

SOCIAL STUDIES GRADE 10

JAPANESE INTERNMENT CAMPS



11255 Okanagan Centre Rd. W.
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BIG IDEA: HISTORICAL AND CONTEMPORARY INJUSTICES CHALLENGE THE NARRATIVE AND IDENTITY OF CANADA AS AN INCLUSIVE MULTICULTURAL SOCIETY

COMPETENCY:

ASSESS HOW UNDERLYING CONDITIONS AND THE ACTIONS OF INDIVIDUALS OR GROUPS INFLUENCE EVENTS, DECISIONS, OR DEVELOPMENTS, AND ANALYZE MULTIPLE CONSEQUENCES (CAUSE AND CONSEQUENCE)

CONTENT: DISCRIMINATORY POLICIES AND INJUSTICES IN CANADA AND THE WORLD, INCLUDING RESIDENTIAL SCHOOLS, THE HEAD TAX, THE KOMAGATA MARU INCIDENT, AND INTERNMENTS.

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ACTIVITIES TO CREATE INQUIRY:

1. OVERVIEW OF THE HISTORY OF LAKE COUNTRY AND THE PRECURSORS TO INTERNMENT
2. ACTIVITY: READ AN ARTICLE ON THE EXPERIENCE OF A JAPANESE CANADIAN IN AN INTERMENT CAMP AND DISCUSS
3. ACTIVITY: RECONCILIATION READING AND DISCUSSION

LESSON PLAN DEVELOPED USING "A CENTURY OF COMMUNITY" WRITTEN BY THE FAMILIES OF JAPANESE CANADIAN'S LIVING IN LAKE COUNTRY.

WHAT WILL WE KNOW: HOW THE PEOPLE OF LAKE COUNTRY WERE IMPACTED BY JAPANESE INTERNMENT CAMPS.

HOW THE ACTIONS OF ONE GOVERNMENT CAN SHAPE OUR GLOBAL IDENTITY.

FURTHER INQUIRY:

FIELD TRIP SUGGESTIONS:

1. LAKE COUNTRY MUSEUM AND ARCHIVES

ADDITIONAL LESSON PLANNING RESOURCES:

[INTERNMENTS IN CANADA - BC CURRICULUM | LAW LESSONS](#)



We respectfully acknowledge that the land on which the Lake Country Museum is situated, where this lesson was developed, is on the unceded territory of the Syilx (Okanagan) Peoples.

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Lake Country Heritage and Cultural Society

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Social Studies Grade 10: Japanese Internment

Learning Experience
Students will watch a video to learn about Japanese internment and how this shaped experiences within the Okanagan. Students will be able to reflect on how this changes their perspective on Canada as multicultural.

Lesson plan developed using “A Century of Community” written by the families of Japanese Canadian’s living in Lake Country.

Intention	Students will learn about the history of Canada’s past with discrimination and the effects it caused. Further, students will be able to think critically about the implications it may have caused today, or if there are any current events they can draw from.
Objective	The objective of this lesson is to help bring awareness to Canada’s multiculturalism and to gain insight on the past.
The story	<p>After the bombing of Pearl Harbor, a “Protected Area” was established along the coast of B.C. On March 4, 1942, Japanese Canadians over 22,000 men, women, and children were expelled from coastal areas out of fear of another attack. People were transported to one of 10 internment camps across B.C with many first being incarcerated at Hasting Park Racetrack in Vancouver, now the PNE grounds. Others were transferred to road camps where they would be forced to work on road construction. Men who complained at these work camps would be sent to one of two of Ontario’s “prisoner of war camps.”</p> <p>The restrictions first imposed on Japanese Canadians in the <i>Protected Area</i> soon expanded to effect those in the Okanagan. While those in the Okanagan did not have to go to internment camps, anti-Japanese sentiments grew across Canada, forcing Japanese Canadians to register and report to the police. Officers would enforce a bi-weekly check in and a night-time curfew for Japanese Canadians. Japanese schools and gatherings were forbidden and many Japanese Canadian students, including Allan Kobayashi, were dismissed from the Cadet Corps at Kelowna High School.</p>

