

Savage Christmas

(opportunities for “chunking” video for student viewing)

NOTE: These are suggestions only. Some of them are drawn from my own experiences or understanding, so they might not be appropriate for all teachers. Additionally, I would never use **all** of these opportunities to pause the video in one viewing, as it would be too many and too distracting. Depending on the class, the mood and reactions, I will use only a handful of these. Some of the comments and ideas are untried, and came to me while preparing this list. Ultimately, the best times to pause the video are determined by factors such as the student’s pre-viewing knowledge, the teacher’s personal understanding, the desired learning outcomes, and the relationship between students and teacher. If the conversation is forced; the student’s reaction will be forced. If the teacher’s enthusiasm, horror, disbelief, and empathy are genuine, then the students will feed off it. Therefore, I offer these suggestions with hesitation. I believe any teacher who is in touch with their class can sense when the group needs to discuss something, or when an opportunity for enrichment presents itself. This video is designed to elicit a reaction, so it is not a daunting task to try to engage your students.

****Depending on the source, the time code may be off- please refer to the “Quote” column, which gives the last words spoken before the video should be paused.****

No.	Time	Quote	Comments/Questions/Discussion
1	0:00:35	“There is no fiction”	I ask the students to consider two types of storytelling. One is written for an audience in the third person, with an omniscient perspective, and the benefit of hindsight (secondary resource). The other is patched together from various letters, diary entries and interviews that were never meant to provide narrative, and were never written for a singular audience (mostly primary sources). Which one would be more entertaining? Easier to follow? Honest? Valuable? This is a proactive start that minimizes the frustration that some students feel when watching the recreated scenes.
2	0:02:40	“...lie in this cemetery”	This is the only Commonwealth Cemetery in Japan. It contains 137 Canadians. Why are they in uniform? What memories would it bring back? Why would <u>Hong Kong</u> veterans be buried in Japan? Google Earth: New Zealand & Canadian Section: 35°26'9.29"N, 139°34'51.15"E
3	0:06:18	“Japan was intent on the expansion of its empire.”	When did it really begin? Why did the film makers choose 1941?
4	0:11:55	“...overlooking the crucial freshwater reservoir”	Discuss the physical geography of “Hong Kong” and the military situation. Locate the reservoir on Google Earth, (22°22'51.66"N, 114° 8'44.92"E). Identify Kowloon and the island of Hong Kong. Where were the Japanese? Try to determine the Gin Drinker’s line. Why is this a good defensive line? Would you place it in a different place?

5	0:14:10	"..and he's just trotting him right up there, you know."	<p>What "Canadian" Qualities are discussed in this last segment?</p> <p>Do people around the world still think that way?</p> <p>What is Canada's image around the world?</p> <p>What was our reputation in WW1?</p> <p>Teacher may guide discussion- I use personal experiences:</p> <p>I heard criticism of Canadians at the closing ceremonies of the Nagano Games; our flag was too big, (point: we are actually blind to how obnoxiously patriotic we are overseas, while we are busy branding Americans as obnoxious flag wavers).</p> <p>I have heard stories of Americans using Canadian flags on their backpacks when traveling.</p> <p>In Thailand, I had the experience of being treated in an indifferent manner, until the person saw the flag on my backpack, he then apologized, and said he thought I was an American.</p> <p>I was once identified as being "Canadian" in a bar in Thailand when a singer finished her set, and said "Thank you" to an appreciative audience, to which I loudly replied, "No, Thank YOU!"</p>
5	0:15:10	"That's how much a Chinese coolie's life is worth."	<p>What is a coolie?</p> <p>What role did the British play in Hong Kong? (politically, militarily)</p> <p>Discuss racism. Perhaps identify that racist attitudes were held by both sides. Point out the link between racism and hate. Ask students to keep this in mind (you can connect to discussion about "The Kamloops Kid" later)</p>
7	0:22:11	"Became the first Canadian Infantryman to die in the Second World War"	<p>John Grey- the first casualty.</p> <p>Perhaps as an assignment, have students research Pvt. John Grey- this is NOT an easy task! Write a short obituary using the information they find. Collect a bibliography- what are the sources of information?</p> <p>Should it be so hard to find information on him?</p> <p>Students can also keep a running list of the people mentioned in the film who had died. They can make obituaries- a small but meaningful research assignment.</p>
8	0:25:25	"..at the narrowest crossing point, Lye Mun. passage"	<p>Look at Hong Kong on Google Earth. Find Lye Mun Passage. Ask students, How would you defend Hong Kong? Where would you position the defences? Why? (discuss possible sea attack vs mainland attack).</p>
9	0:26:14	"...so that is how we attack"	<p>This passage outlines some commonly held racial assumptions about the Japanese. Discuss other racial stereotypes. Why would these be common? Would the gov't encourage these views? Why? If possible, show a Loony Toons cartoon from 1942- "Bugs Bunny Nips the Nips". Identify the stereotypes. Discuss.</p>
10	0:30:47	"..that's what happened to them."	<p>Lt. Scott</p> <p>Note the sudden change in Clayton's mood when he was asked about Lt. Scott. What is the purpose of the humour? Is he avoiding the question or the memory?</p>

