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EDUCATE FOR PEACE

ECONOMIC PERSPECTIVES ON WWII IN ASIA

*If world peace ever happens,
it will be built on knowledge.
- June Callwood*

To book your visit:



WongAvery Asia Pacific Peace Museum Educator Visit

Peace, security, and dignity of human life are made fragile by othering, disinformation, oppression, and armed conflict. The choices we make are critical to securing a better world.

The history of WWII in Asia teaches one of the greatest lessons about solidarity of humanity – the choice that we each, individually and as a collective, act or not to act, and the consequences of decisions. What we know, do, and value matters as part of the forces of ideas, people, events, and developments.

EXPERIENCE THE MUSEUM, not as answers, but as critical inquiry ...

Take an inquiry walk of 90 minutes on the ECONOMIC PERSPECTIVES of WWII Asia, which will not be a chronological experience. Instead, it's a walk that takes you on close encounters with different objects in specific galleries to

- Determine the significance of economic policy and decisions with its confluence with beliefs and values to advance a war agenda.
- Analyze the dynamics of the industrial-military relationship and labour during the war years and assess what economic decisions, and why, contravene international law and/or not acceptable today.

The inquiry walk engages considerations and determinations on the military-industrial connections; and their broader relevance in times of war and in times of peace.

PART I: BELIEFS, VALUES, ECONOMIC IDEOLOGY

A. Starting in the **Pre-War Gallery**, locate objects #1 and #2.

Object #1



Read object #1: From Ideology to Action

- What economic ideology is being proposed?
- Identify the beliefs and values integral to the economic ideology
- Determine the socialization of economic ideas, beliefs and values for war acceptance. Use evidence in the gallery

Object #2



Object #2: Image #6

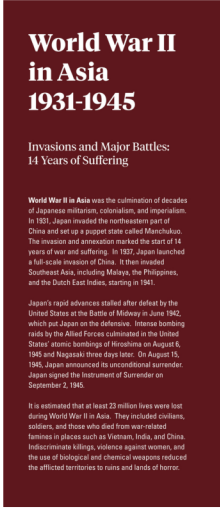
- Who and what ideas are represented in this image? Why? Provide evidence for your reasoning
- What might be the political-economic conditions and connections that are critiqued by the artist? Provide evidence for your analysis

Take 15 minutes to experience the pre-war gallery.

Jot down 1 question you which you might research for further information

B. Go to the **map of WWII in Asia 1931-1935**

Object #3



View and read the section of the map “Military Aggression 1937-1945: China and Asia Pacific”

- Compare and contrast what you read in object #3 with the economic ideas proposed in object #1 in the pre-war gallery.
- How was economic ideology used to create public acceptance and support for Japan to go to war? Explain using evidence, information, and criteria-based reasoning.

PART II: MILITARY, INDUSTRIES, LABOUR

C. Proceed to **the Massacre gallery**

Object #4



- Look for these three objects and read the histories that gave rise to the quoted numbers killed.
- Determine what factors dominated and shadowed Japan’s “Greater East Asia Co-Prosperity” economic policy and peaceful co-existence, and instead resulted in 14 war years.

Object #5



- In 2024, how might we recognize and safeguard against the use of ideas and information to manufacture support that threaten peace? Think of one example to elaborate and explain “manufactured support”.

Object #6



D. Locate the **Prisoner of War and Civilian Forced Labour** gallery

Object #7

Region	Estimated Number of Civilian Forced Labourers Exploited
China	> 15 million (1935 – 1945) <small>Source: Ji, Zhifan. A Storm of Chinese Labor Casualties (2015). The National Archives of the UK, 2017C. Available at: http://www.nationalarchives.gov.uk/ukiaid/2017-04-13-11</small>
Korea	> 700,000 (1939 – 1945) <small>Source: Ministry of Defense, Japan, "Twenty One The Number of Korean Forced Laborers' Mobilization," 1987</small>
Taiwan	> 200,000 <small>Source: Report: Ministry of Economic Affairs of P.R.C., Taiwan, June, April 16, 1993</small>
Dutch East Indies (Indonesia)	270,000 <small>Source: International Military Tribunal of the Far East</small>
Burma (Myanmar)	92,000 <small>Source: The National Archives of the UK, 2017C. Available at: http://www.nationalarchives.gov.uk/ukiaid/2017-04-13-11</small>
Malaya (Malaysia and Singapore)	> 78,200 <small>Source: The National Archives of the UK, 2017C. Available at: http://www.nationalarchives.gov.uk/ukiaid/2017-04-13-11</small>

- Locate object #7 and the map of Japan and location of various industries
- What roles did industries play during the war years? Determine the relevance of the industrial-military relationship then and now.
- Assess the wartime and post-war impact of the Zaibatsu-military system on different groups of civilians.

