

STEVESTON STORIES: HOW ONE PERSON CAN MAKE A DIFFERENCE

Among the Shops.

Steveston, B. C.



Inventory Check List

In ✓	Out ✓	Item	Description
		Teacher's Guide	1
		Cotton Gloves	6 pairs
		Objects: Layer #1	
		Man's hat	1
		Women's hat	1
		Objects: Layer #2	
		Canadian school textbook	1
		Tailor's chalk pencils	case of 12
		Fishing buoy	1
		Boat builders plane	1
		Japanese fan	1
		Fishing Net	1
		Book: Tomekichi Homma	1
		Book: Salmonopolis, The Steveston Story	1
		Objects: Layer #3	
		Children's Book: More of Milly Molly Mandy (1930s)	1
		Yo-yo	1
		Slate Board	1
		Cup and ball	1
		Jacks Game	7 jacks + 1 ball
		Dominoes	28 in 1 cotton bag
		Marbles	18 in 1 cotton bag
		Photographs	
		City of Richmond Archives, Photograph # 1978 5 19	1
		City of Richmond Archives, Photograph # 1978 14 10	1
		City of Richmond Archives, Photograph # 1978 34 40	1
		City of Richmond Archives, Photograph # 2012 3 1	1
		City of Richmond Archives, Photograph # 2012 3 3	1
		City of Richmond Archives, Photograph # 2012 3 6	1
		City of Richmond Archives, Photograph # 2012 3 7	1
		City of Richmond Archives, Photograph # 2012 3 8	1
		City of Richmond Archives, Photograph # 2014 6 1	1
		City of Richmond Archives, Photograph # 2014 6 2	1
		City of Richmond Archives, Photograph # 2014 6 4	1
		City of Richmond Archives, Photograph # 2014 6 5	1
		City of Vancouver Archives, Photograph – Coast Salish ca. 1890	1

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Introduction

Introduction

This education kit *Steveston Stories: How One Person Can Make a Difference* offers students an opportunity to explore the history of the citizens in Steveston who contributed to their community. Through the examples of Dr. Richard Whitefield Large (1874–1920), Tomekichi Homma (1865–1945) and Hide Hyodo Shimizu (1908–1999) this kit explores the various ways they shaped the history of Richmond and of Canada.

Overview

The unit is divided into three parts: 1. Knowing myself, 2. My actions in the community, 3. Understanding the global impact of taking action.

Each part can be completed in one lesson or in multiple lessons, at the discretion of the teacher. This allows for flexibility, as the teacher can decide how long each part should take to complete.

Through this unit, students think about and reflect on how they can make changes in themselves, in their local community, and globally. The unit begins by asking students to identify who they are as a person and what makes them who they are. From this self-analysis, the unit moves on to examine how one person can affect the story of another person's life, and then how that story can have an impact on a group, the community, and the world.

Students will come to understand that everyone has different opinions, perspectives, and ways of doing, being, and knowing through examples in their local communities. Students will also understand how opinions, values, and perspectives are created and influenced by family, environment, community, law, and other factors. And they will understand how the differences in opinions, values, and perspectives impact their inner self, their community, and the world.

About This Kit

The Steveston Stories education kit offers students insight into the people who made contributions to their community.

The teacher's guide includes background information about the history of Steveston, general teaching concepts and frameworks, and a complete unit plan made up of four lesson plans including Black Line Masters (BLM).

The unit plan focuses on three components for students to understand themselves, their community and the world around them:

1. Who they are as a person.
2. Actions they can take in the community.
3. Understanding the Global Impact of taking action.

Each lesson plan encourages students to think about and reflect on how they can make changes in themselves, in their local community, and globally based on examples of Richmond's citizens contributions to their communities.

The lesson plans include:

1. **Lesson One: Knowing Myself** – Students identify who they are as a person and what makes them who they are through a self-analysis art activity.
2. **Lesson Two: Getting to Know You** – Students examine how one person can affect another person's life.
3. **Lesson Three: What is a Community** – Students consider how a person's actions can have an impact on a group of people and a community.
4. **Lesson Four: How One Person Can Make a Difference** – Students discuss how a group of people can influence a community, a country and the world.