11	0:36:57	"more Canadians would join him in the days ahead."	Wong Nei Chung Gap - Find the Gap in Google Earth. 22°15'35.47"N, 114°11'39.65"E
12	0:41:48	"...just turned aside, and went to sleep."	St. Stephen's College : 22°12'57.36"N, 114°13'1.68"E Why is it so hard for Bob to walk into the building? What do you think he witnessed? -ask students to anticipate what the fate of wounded soldiers might be.
13	0:52:21	"The living would come to envy the dead."	The Geneva Convention has just been mentioned. Possibly have a discussion about: A) In what ways could Japanese conduct up to the surrender be considered unlawful? What are the rules of war? B) The remaining Canadians are prisoners. What are the rules governing the treatment of prisoners? <This is a good natural break- just over ½ finished>
14	0:56:17	"under threat of starvation"	SHAM SHUI PO : This segment talked about Sham Shui Po Prison, which has since been torn down. Sham Shui Po Park is home to trees planted by the Hong Kong Veteran's Association and a plaque. This is a little known and poorly documented site of remembrance. Even more obscure is the actual location of the Sham Shui Po Prison. Some web sites claim that the park is near the former site. Some searches suggest that the location was at the intersection of Sham Shing Rd, and Hing Wah St. West (about 800 metres northwest of the park. However, a careful reading of Sham Shui Po District Council's notes from 1979 (http://hkclweb.hkpl.gov.hk/doc/internet/eng/18districts/ssp/ucrc.html) reveals that the use of the camp to house Vietnamese refugees (mentioned in the movie) obstructed the progress of the park and swimming pool projects. The pool is right next to the park- revealing that the park is on the actual site of the Sham Shui Po Prison. (22°19'50.74"N, 114° 9'24.35"E) KAI TAK AIRPORT : Ask if any students have visited Hong Kong. Talk about the new airport, Chep Lap Kok. (modern engineering marvel, very modern...) (22°18'31.45"N, 113°55'10.58"E). Then share with students the experience of flying into Kai Tak. If you never had the opportunity, you can use the numerous videos on You Tube, some are great! Find Kai Tak on Google Earth (22°18'59.44"N, 114°12'8.03"E). It is one of the most infamous airstrips in the world & Canadians helped build it! (In the current Google Earth image, it is being decommissioned.
15	1:03:47	"The agony ward"	THE KAMLOOPS KID : What was his nationality? What was the source of his hatred? Possibly discuss bullying. Reconnect to the racism demonstrated by British soldiers earlier in the video. STARVATION/BERI BERI : Read quotes to students about the starvation in the camp, about eating rats and rice husks out of diarrhoea. Explain causes of Beri Beri, possibly look it up on Google. <i>Avoid images of swollen testicles.</i> At this time, read quotes (end of this document)

