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TEACHER'S GUIDE

May 5 – 7, 2017



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1.0 Teacher's Welcome

Dear Teachers:

The City of Richmond is writing to welcome you to the Ships to Shore King of the Sea festival. The 361 Ft. Kaiwo Maru Tall Ship was built in 1989, replacing the former Kaiwo Maru, which was engaged in the training of merchant marine cadets for over half a century. As part of the City's Canada 150 celebrations, Richmond will be hosting one of the largest tall ships in the world for one weekend at Garry Point Park.

In anticipation of the Kaiwo Maru festival Friday May 5 to Sunday May 7, 2017 we have created a *Teachers' Guide* to:

- i. Support your social studies units
- ii. Enhance your students' classroom learning
- iii. Provide general information about the vessel
- iv. To prepare you and your students for a visit to view the vessel.

Please keep in mind that you are not required to have completed the activities in this guide prior to your visit. They are simply a suggestion and are meant only to support your teaching.

The *Teachers' Guide* includes general information that will help you to deliver lesson plans in order to track the voyage of the Kaiwo Maru from its port of departure in Japan, to its arrival at Garry Point Park in Richmond. The Japanese-Canadian History page is included so that you can familiarize yourself with the significant historical sites throughout Richmond. You are welcome to schedule a school field trip to Britannia Shipyards National Historic Site for the 'Life in Sutebusuton' school program, the Steveston Museum for the 'Nikkei Return' school program and/or bring the museum to your classroom with one of the Richmond Museum's education kits: Japan Through the Senses, The internment Years, or Immigration. The Gulf of Georgia Cannery also offers the 'Cannery Stories' school program.

The lesson plans are curriculum based and can be modified or adapted to fit into your social studies unit. Depending on your student's focus you may want to identify specific tasks or observations for them to focus on while on their field trip to view the Kaiwo Maru.

If you have any further questions that are not covered in this Teacher's Guide we would be happy to help you at 604-204-8552.

Sincerely,
Sandy Buemann
Attendant, Parks Programs

2.0 General Information: Ships to Shore King of the Sea 2017

2.1 Ships to Shore – King of the Sea

Event Information

Time & Date May 5, Friday: 9:00 am to 9:00 pm
May 6, Saturday: 9:00 am to 9:00 pm
May 7, Sunday: 11:00 am to 4:00 pm

Location **Garry Point Park**
12011 Seventh Avenue
Richmond, BC
Canada, V7E 4X2

Directions Garry Point Park is located in the southwest corner of Richmond, between Chatham and Moncton Street on 7th Ave.

Venue Info Garry Point Park is a large 75-acre Waterfront Park, located close to historic Steveston Village. The park provides spectacular views of the South Arm of the Fraser River and the Gulf Islands. Your students can relive the days when Richmond's Steveston Village was a major port-of-call for fleets of sailing and working ships from around the world. Join us at the Kids Cove for a hub of activities: watch live entertainment on the main stage, interact with roving entertainers, make cultural crafts, and enjoy a picnic lunch at the beach.

Parking Bus drop off is available and parking is limited.

Expectations Please ensure your students dress for the weather: Bring a hat, water bottle, sunscreen and a snack.

Visit www.shipstoshore.ca for more information.



2.2 Kaiwo Maru Introduction

Japan's *Kaiwo Maru* was built in 1989, replacing the former *Kaiwo Maru* which was engaged in training of merchant marine cadets for half a century. The original *Kaiwo Maru* (*King of the Sea*) and *Nippon Maru* (*Ship of Japan*) were built in 1930 receiving their name from the Education Minister at the time. In its 59 years of service the first *Kaiwo Maru* covered over 1,950,000 kilometers (49 times around the earth), educating over 11,000 trainees. Due to its dilapidated condition, the new *Kaiwo Maru* tall ship was built using funds from both the government and private donations.

The *Kaiwo Maru* was launched March 7th, 1989, at Uraga shipyard of Sumitomo Heavy Industries Ltd. Although the ship has a sailing rig that appears the same as the first *Kaiwo Maru*, she is superior in performance because of the state-of-the-art naval design that was applied during her construction. As well as cadets on board, there are private citizens as trainees. Even though they won't be career seamen they gain valuable knowledge about the ship and the sea, and come to appreciate and respect good seamanship.

