

EDUCATE FOR PEACE

HISTORICAL PERSPECTIVES ON WWII IN ASIA

*Peace is not only a noble vision for humanity.
Peace is a call to action.*

- United Nations, September 21, 2023

To book your visit:



WongAvery Asia Pacific Peace Museum Educator Guide

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 HISTORICAL 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:

- Explain the historical significance of World War II in Asia
- Determine how the history of World War II in Asia help us to understand the fragility of peace and importance of peacebuilding.

Using the concepts of historical thinking, this guide engages the visitor to examine World War II in Asia by centering the scourges of war in 3-parts: shedding light or repeating wrongs, what we do matters, and peace as a process.

PART I: SHEDDING LIGHT OR REPEATING THE WRONGS?

A. Go to the **large map** between the Prewar and Massacres galleries, locate object #1

Object #1

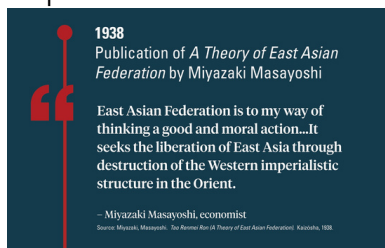


Read object #1. Take some time to read the introductory panel "WWII Asia 1931-1945", and to examine the entire map.

- What is the impact of August 6th and 9th, 1945 events, and their significance?
- What might be the connection between the two events and events before 1945? Use your prior knowledge or evidence from the map and introductory panel

B. Read object #2 in **Prewar gallery** and the panel, The Greater East Asia Co-prosperity Sphere (GEACPS).

Object #2



- What is the "Western imperialistic structure in the Orient" to which Miyazaki refers?
- What is "the Orient" to which Miyazaki refers to?

Explain does the proposition to "seek the liberation of East Asia through destruction of the western imperialistic structure in the Orient" exemplify peaceful actions and co-existence?

PART II: WHAT WE DO MATTERS

C. Locate object #3 and object #4 in the **Massacres gallery**

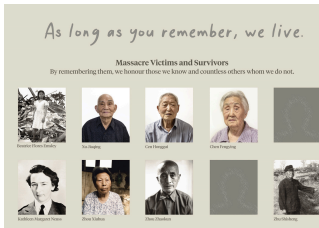
Object #3



Read the panel where object #3 is located

- Why are they remembered?
- Would you consider them to be peace keepers? What evidence would you use from this gallery to explain.

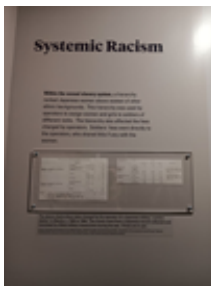
Object #4



- Who are being remembered and why is it important to do so?
- How is remembering connected to peace building?

D. Locate object #5 and #6 in the **Japanese Military Sexual Slavery** gallery

Object #5



- Explain how object #5 might help us to understand the objectification, dehumanization, and oppression of women and that it was systemic.
- Look for other evidence on the systemic nature of this atrocity

Object #6



Read object #6 and "From Survivors to Peace Activists."

- Determine what might be the reasons the artists chose to name the sculpture "The Peace Statue"?
- Explain how this stature might contribute to taking action on gender violence then and now.

E. Locate objects #7 and #8 in the **Bio-Chemical Warfare** gallery

Object #7



Push the buttons beside the drawers to read. Compare and contrast the consequences of biological and chemical warfare (BCW) for victims and perpetrators.

What Have We Learned?

Shedding Light OR Repeating the Wrongs

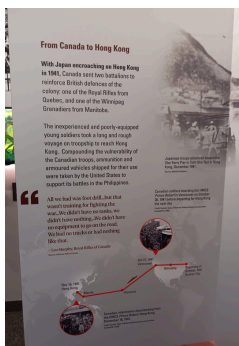
Consent to Ban Biological and Toxic Weapons
1993

Agreements Made by Former Japanese Soldiers in U.S. Prison
Said to Kill 10,000

Japanese End War
1945
100,000
100,000
100,000

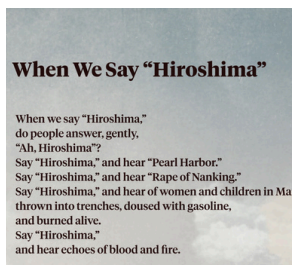
Do you think international prohibitions are effective when perpetrators of BCW escape prosecution? Why and why not?

Object #9

[illegible]

- Compare and contrast the experiences of Canadian soldiers at the Battle of Hong Kong and those in Force 136.
- Did the military service of the Battle of Hong Kong veterans and Force 136 veterans contribute to “securing peace”? Why and why not? Explain your reasoning.

Read the poem - object #11



- 4

Watch the video - object #12



- What lessons has the world learned about nuclear weapons?
- Are those lessons compatible with the message of the poem?

- Do you think the use of the atomic bombs contributed to securing peace? Why or why not?
- Is “securing peace” similar or different from “victory” in times of war? Explain your reasoning

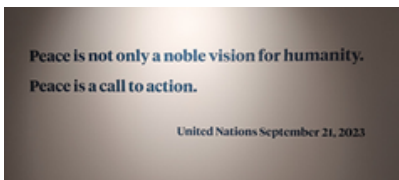
H. Go to the **Justice gallery** on level 2



Analyze the tension between justice and politics when the war ended in 1945. Use evidence or examples from the gallery.

“When the war ended, its causes did not.” Do you agree or disagree with this statement? Explain your reasoning

PART III. PEACE AS PROCESS



How has the museum visit changed your understanding of peace as a process?

“Peace is self discovery” what might this mean for you?

Debriefing the Museum Experience

- How would this museum experience, on legal 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)

2 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 Historical Thinking

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