The unit and lesson plans guide students to understand that everyone has different opinions and perspectives through examples in their local communities. The kit provides all materials needed to deliver each lesson. Also included are supplemental materials that may be of interest to the teacher and students.

Your class can visit Steveston with [Treading through Time](#) a self-guided historical walking tour as an extension activity.

Teaching Strategies

Historical Thinking Concepts

The Historical Thinking Project. www.historicalthinking.ca

The Historical Thinking Project is designed to shift how teachers teach and students learn about history. This approach fosters new ways to approach history through historical thinking, which is a method of history instruction based on recent international research on history learning and current BC social studies curriculum trends.

Historical thinking is closely tied to how students learn science or math and a departure from the memorization of facts and dates. Students are introduced to concepts and instructions that build upon one another, with the goal being that students become competent thinkers in that subject area as they progress. This follows the same creative process that historians experience. However, there are many challenges in “knowing” the past, and the Historical Thinking Project has developed a framework of six historical thinking concepts:

1. **Historical Significance:** How do we decide what is important to learn about in the past?
2. **Evidence:** How do we know what we know about the past?
3. **Continuity and Change:** How can we make sense of the complex flows of history?
4. **Cause and Consequence:** Why do events happen and what are their impacts?
5. **Historical Perspectives:** How can we better understand the people of the past?
6. **The Ethical Dimension:** How can history help us live in the present?

Historical Perspectives

This kit will focus on *Historical Perspectives* although most of the other concepts can be applied in one way or another. This concept suggests that there are a variety of factors—intellectual, cultural, social, and emotional—that have shaped peoples’ lives and prompted their actions in the past. Understanding the complexity of this is the key to understanding historical perspectives.

Guideposts to Historical Perspectives:

Guidepost 1: An ocean of difference can lie between current worldviews (beliefs, values, and motivations) and those of earlier periods of history.

Guidepost 2: It is important to avoid presentism—the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experience of historical actors.

Guidepost 3: The perspectives of historical actors are best understood by considering their historical context.

Guidepost 4: Taking the perspective of historical actors means inferring how people felt and thought in the past. It does not mean identifying with those actors. Valid inferences are based on evidence.

Guidepost 5: Different historical actors have diverse perspectives on the events in which they are involved. Exploring these is key to understanding historical events.

Source: The Big Six Historical Thinking Concepts by Peter Seixas and Tom Morton. Nelson Education. 2013.

Object or Artefact Based Learning

Benefits of using real objects in learning

- They provide a direct link with a topic or ‘the past’ and can really enhance young people’s interest in and understanding of a topic/subject.
- They encourage young people to use all their senses – especially touch, sight and smell.
- They help to develop the important skill of drawing conclusions based on an examination of evidence, together with an understanding of the limitations and reliability of evidence.
- They are ideal for generating group and class discussion.
- They promote the value of museums and encourage young people to visit museums and galleries with their families to further their learning.

Source: UCL Introduction to object-based learning. www.ucl.ac.uk/museums/learning-resources/object-based-learning

Framework for Investigating Objects

These questions can help guide students through analyzing objects. This can be done as a class discussion, small group discussion, or as individual worksheets. Ultimately, they should be able to frame their own questions and set about answering them.

History

- Who made it? When? Why? Who has owned it? Has it changed since it was made?
- Is there a story to go along with it and what is the story?

Physical Features

- What is it made of? Describe its shape, size, weight, smell and sound. Is there writing on it?
- Is this a complete object or is it a part of a bigger object?

Construction

- What was it made of? Would it have required special skills or tools to make?
- Could you make one yourself?

Function

- What was it made to do? Does it have a practical function? Is it a toy? A decoration?

Design

- Does it do what it is supposed to do? How well?
- Has the design of similar objects changed or stayed the same over time?

Value

- What is its monetary worth? Who would find it valuable? Has its value changed?
- Does it have sentimental value?

What is an Artefact?

