walk that takes you on close encounters with different objects in specific galleries to

- Analyze the interconnections between domestic and international politics and their impact on people living in these societies.
- Evaluate the impact of political engagement on building cultures of peace, in both times of war and times of peace.

The inquiry walk is divided into two parts that looks at state political choices and actions, and citizens political actions. You are encouraged to consider the interrelations between them.

PART I: STATE ACTION

A. Start at the Memory gallery. Locate object #1

Object #1

The government's official political narrative does not reflect the views of many Japanese people. There are educators, scholars, and peace activists who have been fighting for decades to preserve historical truthfulness. Other Japanese people, especially younger generations, learn little about World War II in Asia and are largely uninformed about this history.

Using information from other parts of this gallery, what are the Japanese government's official political narratives on WWII in Asia?

B. Go to Justice gallery, locate object #2

Object #2

Treaties During the Cold War Era (1951-1972)

- Read the entire text in the panel where object #2 is located
- Using critical literacy and historical analysis, what political ideologies prevail and emerge
- Determine how political conditions affected postwar treaties between governments, namely Japan, the United States, China, and South Korea?

Locate objects #4 - #6 and answer the questions for each object:

- When was each treaty signed? Who are the stakeholders?
- What is the objective of this treaty?
- Using the information from Object #2, what is the political context that gave rise of these treaties?

Object #3



Object #4



Object #5



Object #6



How have postwar politics impacted the conduct of justice for victims and survivors of WWII atrocities?

C. Go to the first floor, Canada at War gallery. Locate objects 7 and 8.

Object #7 video



From watching the video,
what civil rights were taken
from Japanese Canadians?

Object #8



From reading the testimonies, what civil rights were not provided to Chinese Canadians?

- Explain the local and global political conditions that resulted in Japanese Canadians and Chinese Canadians experiences during the war years.
- Are governments justified to take away or not provide civil rights to specific communities of citizens? Explain with evidence and reasoning.

PART 2: CIVIC ACTION

E. Go to the Memory gallery to revisit object #1:

Object #1

The government's official political narrative does not reflect the views of many Japanese people. There are educators, scholars, and peace activists who have been fighting for decades to preserve historical truthfulness. Other Japanese people, especially younger generations, learn little about World War II in Asia and are largely uninformed about this history.

In the memory gallery,

- identify at least one example of Japanese people “fighting...to preserve historical truthfulness” of WWII in Asia.
 - identify at least one example of non-Japanese people who have done the same.
- Explain the impact the actions from these people have had on historical memory and narratives about the war.
 - Would you characterize these actions as political? Why or why not?

F. In the Justice gallery, locate object #2:



Object #2

- Identify and explain two different ways victims and survivors have sought redress, reparations, and compensation for WWII atrocities.
- Determine the connections between politics and justice to the question: has justice been served for victims and survivors of WWII Asia?

G. Go to Canada at War gallery on the first floor. Locate object #3

Object #3



Refugee rally by Japanese Canadians and supporting communities at Parliament Hill, Ottawa, April 14, 1988
Source: Wikimedia Commons (2010-10)



Prime Minister Stephen Harper presented a copy of the Canadian government's formal apology to head his prayers on June 22, 2008, in Ottawa.
Source: Reuters

- What event is each photograph illustrating? When did these events happen?
- Who is in each photograph? What is/are their objective(s) for the events they are partaking in?
- What are the political history of the contexts of the events depicted in these photographs? Refer to other parts of this gallery in your answer.

- Determine the changes in relationship of the Canadian government and its citizens after the war years
- Determine the significance of civic participation on changes and continuities in fostering inclusive society.

Debriefing the museum experience

- How would this museum experience, on political perspectives of WWII in Asia, contribute to meeting student learning in your course?
- What are the interdisciplinary connections?
- What are the connections to contemporary issues addressed in your course?

Some examples of Ontario secondary courses and curriculum which could include WWII in Asia

10 Civics (Politics) (CHV2O) Civic Awareness (Rights and Responsibilities); Civic Engagement and Action (Civic Contributions; Personal Action on Civic Issues)

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

11 English (ENG3C/3U), 12 English (ENG4C/4U) 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 Canadian and International Law (CLN4U) Regulation and Dispute Resolution (Principles of International Law; International Treaties and Agreements; Global Conflicts and Resolution)

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 Equity and Social Justice: From Theory to Practice (HSE4M) Research and Inquiry Skills (Exploring; Investigating; Processing Information); 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; 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

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Development of ALPHA Education APPM Guides for Educators
are informed by OHASSTA - AESHO Concepts of Political Thinking

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