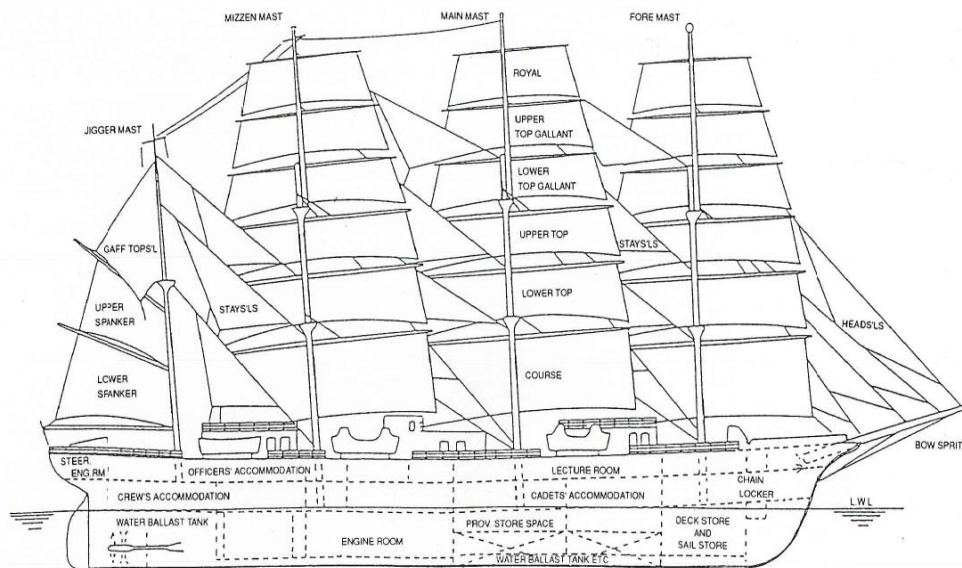


2.3 Kaiwo Maru Principle Dimension

Keel Lay	8 July, 1988
Launch	7 March, 1989
Completion	15, September 1989
Ship Type	Complete Superstructure Deck Type
Sailing Rig	4 Masted Bark Type
Length Overall	110.09m
Breadth Mid.	13.80m
Depth Mid.	10.71m
Loaded Draft Mid.	6.58m
Gross Tonnage	2879 GT
Service Speed	13.0 K'ts
Main Engine	Diesel Engine 1500 PSX2 (1103 KWX2)

Crew	69 persons
Cadets	108 persons
Complement Trainees	22 persons
Total	199 persons

Square Sails	18 / 1790 m ²
Fore & Aft. Sails	18 / 970 m ²
Full Sales	36 / 2760 m ²
Max. Mast Height	55.52m



2.3 The Figurehead “KONJO”

The maritime tradition of carving an ornamental figurehead on the bow of ships flourished between the 16th and 20th centuries. Cultures from around the world would use figures as symbols. For example, Viking ships used fierce toothy and bug-eyed figureheads to ward off evil spirits. The Egyptians placed figures of holy birds on the prow of ships, while in northern Europe the swan was used to represent grace and mobility. The purpose of the figurehead was to indicate the name of a ship in non-literate societies. People would simply recognize the ship by its figurehead. Figureheads faded away as military sailing ships declined.

The Kaiwo Maru’s figurehead is called ‘KONJO’ meaning ‘deep blue’ and represents ideal Japanese womanhood. It is a younger sister of the RANJO that was presented to the NIPPON MARU. The dignified expression on her face reflects a noble and a tender heart. Looking at her figure, she is holding a Japanese Noh-flute, you can imagine a sweet traditional note echoing over rough seas pacifying the waters and smoothing the difficulties of young cadets and crew.



3.0 About the Program

3.1 Learning Objectives

- Consider how the waterways of the world are conduits for connecting cultures from around the world and understand the relationship that developed between the Japanese immigrants and other Canadian cultures in the Richmond area, past and present.
- To appreciate the ways in which, Japanese Canadians contributed to strengthening Richmond's community through health, education, business, fishing and boatbuilding.
- To understand that individuals within these cultural groups established strong ties within the greater community.
- To recognize that individual relationships in a community can transcend boundaries of culture, class and gender.
- To appreciate the contributions that immigrants made to the development of Steveston and Richmond.

3.2 Curriculum Connections

This program meets the new BC Ministry of Education Social Studies curriculum goals for Kindergarten, Grade 1, and Grade 5.

Big ideas:

- Understanding our personal identity helps us appreciate how others see their identity.
- Communities are made up of individuals from diverse cultural backgrounds and traditions.
- The past can be viewed through the stories of significant people, places, events and objects.
- Individuals and families must make choices about how to use their limited resources to meet their needs and wants.
- Individuals take on different roles and responsibilities within their communities and groups.
- The local environment effects how a community meets its needs and wants.

