

SOCIAL STUDIES GRADE 4

JAPANESE INTERNMENT CAMPS



11255 Okanagan Centre Rd. W.
Lake Country, BC V4V 2J7



Vecteezy.com

BIG IDEA: CANADA'S POLICIES AND TREATMENT OF MINORITY PEOPLES HAVE NEGATIVE AND POSITIVE LEGACIES.

COMPETENCY: USE SOCIAL STUDIES INQUIRY PROCESSES AND SKILLS TO – ASK QUESTIONS; GATHER, INTERPRET, AND ANALYZE IDEAS; AND COMMUNICATE FINDINGS AND DECISIONS

CONTENT: PAST DISCRIMINATORY GOVERNMENT POLICIES AND ACTIONS, SUCH AS THE HEAD TAX, THE KOMAGATA MARU INCIDENT, RESIDENTIAL SCHOOLS, 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: MAPPING INTERNMENT CAMPS
3. ACTIVITY: THE IMPACTS OF BASEBALL

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

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 4: 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 Canada's policies and treatment of minority peoples have negative and positive legacies.

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</p>

	<p>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> <p>Digital exhibit: Virtual Exhibit: Vancouver Asahi - Canadian Baseball Hall of Fame and Museum</p>
<p>Historical Context (For teacher background)</p>	<p>The first Japanese settler in BC was a man named Manzo Nagano who arrived in 1877. Between 1897 and 1901 fifteen thousand 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 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>



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

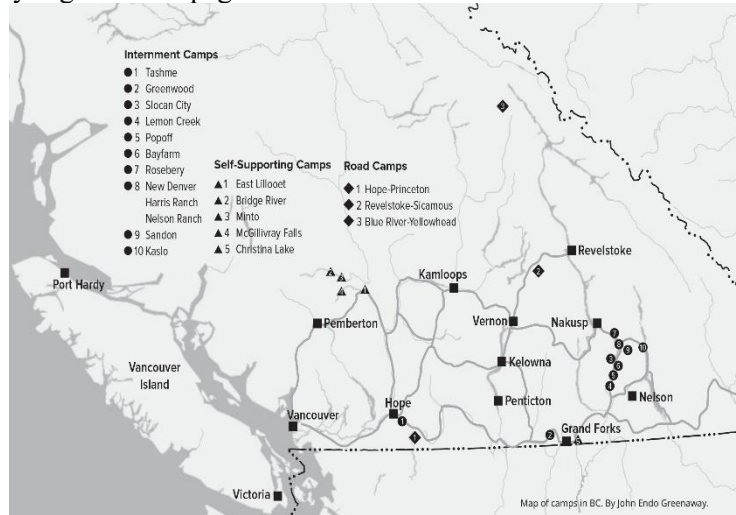
Activity 1: Mapping

In BC, there were 10 Japanese internment camps established. Using the following maps, and the catchment zones. Which internment camps might have sent labourers to Lake Country? Farms?

Give students a blank map of BC to label

- Ask students to add and label the 10 Japanese internment camps in BC
- The exclusion zone
 - o Recommended scaffolding – first have a conversation about the specific words used. Have them relate what they already know about “exclusion” to this event and ask what connotations they associate with that term and how it relates to what they feel happened to the Japanese Canadians.

See activity organizer on pages 7-9.



Activity 2: The impact of Baseball and the Asahi's [Heritage Minutes: Vancouver Asahi](#)

Inform students that there was a team located right here as well. The Okanagan All Stars – see newspaper clipping



Have students watch the video and then create baseball cards for the members of the Vancouver Asahi. The Vancouver Hall of Fame ([Vancouver Asahi - BC Sports Hall of Fame](#)) has a list of all the rostered players. Decide on how many you would like to focus on for your classroom – we suggest either focusing on a few in more detail or having an entire class/team set with

	<p>emphasis on the cards that are made by fewer people are more rare.</p> <p>The two with the most information available are Mickey Kitagawa and Eddie Kitagawa who formed the core of the Asahi and whose dates and location of births come up with a simple Google search. For older ages, we suggest incorporating a research component.</p> <p>Links to printable templates: Baseball Card Template FREEBIE by Teaching Little Meteors TPT Printable Trading Card Template Database</p> <p>See organizer on page 10.</p> <p>Discussion: Have a discussion with students about how the negative event of internment camps, resulted in a positive legacy for Japanese Canadians.</p>
<p>Further Inquiry</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>

Name:

Block:

Date:

Japanese Internment Camps Mapping Assignment

Instructions: Include all the following locations and use the checklist to guide you. You only need to include the bolded word on your map.