	<p>Young healthy men who were in internment camps, could apply for labour permits to work in road camps or to work on farms here in the Okanagan. During the war, Okanagan produce was in high demand and interned Japanese Canadians were a crucial part in harvesting goods and working in the packing houses.</p> <p>The west coast of B.C. remained an exclusion zone for Japanese Canadians until 1949 when the prohibition of sale of land to Japanese people was dropped. In September 1988 the Canadian government lead by Prime Minister Brian Mulroney, apologized to Japanese Canadians for the miscarriage of justice and admitted that the actions of the government at the time were influenced by racial discrimination. The government then signed a \$300 million dollar compensation package to support Japanese Canadian survivors and their families in negotiated settlement.</p> <p>Source: Exhibit at <i>Lake Country Museum & Archives</i>.</p> <p>The story of EK: Eijiro Koyama (1881-1956) was the first Japanese worker to be employed in the Okanagan – he worked at Coldstream Ranch. In 1907 he was promoted to foreman of a crew of 40 men and was sent to Vancouver to recruit 60 more. Most of the people he recruited were also Japanese immigrants, single men who were looking for work to support their families in Japan. In 1908, Koyama became a legal Canadian citizen in Vernon, BC. Koyama went back to Japan in 1912 where he met his bride, Fumi. They were married and returned to Coldstream Ranch shortly after. They had many children together who would come and work on the farm with their dad. Eijiro passed away on January 17th, 1956 and was buried in Winfield.</p>
Digital Exhibit	Virtual Exhibit: Vancouver Asahi - Canadian Baseball Hall of Fame and Museum
Historical Context (For teacher background)	The first Japanese settler in BC was a man named Manzo Nagano who arrived in 1877. Between 1897 and 1901 fifteen thousands of people from Japan arrived in Canada and from 1906-1907, a second wave of ten thousand arrived to settle in BC. In BC, race intersected with class more closely and the

	<p>barriers between language and culture created an increase in discrimination.</p> <p>The first Japanese immigrant to arrive in the Okanagan was Eijiro Koyama who was hired to work at Coldstream Ranch in 1904. The immigration of wives and children to accompany the men hired for ranch work led to a small community of Japanese settlers who were able to set down roots. A population boom occurred in Lake Country throughout World War One and the following years. The Okanagan Centre School opened in the 1930s, welcoming the children of Japanese immigrants into its classrooms alongside white students.</p> <p>Source/suggested reading: A Century of Community by The Lake Country Museum and Archives</p> <p>Anti-Japanese resentment grew and in 1919 it boiled over. After a since disproven story was published in a local newspaper alledging that Colstream Ranch may be sold to Japanese investors, some individuals suggested that the Okanagan land never be sold or rented to Japanese settlers, but Japanese farm labor persisted.</p>
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In the 1930s, the Japanese government became fiercely nationalist and an alliance between Imperial Japan and Nazi Germany began to grow. On December 7th 1941, Japan officially went to war with the USA and Britain, and by extension, Canada. Restrictions began to be imposed on the Japanese individuals living in the Okanagan, including a requirement to register and report to local police on a bi-weekly basis, and to follow a nightly curfew. Japanese schools and gatherings became forbidden and various licenses became restricted.

Internment: In April 1942, an "exclusion zone" along the west coast of Canada was created and entire families of Japanese-Canadians were brought to remote spots in BC's interior to what we call "internment camps." In these camps, the young and fit could apply for labor permits, which would allow them to leave the restricted area and work towards advancing the Okanagan economy. These were primarily labor jobs like building roads, camps, farming, and work in the packing house.