Object #8

The construction exploited:

61,000 Allied prisoners of war
(predominantly British, Australian, Dutch, and American)
Over **12,000** perished.

An estimated 270,000 civilian forced labourers
Over **72,000** died during the construction.

Source: Wynona Lavel, The Japanese Trust, Vol. 4, Australian War Memorial, 1987.

- Why did Japan use forced labour for the construction of the Thai-Burma railway? How did it violate the 1929 Geneva Convention? Find evidence from the gallery
- How might civilian forced labour be prohibited in times of peace and in times of war?

E. Personal histories which are often overlooked

Object #9

“ We were so starved that we had to eat leaves from trees when we were outside working...They [site overseers] tortured and scorched us with red hot iron.

Locate object #9, and get to know this civilian's lived experience.

Object #10

“ Once again, in the quietness of that night, I thanked God for saving me and prayed that He would give me the strength and help needed to see this through to the end.

Locate object #10, and get to know this soldier's lived experience.

Object #11

“ Today people call Hashima 'Battleship Island,' but for us it was the 'Prison Island' of no escape.

Locate object #11, and get to know this civilian's lived experience.

- Identify, with evidence, how the different human forces such as the political society and corporate society contributed to the oppressive brutality of civilians and prisoners of war.
- How might human forces such as civil society, corporate society, and political society work proactively together so that such brutalities are prevented? Use evidence, information, and criteria-based reasoning to explain.

Debriefing the museum experience

- How would this museum experience, on economic perspectives of WWII in Asia, contribute to meeting student learning in your course?
- What are the interdisciplinary connections?
- What are the connections to contemporary issues addressed in your course?

Some examples of Ontario secondary courses and curriculum which could include WWII in Asia

10 Civics (Politics) (CHV2O) Civic Awareness (Rights and Responsibilities); Civic Engagement and Action (Civic Contributions; Personal Action on Civic Issues)

11 Equity, Diversity, and Social Justice (HSE3E) Research and Inquiry Skills (Investigating; Processing Information); Foundations (Power Relations; Social Awareness and Individual Action); Equity, Social Justice, and Change (Social Activism); Promoting Equity and Social Justice (Human Rights, Equity, and Antidiscrimination; Social Action and Personal Engagement)

11 World History Since 1900: Global and Regional Perspectives (CHT3O) Communities: Local, National, and Global (Imperialism and Decolonialization; Conflict and Cooperation; the International Community); Change and Continuity (the Process of Change; the Process of Continuity); Citizenship and Heritage (Nationalism and Internationalism; the Rights of Individuals and Groups); Methods of Historical Inquiry and Communication

11 English (ENG3C/3U), 12 English (ENG4C/4U) Reading and Literature Studies (Reading for Meaning; Understanding Form and Style); Writing (Developing and Organizing Content; Applying Knowledge of Conventions); Media Studies (Understanding Media Texts; Understanding Media Forms, Conventions, and Techniques)

12 Canadian and International Law (CLN4U) Regulation and Dispute Resolution (Principles of International Law; International Treaties and Agreements; Global Conflicts and Resolution)

12 Canadian and World Politics (CPW4U) Participation in the International Community (Rights and Responsibilities of International Participation; International Conflict and Cooperation; International Human Rights); Power, Influence, and the Resolution of Differences (State Power); Values, Beliefs, and Ideologies (the International Influence of Ideologies; Nationalist and Internationalist Orientations); Methods of Political Inquiry and Communication (Research; Interpretation and Analysis; Communication)

12 Equity and Social Justice: From Theory to Practice (HSE4M) Research and Inquiry Skills (Exploring; Investigating; Processing Information); Addressing Equity and Social Justice Issues (Historical and Contemporary Issues); Personal and Social Action (Promoting Equity and Social Justice; Social Action and Personal Engagement)

12 Issues in Human Rights (IDC4U/IDP4U/IDC4O/IDP4O) Theory and Foundations (Ideas and Issues; Structures and Organization; Perspectives and Approaches); Processes and Methods of Research (Accessing Resources; Processing Information)

12 World History: The West and the World (CHY4U/CHY4C) Communities: Local, National, and Global (the Nature of Interactions between Communities; Conflict and Cooperation); Change and Continuity (Change in History; Continuity in History; Chronology and Cause and Effect); Citizenship and Heritage (Ideas and Cultures of the non-Western World; Citizenship and Human Rights); Social, Economic, and Political Structures (Social Structures; Political Organization; Methods of Historical Inquiry and Communication)

12 Genocide and Crimes against Humanity (CHG38) Investigate the terms genocide, crimes against humanity, and war crimes and explore them through the lens of historical analysis

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Development of ALPHA Education APPM Guides for Educators
are informed by OHASSTA - AESHO Concepts of Economics Thinking

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