16	1:17:10	"Little bit of humour with a hell of a lot of tragedy"	Discuss John Payne's escape attempt. Was it right to try? What would you do? Moving prisoners to Japan- Was it right or wrong? Why? Did you know that Nazi POW's were sent to Canada during the war? We had Nazi POW camps in Alberta. Note that the Canadian prisoners ended up in Tokyo or Niigata. In Google earth, zoom out, and move to Japan. Identify Tokyo (NKK Shipyard: 35°28'10.25"N, 139°38'18.82"E), and Niigata (37°55'2.49"N, 139° 3'18.78"E)
17	1:20:31	"We couldn't understand them either"	Press pause, and allow for a pregnant pause before you say anything. Often the students will respond without coaxing or prompting. If not, simply ask, "How do you feel?", "How frustrating would it be to face that kind of denial?" "Why does it matter?" "Why is denial wrong?" "Why does it upset us?" Perhaps discuss the "cultural difference" comment. Why is this a convenient response?
18	1:22:07	"warrior's way out"	When I pause the video here, I act a bit shocked and confused. I ask the students, "What did he just say?" "What must come before surrender?" Then I ask them, "Why is that ironic?" Some might point out that Japan surrendered, yet here is this man, alive... Why didn't he commit suicide? <u>YASUKUNI SHRINE:</u> Briefly outline the debate over the Yasukuni shrine. Explain the controversy. Found on Google Earth at 35°41'38.77"N, 139°44'36.56"E.
19	1:25:17	"least of all to strangers"	Manchester is very forgiving, while Clayton remains unforgiving. Who do you identify with? Why? Are both justified?
20	After credits		I let the credits roll. I'm often a bit misty (even after multiple viewings, sometimes three times a day), and there are always some students crying. The time lets them gather themselves, and builds the tension. I quietly shut the video off. I ask the students, "Faced with the denial of the guard, and appreciating the negative impact of hate, what do we do, as Canadians? What is our role, after learning about this?" The discussion touches on the redress movement. We discuss the treaty of 1952. We often will come back to "remembrance". Then I share my own guilt and regret, that I didn't appreciate this chapter of history enough before I became a teacher. I visited Hong Kong, and didn't visit a cemetery. I have been to Tokyo many times, but never went to the Commonwealth Cemetery. I didn't know enough. I turn Google Earth on, and we do a tour of the cemeteries. 1. Hodogaya Cemetery, Yokohama, Japan : 35°26'9.29"N, 139°34'51.15"E) 2. Sai Wan Cemetery, Hong Kong: 22°15'32.42"N, 114°14'3.39"E 3. Stanley Cemetery, Hong Kong: 22°12'48.28"N, 114°12'59.04"E 4. St. Stephen's College, Hong Kong: 22°12'57.36"N, 114°13'1.68"E I urge students to try to remember, if they travel to Japan or Hong Kong, to please, pay respect, and take the time to visit these places.

Excerpts from:
HELL ON EARTH: Aging Faster, Dying Sooner
(Canadian Prisoners of the Japanese During World War II)

****taken from a worksheet created by Mr. Graeme Stacey****

McIntosh, David. Hell On Earth: Aging Faster, Dying Sooner (Canadian Prisoners of the Japanese During World War II). McGraw-Hill Ryerson Ltd., Toronto, 1997.

HUNGER

William J. Overton: "once, I remember we had a horse's head and the four legs from the knees down. The cooks cleaned it all up and cooked the whole thing in soup. It certainly provided a lot of grease that we needed, but I can remember one man going hysterical because he found a horse's tooth in his little bowl of soup... Yes, there were maggots in the rice, especially in Hong Kong. Maggots, weevils, and rat dung." p. 17

Henry Lyons: "We were continually hungry. In Canada we had a farm and used to fantasize about being able to eat the slop my father fed to the pigs. That's how hungry we were."

Unnamed Veteran: "We all had diarrhea or dysentery or both a good deal of the time and knew that rice and barley could go through you practically untouched. One day I was in such bad shape- I'm going to tell this as quickly as I can to get it over with- I cupped my hands under a man squatting with diarrhea, caught the barley coming through, washed it off as best I could and ate it. Later I saw some of the other men doing this now and then, but it didn't make me feel less ashamed. I didn't feel ashamed while I was doing it though. I was too hungry to feel anything but hunger." p. 18

WORMS

John Raymond Stroud: "I have witnessed people with worms coming out of their mouths like spaghetti... Some actually choked to death on the worms that were coming out of their mouths." p. 25

William S. Ashton: "I had huge ones and I was hospitalized. I passed more than 180 that the orderly counted- and that was just the large ones and not counting the small ones. One man, a worm dropped right out of his nose when we were playing cards one night. And they were crawling out of his rectum." p. 24-25

HOSPITAL CONDITIONS

Sgt. Albert Cox: "We managed to steal one bandage for each prisoner suffering from gangrene and in some cases we managed to steal a second dressing. However, these had to be continually washed and reapplied to the patient. I personally dressed many of the feet. I remember a prisoner named Clapp whose foot I dressed. Once when I was removing the bandage to wash it, three of Clapp's toes were lying in the bandage. Clapp subsequently lost all of his toes." p. 156-157