	Source: Don McNair
Activity	<p>Activity 1: Read the following article and reflect</p> <p><u>Japanese Canadian recounts life in B.C. internment camp - Maple Ridge-Pitt Meadows News</u></p> <p>Ask students to read the story of Tamotsu (Tam) Nakazawa's experience as a Japanese Canadian when he received the news about the 1942 "Protection Area." Lead a discussion on one or more of the following points:</p> <p>How do the wages in labour camps compare to the daily costs to workers?</p> <ul style="list-style-type: none"> - Interned pay: "The men were paid 25 cents an hour for their labour but had to buy their own work clothes and pay 75 cents for meals." - Kobayashi's pay from Rainbow Rancho in 1914: "The contract paid 4 cents for each tree planted, netting the workers about \$2.50 per day, a generous wage in those days" (A Century of Community, 2013, p. 83). <p>Tam says he was deemed a "security threat." Discuss this terminology and the implications it carries</p> <ul style="list-style-type: none"> - Key points: Pearl Harbor, fear of spies, <p>The article mentions that they were forced to leave behind most of their possessions... These were then sold by the government to fund the internment camps. Discuss what you think about this.</p> <p><u>Do you think the internment was justified? Why? Why not?</u></p> <ul style="list-style-type: none"> - Why: There was a genuine fear of another Pearl Harbor incident occurring and that Japan had sent spies to work amongst the labourers. Unlike concentration camps, individuals were still paid for their labour. They had the opportunity to apply for other positions. - Why not: Under Canadian law the rule is innocent until proven guilty not guilt, by racial identity. Many of the Japanese Canadians expelled were born and raised in Canada and it was not ethical to assume them as spies, taking their property out of fear. Treatment of people on

	<p>the way to the camps was terrible with people being herded into spaces designed for animals.</p> <p>Take the activity further: Diary Entry</p> <p>Watch the video/do the reading and ask students to imagine the experiences of a specific individual. Ask students to engage in a writing assignment where they imagine themselves as the person living in the internment camps. What was a day like? What would be the persons complaints or highlights? What kind of camp were they in?</p> <p>Activity 2: recollection and reconciliation</p> <p>https://youtu.be/C8TQTuMqM9g</p> <p>Watch the video about the Japanese internment camps and the history of events following the camps themselves. In his speech, Prime Minister Brian Mulroney admits that Japanese Canadians were treated unjustly due to the circumstances of the time. The event of World War two, specifically the attack on Pearl Harbor led to fear and increased racial tensions. Mulroney says that the “Reputation of this country has been besmirched” Discuss with the class:</p> <ul style="list-style-type: none"> - What was Canada’s reputation up until this point? - How did the actions taken by the Canadian government during this time reflect on Canada and how did it align or dis-align with that reputation? - Canada is still considered to be a cultural mosaic; do you think that is an accurate way to describe Canada? Do you think this reflects more on the citizens or the government? Why and how...? <p>Take the activity further! “That will never happen here”</p> <p>https://www.bing.com/videos/riverview/relatedvideo?&q=japanese+internment+camps+canada&&mid=A74B418D45B50B4AA8A3A74B418D45B50B4AA8A3&&FORM=VRDGAR</p> <p>Watch the video and specifically focus on the idea that “that would never happen here” it did... include a comparison to a current events story, such as El Salvador right now to examine the trends throughout history</p>
<p>Further Inquiry</p>	<p>Notice board: greenwood_internment_camp.pdf</p>

	<p>Comic Book: Michael Kluckner // Toshiko – a Graphic Novel Comic book teaching guide: toshikoteachersguide.pdf</p> <p>Specifics of Tashme for teachers: Tashme Historical Project\</p> <p>Field Trip Suggestions:</p> <p>Lake Country Museum & Archives: The Lake Country Museum & Archives has many different displays that help to shape the narrative of the stories and history of the Okanagan. The museum’s website also has many great resources and more stories that can help lend to many lessons. https://www.lakecountrymuseum.com/</p> <p>Additional lesson planning resources: Internments in Canada - BC Curriculum Law Lessons</p>
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