



iHMH

iHistory Meets Humanity Series

CONDUCTED BY

ALPHA Education

FOR

Students With Educators

About ALPHA Education

ALPHA's mission is to foster critical inquiry of the often overlooked Pacific theatre of World War II history, 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.

iHMH Project Overview

iHMH is about knowing, understanding, making connections, and formulating questions about the history of WWII in Asia, an almost forgotten or overlooked war in the Pacific theatre. iHMH offers workshops that explore, for example, topics and issues of humanity, racism, social justice, conflicting historical memory and their global impact. Inquiry-based learning, critical thinking, empathy, and civic engagement are fostered. By analyzing particular events, people, and times of WWII in Asia, untold histories of inhumanity and war, and their connections to racism, violence against women, forced labour, displacement, fragmentation of communities, social justice activism are examined for their causes and consequences, change and continuity, and significance from historical, political, legal, and social justice perspectives.

iHMH overall learning goals are to

- Foster understanding of the historical roots of many current day issues, events, and developments around the world and in Canada.
- Apply historical inquiry to interpret, analyze, and interrogate historical evidence and information.
- Develop moral and ethical attributes and attitudes that foster civic engagement.
- Propose solutions and actions to address real problems using historical knowledge and thoughtful consideration.

What will students GAIN?

Students will

- Grasp historical complexities and perspective-taking.
- Enhance their historical and critical thinking.
- Develop global citizenship competencies through humanity 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. FORGIVE, NOT FORGET

The Forgive, Not Forget workshop will explore the root causes of controversial or conflicting histories. Examining the continual denial of the Japanese government on its Military Sexual Slavery atrocities, this workshop focuses on the different forms of denial including revisionism and absence of apology. The impact of whitewashing historical injustices are discussed and how it has ignited solidarity actions locally and globally. Connections are made to the different roles of social actors and activism.

3. FORCED DISPLACEMENT & REFUGEE CRISIS

In this workshop, students apply critical thinking to assess the significance of the 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 historical perspectives.

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 “The danger of a single story” to the history of 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 on the discourse on history and historiography.



6. JAPANESE CANADIAN INTERNMENT

Students will have an opportunity to learn about the Japanese Canadian experience during the pre-WWII years and the WWII years. Their experience is marked by racism and mass internment of the Japanese Canadian population in North America. The Japanese internment lesson encompasses all aspects of the Japanese Canadian experience from the time Japanese nationals immigrated to Canada to the end of the internment period in Canada. By using historical information, informative videos, and interactive activities this workshop tackles internment, oppression, and racism.

7. TWO SOLDIERS' STORIES

Students will step into the shoes of two men from different backgrounds who suffered during WWII. By discovering George MacDonell and Patrick Metallic stories 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 of these men fought for their country bravely, they experienced much different outcomes in life post-war. George & Patrick are representatives of a greater group of soldiers i.e. non-Indigenous and Indigenous who served Canada - the social-political conditions that contributed to different post-war life; and have changes been made since are the foci of this workshop.

8. 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 briefly 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 actually 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 have the opportunity to discuss heritage and identity in Canada, and the challenges and factors that shape different ethnocultural experiences associated with participation and representation in Canada.

9. 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.

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 (and we 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.

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 (Research; Interpretation and Analysis; 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 (Research; Interpretation and Analysis; Communication)

12 Genocide and Crimes Against Humanity (CHG38)

Workshop structure and approach

The workshops are between 90 - 120 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. If more students are attending, contact Brandon Choi, Education Program Associate at brandon.choi@alphaeducation.org to discuss how we can accommodate.

ALPHA Education uses Zoom to conduct its virtual workshops but it is open to using other platforms if necessary, such as Google Meets and Microsoft Teams.

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 Program 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 September 2021 to June 2022
- Select workshop (s) from the attached menu of choices
- Book your virtual workshop (s) minimally three to four weeks in advance
- The Education Program Associate will confirm and set up a dialogue with the teacher to discuss details
- **All workshops will be offered at no cost to teachers.**

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

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

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