Changes over time can be viewed from different perspectives.

4.0 Lesson Plans

4.1 Lesson Plan Kindergarten: The Journey Begins

Introduce students to the Kaiwo Maru tall ship by showing them a picture, and tell them: This ship is making a journey across the Pacific Ocean from Japan to its destination at Garry Point Park, in Richmond, British Columbia, Canada.

Ask students to imagine: What school would be like if you were a cadet trainee on board the Kaiwo Maru? What lessons would you learn? What activities would you do? Where would you eat and sleep? Would you want to live on a ship 24 hours a day?

Explain that the class is going to follow the Kaiwo Maru's voyage across the Pacific Ocean from Japan to Canada. They are going to learn how to read a compass just like the cadets. Most importantly, the class is going to work as a team.

Core Competencies:

- Communication (connect and engage with others to share and develop ideas)
- Creative Thinking (generating and developing ideas)
- Personal and Social (identity in the world)

Big Ideas:

- Our communities are diverse and made of individuals who have a lot in common.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.
- Rights, roles, and responsibilities shape our identity and help us build healthy relationships with others.

Inquiry Question: The Kaiwo Maru tall ship has a crew of 69 people, 108 cadets and 22 trainees on board that will live on the ship for one month as they cross the Pacific Ocean from Japan to Canada. What kinds of roles and responsibilities do you think they would have on board to operate the ship?

Curricular Competencies: Use reasoning and logic to explore and make connections; develop, construct, and social understanding through role-play, inquiry, and problem solving; communicate in many ways; describe, create, and interpret relationships through concrete, pictorial, and symbolic representations; visualize and describe social situations.



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Curricular Content: Interpreting relationships through pictorial content.

Estimated Time: 45 minutes

Materials Required:

Pictures of the Kaiwo Maru crew performing duties on board:

- **Figure 1.**
- **Figure 2.**
- **Figure 3.**
- **Figure 4.**
- **Figure 5.**
- **Figure 6.**
- **Figure 7.**

Worksheet: Think like a Historian:

- **Worksheet 1.**

Large Group Discussion:

Introduce the students to the concept of “what is a historian?”

A historian is a person who studies and writes about the past and is regarded as an authority on it. Historians are concerned with the continuous, methodical narrative and research of past events as relating to the human race; as well as the study of all history in time.

Small Groups: Divide the class into four groups and distribute one picture (**Figures 2, 3, 4, 5**) to each group. Ask students to think like a historian and brainstorm what is happening in the picture. E.g. Are there people in the photograph? Describe what they are doing? *What are the objects in the photograph? What does it do?* Distribute the “Think like a Historian” (**Worksheet 1**) to each group to answer and report back to the class.

Large Group Discussion:

Each group will return to the large group and report their findings. Ask students to expand on what they deduced in their findings. Arrange the pictures side by side and ask the students to observe what they have in common and what is different. For example, in all of the pictures the people are working as a team to do a task such as, seaming new sails, hauling the upper-top sail’s halyard and climbing the mast to make a fast sail.



Craft Activity: How to Build a Boat

Big Idea: Cultural knowledge can be passed down through oral history, traditions, and collective memory.

Large Group: Introduce how various cultures designed boats differently. Introduce pictures of boats as examples of a variety of designs, e.g. Viking vessel, gillnetter fishing boat, Chinese Junk boat. Instruct the children to draw a boat design on paper. Show an example of a boat designed using recycled materials. Provide recycled materials for the children to make their own boats

Game “Bail-out Your Boat”

Materials:

- Two large buckets
- Two small buckets
- Plastic cups
- Water

Directions:

- Fill the large buckets with water
- Split the children into two teams and have them stand in a line, each line should stand before a small bucket
- Put a larger bucket and plastic cups at the end of each line
- When the leader says “The boat is sinking!”, the child closest to the large bucket will fill a plastic cup with water and pass it down the line
- The child closest to the small bucket will dump the water into the small bucket
- The children should continuously pass the water up the line so there are several going at once
- The team fills up their small bucket first wins!



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4.2 Lesson Plan Grade 1: Local Communities

Introduce students to the Kaiwo Maru tall ship by showing them a picture of the ship and telling them this ship is making a journey across the Pacific Ocean from Japan to its destination at Garry Point Park in Richmond, British Columbia, Canada.

