

LESSON 3 HANDOUT 3.9 CONTINUUM DEBATE

After completing the chart in **Handout 3.8 Did the Federal Government Act in Good Faith?** and participating in the debrief you should be able to form an opinion on whether the federal government acted in good faith when they broke the promise to care for the property of Japanese Canadians and moved to a policy of forced sales. In this activity you will share your views, and reasons in an informal class debate.

1. Take some time to review your notes in **Handout 3.8**, paying particular attention to your evidence on the decision to liquidate as sincere or insincere, fair or unfair, reasonable or unreasonable. Prepare to hold and present your opinion: did the federal government act in good faith? You are free to judge the importance of the evidence as you see fit, however there may be positions that are more defensible (there is no right answer).
2. A continuum line is a kind of informal class debate. Your teacher will create two ends of a line. At one end stand students who believe that the federal government acted in good faith when revising the policy of trusteeship for Japanese Canadian property. On the opposite end of line will stand students who are confident the federal government did not act in good faith. In between these two polarized positions will be students that are uncertain about their position on this issue of good faith. Those leaning slightly more to one view than the other must stand nearer that end of the line.
3. Your teacher will then allow students a couple of minutes to discuss the idea with peers to the right or to the left, then tell them to adjust their place accordingly. Repeat three times, then tell the students to take their place on the continuum line. Debrief student choices by sharing out. Wrap up.



Auction sale. Jack Lindsay. City of Vancouver Archives, 1184-1478