

## “Chattels” Video & Reading Questions Workbook on Japanese Canadian Items Confiscated in Internment



**Student Activity:** Listen to the multimedia video “Chattels”, read the artist’s statement, and review the items mentioned in the song. Follow the lesson flow below.

Video: <https://www.youtube.com/watch?v=HVdwiKoqmDw>

**How to share with students:** These pages are sized for printing or can be assigned digitally using an LMS (like Google Classroom), where students can work on their own slide decks via “Make a Copy for Each Student.” Each slide is set up with text boxes for students to type in.

### Suggested Lesson Flow:

1. Students complete a Image Analysis to start thinking
2. Have students read the passage and answer questions.
3. Have students complete the Short Answer Questions.
4. Have students complete the Open Ended Questions and discuss with partners or groups their responses.

# Image Analysis: Notice & Wonder

**Instructions:** Look at the image and write down 2-3 things you notice (key details, main ideas, themes) and then write down 2-3 things you wonder (questions you have because of the image, things you are curious about when you look at the image.)

**What  
do you  
notice?**

Item confiscated from Japanese Canadians before Internment. This is one item mentioned in the song "Chattels" that we'll be studying.



**What  
do you  
wonder?**

# Read: Take Notes

**Instructions:** Read the passage and take notes on facts or details that help answer the questions..

## Artist's write up:

"Chattels" is a multimedia track from Brava Kilo & Annie Sumi's collaborative EP called "Kintsugi." It was inspired by archival documentation, from the Japanese Canadian internment, that listed their ancestors' belongings that were confiscated and auctioned off during that period of time.

The song acknowledges the impact of stolen heirlooms and the process of healing ancestral trauma. "Kintsugi" was primarily a multi-media interactive art installation that was exhibited at the Japanese Canadian Cultural Centre in Toronto (2022.)

## Items mentioned in the song:

*An ice box, an incubator, arrested seven horsepower motor, a set of drawers, a tarnished mirror, a picture frame, and chicken wire. A well-used set of garden tools, a chest of ceremonials, a baby buggy, and the dining room chairs. A gramophone and a box of records, a General Electric push button radio, a treadle-powered Singer sewing machine.*

*A 50-gallon crock, a wash tub, a thermos flask, a wooden wagon with the wheels attached, a double-hinged fold-up ironing board, a brass blade gasoline torch, an AJ Donahue Winnipeg chair, a gramophone and a box of records, a General Electric push button radio, sewing machine.*

1. What are the listed items used for? What might they suggest about the owner?

2. What is the significance or symbolism of the confiscated gramophone and the box of records in the text?

3. What might be some things that you'd leave behind if you were forced to leave your house with only a few suitcases?

# Short Answer Questions

**Question**

1. Digging deeper, why were these items confiscated, taken away, or left behind as families were interned?

**Question**

2. How should Japanese Canadians have been compensated for their confiscated property, many of which were auctioned off very cheaply or lost forever?

**Question**

3. In 1988, Japanese Canadians were given an apology by the Canadian government and given a redress payment, not only for property but for years of suffering. Can money ever be just repayment for injustice? Explain.

# Answer and Explain

**Instructions:** For each question, answer the question and then explain why you picked the answer you did using specific evidence from the text.

**Question:**

1. Which item mentioned in the text is NOT related to household items?

**Pick the Answer**

- A) A gramophone and a box of records
- B) A brass blade gasoline torch
- C) A wooden wagon with the wheels attached
- D) A set of garden tools

**Explain: Why did you pick that answer?**

**Question:**

2. What is the purpose of the General Electric push button radio mentioned in the text?

**Pick the Answer**

- A) To play music from a box of records
- B) To entertain the family at night
- C) To show status and wealth in a family
- D) To listen to radio broadcasts

**Explain: Why did you pick that answer?**

**Question:**

3. Which would be the most difficult to leave behind / get confiscated by the government?

**Pick the Answer**

- A) A double-hinged fold-up ironing board
- B) A baby buggy
- C) A box of records
- D) A chest of ceremonials (religious items)

**Explain: Why did you pick that answer?**

# Reflect and Discuss

**Instructions:** Respond to the following question using the reading and your own knowledge and experiences. Be as thorough as possible.

1. Listen / watch the video of the song “Chattel” and respond below. What are some of the images that you recognize? How might they relate to Japanese Canadian Internment? Below is QR code.

**Write Your Response Here.** Be sure to use what you learned in the reading and your own knowledge and experiences to answer the question thoroughly.



**Instructions:** When instructed, you will share your responses with your group. Take notes on their responses in the boxes below. Be sure to write their names at the top of each box.

**Student #1:** \_\_\_\_\_

**Student #2:** \_\_\_\_\_

**Student #3:** \_\_\_\_\_

**Student #4:** \_\_\_\_\_

# Reflect and Discuss

**Instructions:** Respond to the following question using the reading and your own knowledge and experiences. Be as thorough as possible.

2. Think about the different objects described in the text. Which ones resonates with you the most and why?

**Write Your Response Here.** Be sure to use what you learned in the reading and your own knowledge and experiences to answer the question thoroughly.

**Instructions:** When instructed, you will share your responses with your group. Take notes on their responses in the boxes below. Be sure to write their names at the top of each box.

**Student #1:** \_\_\_\_\_

**Student #2:** \_\_\_\_\_

**Student #3:** \_\_\_\_\_

**Student #4:** \_\_\_\_\_

# Reflect and Discuss

**Instructions:** Respond to the following question using the reading and your own knowledge and experiences. Be as thorough as possible.

3. How have the objects and images in the video been constructed, visually, by the artists? What does this add to the effect?

**Write Your Response Here.** Be sure to use what you learned in the reading and your own knowledge and experiences to answer the question thoroughly.

**Instructions:** When instructed, you will share your responses with your group. Take notes on their responses in the boxes below. Be sure to write their names at the top of each box.

**Student #1:** \_\_\_\_\_

**Student #2:** \_\_\_\_\_

**Student #3:** \_\_\_\_\_

**Student #4:** \_\_\_\_\_