

## Resources, continued...

The following sites have information on **Japanese internment in Canada:**

- [www.kin.bc.ca/JVH/Programs/JCdn/TitlePage.html](http://www.kin.bc.ca/JVH/Programs/JCdn/TitlePage.html)
- [www.yesnet.yk.ca/schools/projects/canadianhistory/camps/internment1.html](http://www.yesnet.yk.ca/schools/projects/canadianhistory/camps/internment1.html)
- [www.canteach.ca/links/linkinternment.html](http://www.canteach.ca/links/linkinternment.html)

### **Canadian Human Rights Commission:**

- [www.chrc-ccdp.ca/default-en.asp](http://www.chrc-ccdp.ca/default-en.asp)

**Ontario Human Rights Commission** has several pages about racial profiling:

- [www.ohrc.on.ca/english/consultations/racial-profiling-report\\_3.shtml](http://www.ohrc.on.ca/english/consultations/racial-profiling-report_3.shtml)

# Lest We Forget

## DISCUSSION AND VIEWING GUIDE

### Synopsis

*December 7, 1941.*

The bombing of Pearl Harbor thrusts America into World War II. In the name of national security, all people of Japanese origin are proclaimed “enemy aliens” and interned for the duration of the war.



*September 11, 2001.*

A new chapter in national security begins as America suffers another terrible tragedy. This time, a new alien arises: Arabs, South Asians and Muslims.

With a critical eye, *Lest We Forget* explores a lesson that America seems determined to learn twice. Violating civil liberties, alienating their own citizens, vilifying the visible minority, America is bent on homeland security but does this once again cross the line to unlawful treatment of innocent individuals? The film blends a chronology of voices speaking about the severity of wartime racism in the U.S. Award-winning director Jason DaSilva carefully reaches out to the communities most affected, giving many individuals the opportunity to share their profoundly disturbing stories.



**MOVING IMAGES  
DISTRIBUTION**

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## Curriculum fit:

History 12 (Turmoil and Tragedy 1933-1945), Social Studies 11 (Legal issues, Social Issues, Political issues, Current Affairs, Multiculturalism, Anti-racism)

## Pre-screening activities

- Brainstorm some possible stereotypes that people might have about people of colour. What are some ways to get beyond stereotypes?
- What is discrimination and how does it affect people?
- How do you let people know about your political beliefs and religious or ethnic background? What are some clues you use to figure out someone's political beliefs and religious or ethnic background? Why do you want to know?

## Post-screening activities

- What do you think we learned about the internment of Japanese-Canadians during WWII? How can we apply those lessons today? Do you think it's fair to compare the politics of today with the WWII era? Why or why not?
- Do you think that the Canadian Charter of Rights should protect people from racial profiling? Why or why not? How can we balance issues of national security with the rights of Canadians?

- Canada issued a warning for people traveling through the United States during high security times. Is a warning enough? Why did it fail for Berna Cruz?

## Extensions

- Compare two Canadian historical expulsions—the deportation of the Acadians (1755-1762) and the internment of the Japanese during WWII.
- Compare the WWII deportation of the Japanese community in the United States and in Canada.
- Contrast the way the United States is handling security post 9/11 compared to Canada.
- Journal Entry: If you were a customs agent at an airport border crossing, describe what would you look for in terms of security risk?
- Write a newspaper article about racial profiling. You can use a story from the video or write about a fictional event.
- Have the class prepare a debate about the benefits and hazards of racial profiling.

## Resources

**Histor!Ca Youthlinks**, web-based learning about history and social issues, is a good place to start on peace and conflict:

- [www.youthlinks.org/students/index.do?moduleID=3](http://www.youthlinks.org/students/index.do?moduleID=3)