Explain that this is an important event in your local community because it maintains the historical relationship between the people living in Japan and Richmond. For example, in the mid-1800s many Japanese people travelled across the Pacific Ocean on a three month voyage to Richmond. Many men who immigrated to the area were fisherman and boat builders. The women came to Richmond later and found jobs in the canneries and they provided a large majority of the work force at this time. Many Japanese people made Canada their new home and contributed to the local community by building a hospital and donating money to build schools for their children to have a better education. Today, many Japanese people still come from Japan to Richmond to discover their family connections.

The Kaiwo Maru represents this historical connection between families and communities. The voyage will take the crew one month to arrive. The class will be tracking the ship's voyage across the Pacific Ocean by a satellite navigating system.

Core Competencies:

- Communication (connect and engage with others to share and develop ideas)
- Creative Thinking (generating and developing ideas)
- Personal and Social (identity in the world)

Big Ideas:

- We shape the local environment, and the local environment shapes who we are and how we live.

Inquiry Question:

How does the significance of various events, objects, people and places change over time?

Curricular Competencies:

Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

Curricular Content:

Diverse cultures, backgrounds, and perspectives within the local and other communities.

Estimated Time: 45 minutes

Materials Required:

- **Figure 8.**
- **Figure 9.**

Large Group Discussion: Geographic North and Magnetic North

Introduce students to the concept of Geographic North and Magnetic North by demonstrating how a compass works. Prior to the age of digital technology and electricity, sailors, pirates and other voyaging folk would use maps and compasses to keep their vessels from going off in the wrong direction. Cultures from around the world invented their own navigational tools to find their way across the oceans. One such instrument is the compass. On a compass, there are two ends of the needle, the red end points to the magnetic North, while the black end points to the South. The North Pole is located at the top of the Earth, while the South pole is at the bottom (*point out on a map / globe*)

Imagine you are an explorer standing exactly on the North Pole. It's been a long journey, and you're out in the freezing cold. You pull out your compass. What direction would the needle on the compass point?

The answer may not be what you think. In order to understand this question, you will have to understand the difference between **Geographic North** and **Magnetic North**. Both of these two Northern locations are completely different from each other. Illustrate Geographic North and Magnetic South with **Figure 8**.

- **Geographic North** (a.k.a. True North), is located at the upper tip of the earth on the prime meridian line of longitude that begins 0° (*point out on map or globe*).
- **Magnetic North** aligns itself with the Earth's magnetic field. The small magnetic needle on the compass responds the Earth's magnetism. This means that the compass needle will point to the Magnetic North Pole, which is different from the geographic north.



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Game: North, South, East, West

Materials:

- 6 compasses

Label four sides of the classroom or gymnasium North, South, East and West or if outside, use four prominent features to represent the compass directions. Call out a compass direction, the students must immediately jump and facing the direction called. Start with the four main points North, South, East and West of the compass.

Small groups:

Divide the class into six groups, designate a captain and provide them with a compass. Ask them to direct their 'crew' by calling out a direction and the group has to follow their direction.

Large group discussion:

Gather the students to the world map. Ask the students what direction the Kaiwo Maru will be travelling to cross the Pacific Ocean to arrive Richmond?

Online: Locate the Kaiwo Maru!

Visit the "Live Marine Traffic Map" [link here](#).

Online: Craft – Make a Homemade Compass!

Visit the activity webpage [link here](#).

4.2 Lesson Plan Grade 5: Canadian Issues and Governance

On the morning of December 7, 1941, the Imperial Japanese Navy Air Service attacked the United States naval base at Pearl Harbor Hawaii Territory. The attack on Pearl Harbor contributed the Canadian government's decision to declare war on Japan and dramatically changed the lives of Japanese Canadians. On February 24th, 1942, the government ordered the expulsion of all persons of Japanese origin from the West Coast and their property – including fishing boats, houses, farms, and personal belongings – were disposed of. Many were born in Canada and had never even set foot in Japan. By November 1942, approximately 21,000 Japanese Canadians had been uprooted from their homes and relocated across Canada. By 1947 approximately \$11,500,000 worth of Japanese properties were sold for \$5,373,317. The Japanese Canadian community in B.C. was virtually destroyed.

Before the end of the war, many Japanese Canadians were encouraged to repatriate or settle in other parts of Canada. On April 1st, 1949, four years after the war was over, all restrictions were lifted and Japanese Canadians were given full citizenship rights, including the right to vote and the right to return to the West Coast but there was no home to return to, as they had been sold. Many Japanese-Canadians did return to the West Coast to rebuild their lives, including much of Steveston's community.