An artefact is an object made by a human being and is of historical interest or significance. Artefacts must be handled carefully, usually only by the Museum Curator, who wears special gloves and follows specific techniques. The education kit contains objects that are part of the education collection of Richmond, which is why they can be used in the classroom and handled without gloves. Students are expected to handle these objects with care.

How to Handle Artefacts

The following are examples of rules followed by museum personnel when handling artefacts. Please go over them with your students before handling the artefacts:

General Rules

- Notify museum staff immediately of any loss or damage.
- Always use gloves when handling artefacts.
- Cleanliness is essential: do not drink or eat around artefacts.
- Do not use pens or sharp objects around artefacts.

Before you pick up an object

- Are your hands clean?
- Are you wearing any jewelry that could damage the object?
- Examine the object carefully — be aware of any weaknesses or repairs

When you pick up an object

- Use both hands.
- Never pick it up by the handle, rim or a projecting part.
- Pick it up by its most solid component.
- Handle only one object at a time.
- Never leave artefacts unattended or unsecured.

When you are finished with the objects

- Store artefacts in their places in the kit.
- Please store the objects so that they are not leaning against one another or placed on top.

Unit Plan

This unit plan is structured for four lesson plans that instruct students to explore three people's personal life stories.

BLM refers to Blackline Masters at the back of this teacher's guide.

Social Studies – Grade One and Two

Core Competencies: Communication – Thinking – Personal Social

Big Ideas: Local actions have global consequences, and global actions have local consequences. Individuals have rights and responsibilities as global citizens.

Curriculum Competency: Explain the significance of personal or local events, objects, people, or places (significance).

- Use Social Studies inquiry processes and skills to ask questions: gather, interpret, and analyze ideas; and communicate findings and decisions. Explain why people, events, or places are significant to various individuals and groups (significance).
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence).
- Sequence objects, images, and events, or explain why some aspects change and others stay the same (continuity and change).
- Recognize the causes and consequences of events, decisions, or developments (cause and consequence).
- Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues or events (perspective).

Content: Students will learn how individuals assert their human rights by supporting people’s needs are met in the community.

First Peoples Principles of Learning:

Learning is embedded in memory, history, and story.

- Try having the discussions while sitting in a circle. Introduce the First Peoples Principle of Learning, **“Learning requires exploration of one’s identity.”** Invite an Elder to come to the lesson and share their identity with the students.

Lesson 1: Knowing Myself

Learning Objectives

- Students reflect on and identify who they are and the influences that make them who they are as a person.

Class Discussion:

Introduce the students to the guiding questions:

- Has anyone ever thought of their life as a story?
- Let's find out more about you. Ask students these questions:
 - ◆ Where were you born?
 - ◆ Who is in your family?
 - ◆ Where do you live?
 - ◆ What is your favourite hobby?

Classroom Activities: Tell Me Your Story

Now that you have learned more about yourself, each of you are going to draw a story about your life story. Provide each student with an 8.5 x 11 paper and instruct them to fold it into four sections. In each section ask them to draw their story based on the above questions.

Show and Tell: Ask the students to share their story with a partner.

Class Discussion: Introduce the students to the Steveston story refer to BLM 1 and using the photographs and artefacts. Discuss how a community is made up of individuals from diverse cultural backgrounds. Each person has their own story to tell.

Artefacts:

- fishing buoy, wood planer

Lesson 2: Getting to Know You

Learning Objectives

- Students examine how one person can affect another person's life.

Class Discussion

Introduce the students to the guiding questions:

- Is your personal story different than other people's stories?
- Would everyone's life story in this class be the same or different?
- Could some parts of their stories be the same as yours?

Let's find out more about each other. In student partners, I would like you to ask questions about each other. The questions you should ask each other are:

- What is your history?
- Where were you born?
- What is your language?
- What is your favorite hobby?
- What do you like to eat?

Classroom Activities

Each student takes turns to ask their partner:

- What do we have in common?
- What is different?
- What would we like to do together?

Ask students draw an illustrated story of an activity that they and their partner would like to do together. Instruct the students to explain or write what the drawings are about.