Japanese Internment Camps:

- ☐ **Tashme** Internment Camp
- ☐ **Slocan City** Extension Internment Camp
- ☐ **Greenwood** Internment Camp
- ☐ **New Denver** Internment Camp
- ☐ **Kaslo** Internment Camp
- ☐ **Lemon Creek** Internment Camp
- ☐ **Popoff** Internment Camp
- ☐ **Roseberry** Internment Camp
- ☐ **Sandon** Internment Camp
- ☐ **Bay Farm** Internment Camp



Self-Supporting Camps:

- ☐ **East Lillooet** Self-Supporting Internment Site
- ☐ **Bridge River** Self-Supporting Camp
- ☐ **Minto City** Self-Supporting Camp
- ☐ **McGillivary** Falls Self-Supporting Camps
- ☐ **Christina Lake** Self-Supporting Camps

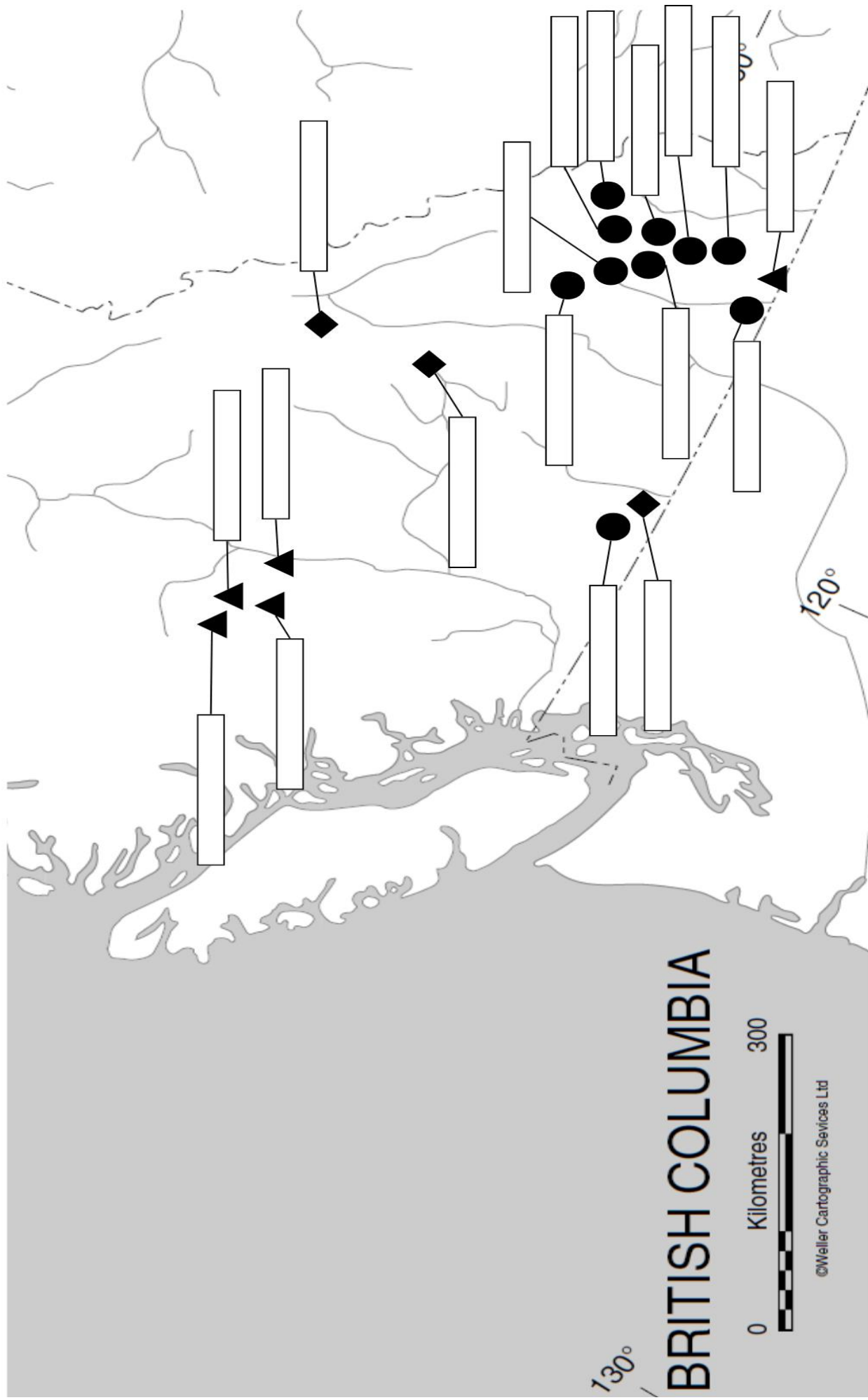


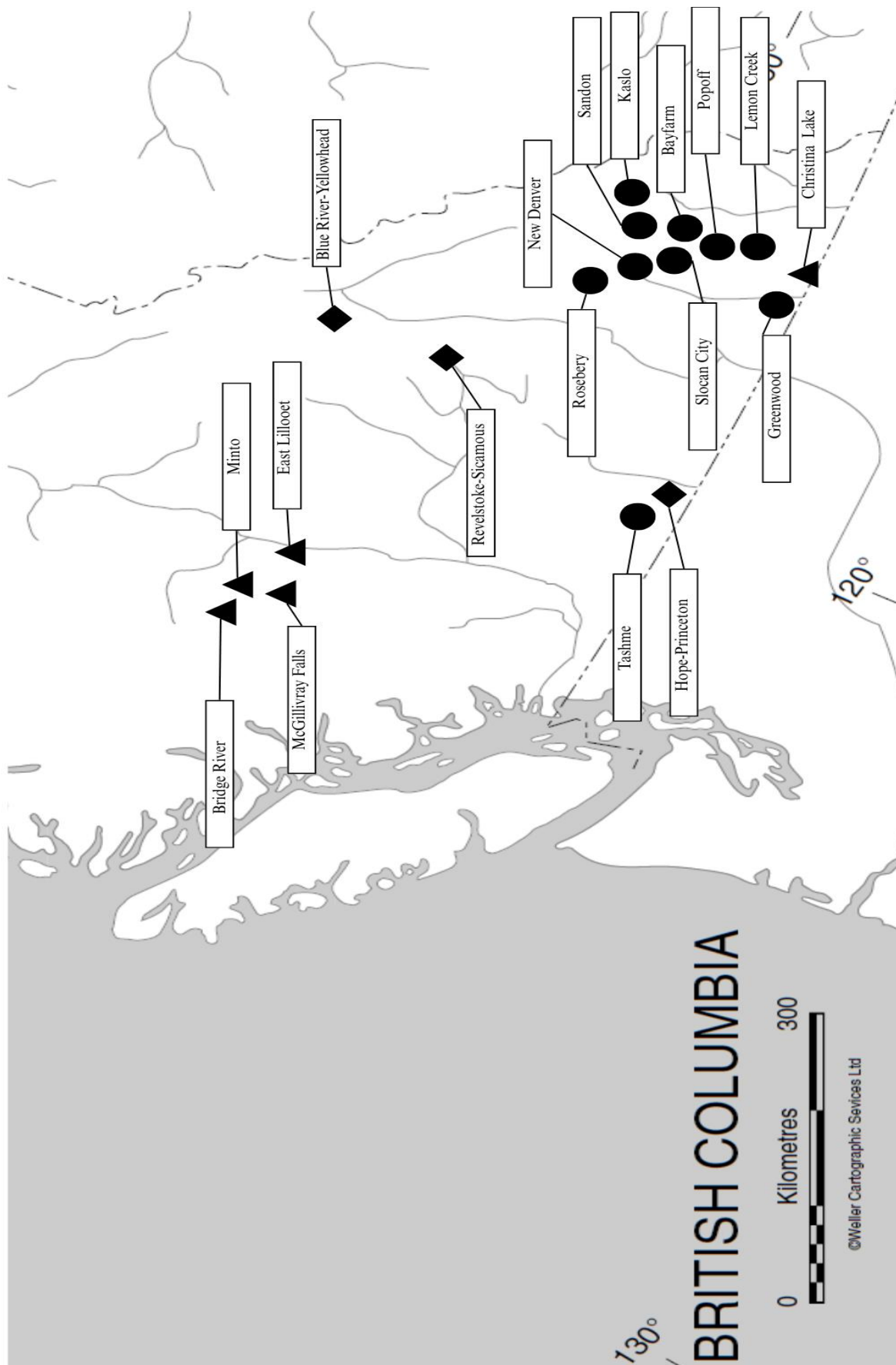
Road Camps:

- ☐ Yellowhead **Blue River** Road Camp
- ☐ **Revelstoke**-Sicamous Road Camp
- ☐ **Hope**-Princeton Road Camp

Other:

- ☐ **Exclusion Zone** (shade in red)





Name:

Date:

Baseball Cards of the Vancouver Asahi Activity

Create a baseball card for one player on the Vancouver Asahi.

For each player you must find their:

- ☐ Name
- ☐ Date of Birth (DOB) or date they moved to Canada
- ☐ Hometown
- ☐ Family
- ☐ Famous for (you can also include their position on the team for this fact)
- ☐ Something interesting about them

When you are done, colour and cut out your baseball card. Write your name on the back and hand it into your teacher.

TEACHER NOTE: paste the template here, have students fill out their card templates and then cut out their cards. The above checklist is helpful if you want to scaffold the assignment and have them start gathering information before giving them the “good copy” template to make their cards.

[Baseball Card Template FREEBIE by Teaching Little Meteors | TPT](#)