In the late 1970s and 1980s a 'redress movement' was led by the National Association of Japanese Canadians (NAJC) that negotiated a settlement with the Canadian government on behalf of the Japanese Canadian community. After a ten-year struggle on September 22, 1988 Prime Minister Brian Mulroney announced the Canadian Government's formal apology for the wrongful incarceration, seizure of property and the disenfranchisement of thousands of Canadians of Japanese ancestry. A redress settlement was also announced, which included individual payments of \$21,000 to eligible Canadians; establishment of a community fund of \$12 million; clearing of criminal records for those charged under the War Measures Act; restoration of Canadian citizenship to those exiled to Japan; and the creation of the Canadian Race Relations Foundation, which was established in 1997.

Core Competencies:

- Communication (connect and engage with others to share and develop ideas)
- Creative Thinking (generating and developing ideas)
- Personal and Social (identity in the world)



Big Ideas:

- Canada's policies and treatment of minority peoples have negative and positive legacies.
- Immigration and multiculturalism continue to shape Canadian society and identity.

Inquiry Question:

Based on the evidence at the time, was the Internment of the Japanese people justified? Explain your answer.

How might Canadian society be different today if exclusionary policies such as the Japanese Internment had not been developed during the Second World War?

Curricular Competencies: Differentiate between intended and unintended consequences of events, decisions, and developments, and speculate about alternative outcomes (cause and consequence)

Materials Required:

- **Section 4.2.1:** Japanese-Canadian History in Richmond
- **Section 4.2.2:** Japanese-Canadian Timeline

Large Group Discussion:

Describe the historical event when the Imperial Japanese Navy Air Service attacked the United States naval base at Pearl Harbor Hawaii Territory. Discuss the consequences of this action including the Japanese-Canadian Internment and the redress movement.

Utilizing the inquiry questions, identify the challenges faced by Japanese Canadians (e.g. confiscation of property and possessions, freedom) through role-play, simulations, letters of personal perspectives or a debate.



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4.2.1 Japanese-Canadian History in Richmond

Steveston developed in the 1800s as a fishing village on the British Columbia coast. The town was nicknamed 'cannery row' because there were fifteen canneries lining the waterfront. Many people who immigrated to the area found work in the numerous salmon canneries and fishing industry. The Japanese were relatively latecomers to British Columbia, arriving in the late 1800s and early 1900s. Manzo Nagano was the first confirmed Japanese arrival in 1877. Japanese immigration picked up fairly quickly after that. Many hoped to make their fortunes and retire to Japan, but changes in immigration laws in 1908 prompted Japanese immigrants to send for their wives or picture brides and start building families in Canada. As their children grew up and adapted to life in Canada, the Japanese Canadian community strengthened and the hope of returning to Japan faded.

In the early 1900s, the largest Japanese community in the province was known as Japantown, an area around Powell Street in Vancouver and rivalled Chinatown in size before World War II. Many Japanese residents however, worked as fishermen for the canneries on Lulu Island, which is the City of Richmond today. As the number of canneries grew, an increasing population of cannery workers, fishermen, and other labourers congregated along the water and Steveston sprang up as a salmon canning village. By World War II, Steveston was home to the second largest Japanese community in B.C. Japanese fishermen sold their catches to the fishing company, while their wives generally worked on the canning lines. Children attended public school during the day and Japanese language classes after school.

The lives of the Japanese people living on Canada's West Coast changed dramatically after Japan's attack on Pearl Harbour. The Canadian government declared war on Japan and on February 24th, 1942, the government ordered the expulsion of all persons of Japanese origin from the West Coast and their property – including fishing boats, houses, farms, and personal belongings – were disposed of. Many were born in Canada and had never even set foot in Japan. By November 1942, approximately 21,000 Japanese Canadians had been uprooted from their homes and relocated across Canada and approximately \$11,500,000 worth of Japanese properties were sold for \$5,373,317 by 1947. The attack on Pearl Harbour changed the fate of Canadians for seven years.

Before the end of the war, many Japanese Canadians were encouraged to repatriate or settle in other parts of Canada. On April 1st, 1949, four years after the war was over, all restrictions were lifted and Japanese Canadians were given full citizenship rights, including the right to vote and the right to return to the West Coast. Many Japanese Canadian fisherman immediately returned to the coast because fishing companies provided financing for boats and gears and low-rental housing. While other Japanese Canadians, moved to towns and cities located near the Internment Camps.