Bring the students back together in a large group. Now that you have learned more about your classmates story now you will create a new story together.

Show and Tell: Tell the students the story about Dr. Large BLM 2 using the photographs and artefacts. Ask the students how Dr. Large contributed to the Steveston community.

Artefacts: man's hat

Lesson 3: What is a Community?

Learning Objectives

- Students consider how a person's actions can have an impact on a group.

Class Discussion

Introduce the students to the concepts of a community and a cultural background by asking these questions: Can anyone tell me:

- What is a community?

Possible answers:

- A group of people who live in the same area (such as a neighbourhood, town, or city).
- A community is made up of people from a variety of cultural backgrounds.

What is a cultural background?

Possible answer:

- Where you are from, what language you speak, what traditions you practice.

Classroom Activities

Activity One: Take a walk around the neighbourhood of your school. Identify community buildings, such as religious churches, temples and community centers etc. Identify people who work in the neighbourhood.

Activity Two: Ask students to draw a map of what their community looks like to them.

Show and Tell: Tell the students the story about Tomekichi Homma BLM 3 using the photographs and artefacts. Show the You Tube video [Nikkei Stories of Steveston – Tomekichi Homma](#).

Artefacts: fishing net, school text book

Lesson 4: How One Person Can Make a Difference

Learning Objectives

- Students learn how one person’s actions can affect a community and country.

Class Discussion

Discuss some current issues at the school or local community. It may be helpful to prepare a list to prompt the students. Examples could be students running in the hallway, lack of play time at recess, lack of playground equipment, students coming to school late, students not washing hands, or recycling and composting in the school.

Applying First Peoples Principles of Learning:

Try having the discussions while sitting in a circle. Introduce the First Peoples Principle of Learning, “You learn by understanding that what you do is important and can hurt or help other people.” As students discuss some of the key questions in the learning activity, focus on imagining the world through exaggerated actions. For example, *what would the world be like if everyone threw garbage on the ground?* Switch the view and imagine the opposite: *What would the world be like if no one threw garbage on the ground? What if everyone vandalized buildings? What if no one vandalized buildings? Which world would you prefer to live in? Why?* Relate these ideas to First Peoples ways of connecting with nature and how First Peoples work with nature to benefit the community.

Have each student, groups of students, or the whole class identify one issue to focus on. Then have them conduct research on the issue using books, the Internet, and interviews with local people and the organizations involved. If students have had no previous experience doing research like this, it might be a good idea to choose one issue to research as a whole class.

Research Questions:

- What is the issue? (Find the facts.)
- Who is involved in this issue and how does it impact different groups of people?
- What are the different opinions regarding the issue?
- Why is this an important issue?
- What are the different needs of the different groups involved?
- How does this issue have an impact globally?
- Why don’t we all act the same way? (Connect this question to the previous learning activity on knowing self.)
- How do we find a solution to the issue?

Differentiation:

1. Give students options for presenting their research:
 - ◆ **Video:** conducting interviews with different people.
 - ◆ **Writing:** using writing prompts or a framework; or writing to a local politician or to the principal about a change they would like to see in their school or the community.
 - ◆ **Visual arts:** creating an image (painting, collage, etc.) of what the world would look like if everyone acted the same way and threw garbage on the ground and no one picked it up. Invite parents to an exhibit of students' works.
2. Write the key vocabulary (*opinions, facts, judgment, global perspective, issue, impact*) on the board and review before beginning the lesson to ensure that all learners understand the meanings.

Black Line Masters

BLM1: History of Steveston

For thousands of years, the Coast Salish the traditional hə́ŋqəmíə́m speaking peoples lived in permanent and seasonal settlements throughout the Lower Mainland, with a main winter village səwq̓'eqsən near the mouth of the Fraser River. As sediment was carried downriver and the delta grew, the location of the river mouth shifted westward and Coast Salish moved with it, establishing an extensive village network covering nearly 145,000 hectares that included sites in Terra Nova, Steveston and Garry Point, among others (Woolman, 2021). Fishing has always been part of their traditional and cultural way of life and is still a mainstay for them and many other Indigenous peoples (Woolman, 2021).



