

# Internment and Resilience: Researching the Lives of Japanese Canadian High School Graduates

## **WORKSHEET 7.1** Japanese Canadian RHS Graduate Research Project

### **Format:**

- chosen slide show format (Power Point, Google Slides, Keynote...).

### **Part 1 (ethics)**

- Chose an individual from the 1942 Richmond High Graduating class. If you have another individual you're choosing to research, please let the instructor know. Know the 5 W's of their life.
- Create a letter to family (ethics).

### **Part 2 (inquiry)**

- List 10 questions that you have about your graduate. In order to have a variety of questions with different depth, consider using a Q chart on "Asking Good Research Questions."
- Gather your research sources. Draw from primary vs. secondary sources and know how to create a Works Cited page. You will likely be using the RHS 1942 Annual and the Landscapes of Injustice database.
- What was your graduate like in high school, pre-Internment? Start by looking through the 1942 Annual especially the graduate poems for this information.
- Go to the Landscapes of Injustice database. What can you learn from their Internment experience from this site (where interned, family, Internment documents etc.) Make sure you have the correct person (check by age, hometown, and family, to start)!
- Where were they interned? Describe conditions.
- What did they do in their life, post internment? You might consider schooling, jobs, family, honours, and other accomplishments and contributions. (Hint: look through obituaries and through family members & their biographies).
- How do you know the person you researched is the RHS graduate and not another person?
- What were some consequences/impacts of Internment on this person?
- Extra information from research .
- Further questions you have about your graduate. Is there any missing information (10 questions required)?
- Works cited in MLA format.

### **Part 3 (sharing with others)**

- Optional for class — check to see if your teacher wishes you to do this; the goal is for the class to see the variety of experiences from this graduation class.
- Summarize information on your person including a person on one slide.
- Include short biography with graduation photo, Internment experience, life post-internment.

## **Social Studies Curricular Competencies addressed:**

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas.
- Assess and compare the significance of people, places, events, or developments at particular times and places.
- Assess the justification for competing accounts after investigating points of contention, reliability of sources, and adequacy of evidence, including data (evidence).
- Determine and assess the long- and short-term causes and consequences, and the intended and unintended consequences, of an event, legislative and judicial decision, development, policy, or movement (cause and consequence).

## Project Rubric

		EM-	Emerging	D-/EM+	Developing	P-/D+	Proficient	P+	Extending
<b>Inquiry questions, researching, and analysis</b>	No writing submitted despite reminder & opportunity to complete. <b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	Thoughtful questions asked with research from diverse sources. Logical evidence and analysis results in conclusions. <b>6 points</b>	<b>7 points</b>	Assignment goes beyond expectations in multiple ways. <b>8 points</b>
<b>Significance of life contributions to Canadian society</b>	No writing submitted despite reminder & opportunity to complete. <b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	Significance of person in relation to Canadian society is outlined in multiple ways (family, career, service etc.) <b>6 points</b>	<b>7 points</b>	Assignment goes beyond expectations in multiple ways. <b>8 points</b>
<b>Sources of assessment of evidence</b>	No writing submitted despite reminder & opportunity to complete. <b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	Sources are varied and consistent and put in MLA format. Evidence's adequacy and reliability is assessed thoughtfully. <b>6 points</b>	<b>7 points</b>	Assignment goes beyond expectations in multiple ways. <b>8 points</b>
<b>Consequences of Internment, short and long term</b>	No writing submitted despite reminder & opportunity to complete. <b>0 points</b>	<b>1 point</b>	<b>2 points</b>	<b>3 points</b>	<b>4 points</b>	<b>5 points</b>	Both short and long term consequences offered with evidence. <b>6 points</b>	<b>7 points</b>	Assignment goes beyond expectations in multiple ways. <b>8 points</b>