In the late 1970s and 1980s a 'redress movement' was led by the National Association of Japanese Canadians (NAJC) that negotiated a settlement with the Canadian government on behalf of the Japanese Canadian community. After a ten-year struggle on September 22, 1988 Prime Minister



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Brian Mulroney announced the Canadian Government's formal apology for the wrongful incarceration, seizure of property and the disenfranchisement of thousands of Canadians of Japanese ancestry. A redress settlement was also announced, which included individual payments of \$21,000 to eligible Canadians; establishment of a community fund of \$12 million; clearing of criminal records for those charged under the War Measures Act; restoration of Canadian citizenship to those exiled to Japan; and the creation of the Canadian Race Relations Foundation, which was established in 1997.

Source: Mitsuo Yesaki, [Sutebusuton: A Japanese Village on the British Columbia Coast](#) and <http://www.japanesecanadianhistory.net>

4.2.2 Japanese Canadian Timeline

- 1877** Arrival of Manzo Nagano, first Japanese person known to settle in Canada.
- 1895** British Columbia Government denies franchise to citizens of Asiatic origin.
- 1907** Anti-Asiatic Riot in Vancouver led by the Asiatic Exclusion League.
(see <http://www.anniversaries07.ca> for additional resources)
- 1908** Hayashi-Lemieux Gentlemen's Agreement: Japan voluntarily agreed to restrict the number of passports issued to male labourers and domestic servants to an annual maximum of 400.
- 1916-17** 200 Japanese Canadians volunteer for service with the Canadian army in France (WWI). 54 are killed and 92 are wounded.
- 1919** Japanese fishermen control nearly half of the fishing licenses (3267). Department of Fisheries reduces number of licenses issued to "other than white residents, British subjects and Canadian Indians". By 1925 close to 1000 licenses are stripped from Japanese Canadians.
- 1920** Japanese Labour union (eventually, the Camp and Mill Workers' Union) formed under Etsu Suzuki.
- 1923** Gentlemen's Agreement: Number of annual Japanese male immigrants not to exceed 150.
- 1924** The Labour Union newspaper, "The Daily People (Minshu)" begins publication.
- 1928** Gentlemen's Agreement amendment: Wives and children included in annual quota (150).
- 1931** Surviving veterans are given the right to vote.
- 1936** Delegation from Japanese Canadian Citizens League goes to Ottawa to plead for franchise. They are unsuccessful.
- 1941** **(March 4)** Registration of all Japanese Canadians.
- 1941** **(August 12)** Japanese Canadians are required to carry registration cards that have their thumbprint and photo.
- 1941** **(December 7)** Japan attacks Pearl Harbour.
- 1941** **(December 8)** 1200 Japanese Canadian fishing boats are impounded. Japanese language newspapers and schools close.
- 1942** **(January 16)** Removal begins of Japanese immigrant males from coastal areas.

- 1942 (February 24)** All male Japanese Canadian citizens between the ages of 18 and 45 ordered to be removed from 100 mile wide zone along the coast of BC.
- 1942 (February 26)** Mass evacuation of Japanese Canadians begins. Some given only 24 hours' notice. Cars, cameras and radios confiscated for "protective measures". Curfew imposed.
- 1942 (March 4)** Japanese Canadians ordered to turn over property and belongings to Custodian of Enemy Alien Property as a "protective measure only".
- 1942 (March 16)** First arrivals at Vancouver's Hastings Park pooling centre. All Japanese Canadian mail censored from this date.
- 1942 (April 21)** First arrivals at detention camp in Greenwood, BC.
- 1942 (May 21)** First arrival at camps at Kaslo, New Denver, Slocan, Sandon and Tashme, BC.
- 1942 (June 29)** Director of Soldier Settlement given authority to buy or lease confiscated Japanese Canadian farms. 572 farms turned over without consulting owners.
- 1943 (January 19)** Federal cabinet order in council grants Custodian of Enemy Alien Property the right to dispose of Japanese Canadians' property without owners' consent.
- 1945 (April 13)** Beginning of intimidation campaign towards Japanese Canadians living in BC to move to Eastern Canada to be deported to Japan.
- 1945 (September 2)** Japan surrenders after atomic bombs are dropped on Hiroshima and Nagasaki (WWII).
- 1946 (January 24)** "Repatriation" begins. 3964 Japanese Canadians go to Japan, many of whom are Canadian citizens.
- 1946 (May 31)** Federal cabinet order in council on deportation of Japanese Canadians repealed after protests by churches, academics, journalists and politicians.
- 1948 (June 15)** Federal franchise extended to all Japanese Canadians.
- 1949 (April 1)** Removal of last restrictions. Japanese Canadians are free to move anywhere in Canada.
- 1967** Canadian government announced new immigration regulations: a point system for selection. It no longer used race as a category.
- 1988 (September 22)** Prime Minister Brian Mulroney announces the Canadian Government's formal apology for the wrongful incarceration, seizure of property and the disenfranchisement of thousands of Canadians of Japanese ancestry. A redress settlement was also announced which included individual compensation.

5.0 Enhancement Field Trips

Britannia Shipyards National Historic Site

5180 Westwater Drive

604-238-8037

Britannia@richmond.ca

www.richmond.ca/culture/sites/britannia

Life in Sutebusuton: Grades 4 - 6

Understand what life was like for pre-WWII Japanese Canadians living in Steveston. Students will learn how to interpret primary sources and conduct interviews while engaging in role play in the Murakami family home.

Cost: \$4.00 per student

The Steveston Museum

3811 Moncton Street

604-718-8439

Stevestonmuseum@richmond.ca

www.richmond.ca/culture/steveston-museum

The Nikkei Return: Grades 4 – 6

Unpack the internment and post-war experiences of two Japanese Canadians from Steveston using objects and text. Challenge your students to make historical connections with contemporary themes of human rights and resiliency.

Cost: \$4.00 per student

Richmond Museum

77000 Minoru Gate

604-247-8334

museumed@richmond.ca

www.richmondmuseum.ca/filed-trips

Education Kits: Bring the museum into your classroom with unique suitcases packed with ‘artefacts’, photographs and other resources that inspire curiosity and engage active young minds.



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Japan through the Senses

Grades 5 and up

Explore the stories of joy and hardship that reflect the history of the Japanese community in Richmond and what it truly means to be Canadian.

The Internment Years: The Japanese Canadians during World War II

Grades 5 and up

Encourage a more meaningful and comprehensive understanding of the forced removal of the Japanese from Richmond while developing critical thinking skills.


Immigration: The Canadian Experience

Grades 5 and up

Discover the process of transitioning from "immigrant" to "Canadian", including all the hardship and joy that comes from moving from one country to another.

Cost: \$45 per 3-week loan. Each loan begins on Monday and ends on Friday.

To book an Education Kit:

Complete the  [Richmond Museum Education Kit Booking Request Form](#) and return by e-mail to museumed@richmond.ca or by fax at 604-247-8341.

http://www.richmond.ca/_shared/assets/Richmond_Museum_School_Programs_Brochure_2016-2017_1_45245.pdf

Gulf of Georgia Cannery - Cannery Stories

Grades 4 to 6

What was life like for the people who lived and worked in one of BC's cannery towns? After a snapshot tour of our Canning Line exhibit, the Cannery's general store serves as the backdrop for a detective game. Students will work in teams to discover the identity of six cannery workers. Conversations with the store clerks, access to documents and artifact replicas provide the clues that will reveal the personal story of these workers and bring the multicultural history of BC's fishing industry to life.

Admission is \$3.90 per student, taxes included. Minimum 10 participants required per program. To book your program, contact: bookings@gogcannery.org 604.664.9234



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6.0 Appendix



Figure 1. Black Line Masters: The Kaiwo Maru



Figure 2. Black Line Masters: Exercising on the main deck.



Figure 3. Black Line Masters. Seaming new sails.



Figure 4. Black Line Masters. Hauling the upper-top halyard sail.



Figure 5A. Black Line Masters. Climbing the mast to make fast sail.



Figure 6A. Black Line Masters. Climbing the mast to make fast sail.

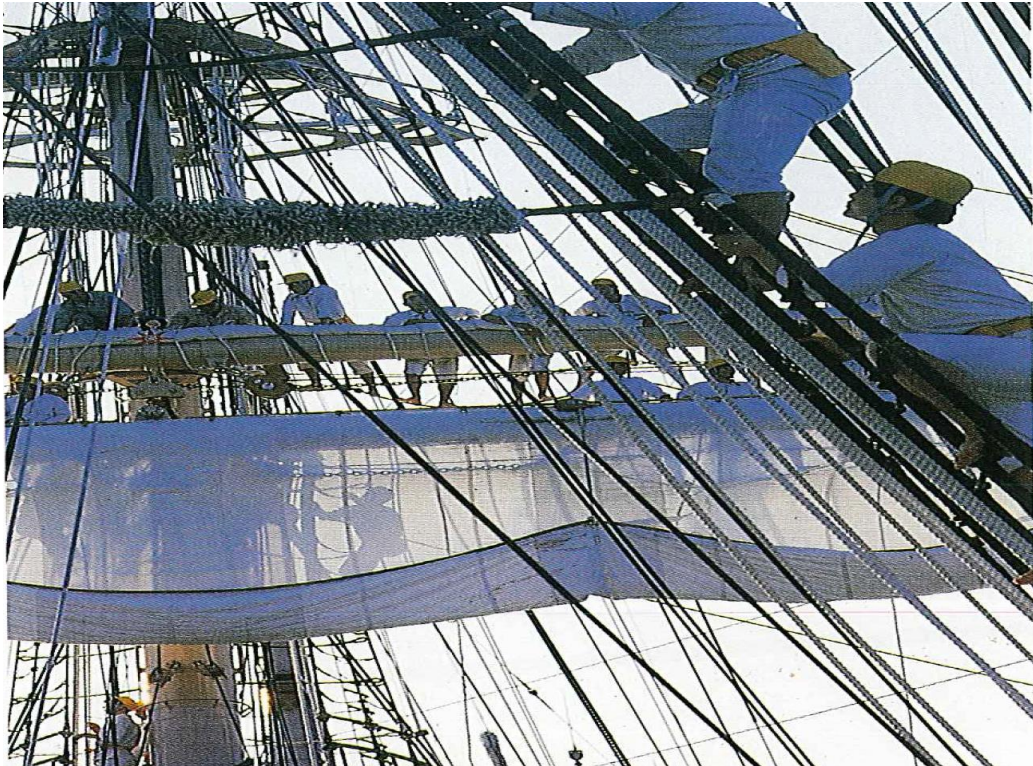


Figure 7A. Black Line Masters. Climbing the mast to make fast sail.

Think Like a Historian

Describe the photograph:

1. Are there people in the photograph?

2. What are they doing?

3. What expressions are on their faces? What is their body language?

4. What objects are in the photograph?

5. Where was the photograph taken?

6. Is the photograph spontaneous or posed? How can you tell?

7. What is the general mood of the photograph? How can you tell?

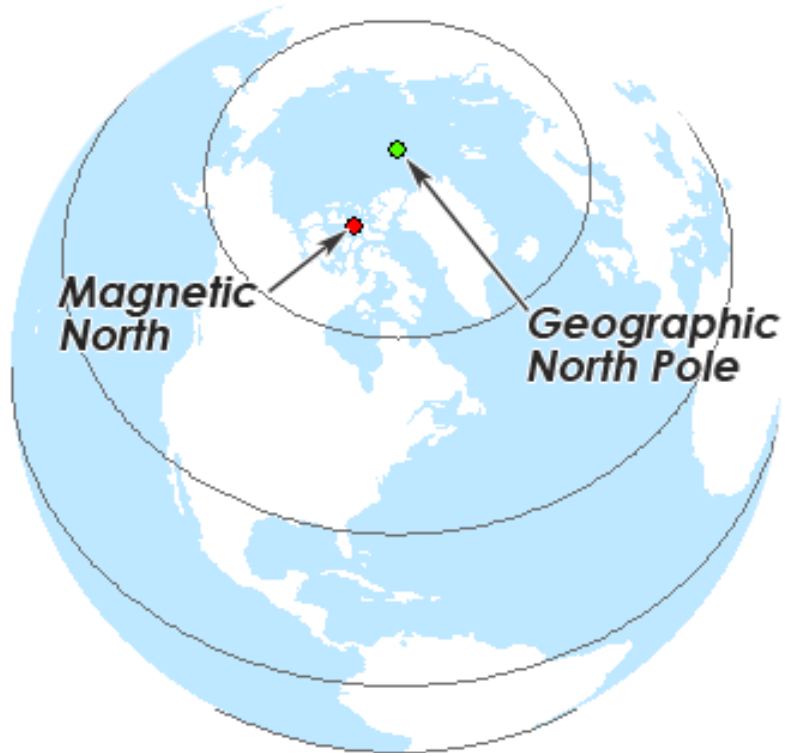


Figure 8. Black Line Masters. Magnetic North versus Geographic North.



Figure 9. Japanese Compass dated from the 1800s.