Women and children in a dugout canoe on the Fraser River in 1890. Sloughs offered perfect campsites for families. *City of Vancouver archives. By Major Matthews, circa 1890.*

Steveston is on the southwest corner of Richmond at the mouth of the Fraser River. The first settlers on the island were farmers attracted by the fertile soil. There were patches of trees that were quickly cleared. I would write “attracted by the rich, fertile soil”.

The plentiful sockeye salmon in the Fraser River brought enterprising businessmen who aimed to make their fortunes in the fishing industry. As a result, changes in the area occurred. In the 1870s Steveston grew from a fishing camp to being the home to the largest cannery in British Columbia and the British Empire.

Steveston grew to include fifteen canneries along the waterfront, which became known as ‘Cannery Row.’ The expanding fishing industry attracted the Coast Salish, Chinese, Japanese, and European people to work in various canneries, boat works, and maritime businesses. During this era, people came from around the world and a mix of cultural influences established the town.



This map was sent by Col. Moody to BC Governor James Douglas and was dated June 29, 1860. It shows trails that were existing at the time, trails that were under construction and trails and roads that Moody recommended be built. It also shows the names of Lulu and Sea Islands, added at a later date in different handwriting.

City of Richmond Archives digital files

As a consequence, the Coast Salish people were displaced from their homes in Steveston to make way for the commercial fishing industry. In the late 1890s, the Bell Irving company was looking to construct a cannery near the site of $\acute{q}^w\text{eya}\chi^w$ —at Garry Point—where families had lived since the Coast Salish earliest recollection (Woolman, 2021). The families, who believed the land had been set aside for them as a reserve, were paid for their houses and had to move to the Musqueam reserve in Vancouver. However, many Coast Salish people from along BC’s coast continued to live and work in Steveston as part of the growing fishing industry.

Tall ships came to Steveston to load tins of fish destined for international markets. In 1901, the canneries produced 375,000 cases of canned salmon (Yesaki, H. Steves, K. Steves, 2005). Clipper ships transported the salmon cases around the world.



B.C. Canneries, sail boats in harbour – [ca 1920]
Part of: Centennial collection 1978 34 40



Colonel Richard Clement Moody, Royal Engineers, one of the most influential people in early BC history. *BC Archives photo A-01722*

Even though, since 1879 when the Corporation of the Township of Richmond was established, many people raised and born in Richmond called the area ‘Lulu Island’. The person responsible for naming ‘Lulu Island’ was Colonel Richard Clement Moody, a pivotal figure in the history of British Columbia. Moody was made the Commander of the British Columbia detachment of the Royal Engineers in 1858 and was sworn in as the Chief Commissioner of Land and Works and Lieutenant-Governor of the Crown Colony of British Columbia in 1859.

Under his command the Royal Engineers located and surveyed defensible town sites, surveyed country lands, built roads, examined harbours, and reported on mineral deposits, fisheries and other resources. Although police work was not part of the detachment’s mandate, they also took on the task of ensuring that the rule of law was upheld in the fledgling colony.



Lulu Sweet, ca. 1865, actress, singer and dancer who gave her name to Lulu Island.

City of Richmond Archives photo RCF 21

The growing local frontier towns attracted travelling theatrical troupes. They performed in theatres, in front of audiences consisting of pioneers. Around 1884, the Potter’s troupe with the 16-year-old star Lulu Sweet performed in the area. Colonel Moody, who was apparently quite a fan of Miss Sweet’s, accompanied the actress on the voyage from New Westminster to Victoria. As they stood on deck, passing landmarks, Miss Sweet asked about the name of a large island. Colonel Moody replied the island had no name, but he would name the island after her. Thus, Richmond became known as ‘Lulu Island.’

In 1886, Manoah Steves purchased land to establish a ranch. Later in 1877 he founded the town of Steveston. He imagined a town that would rival Vancouver and began laying out Steveston. People put down roots and the town flourished from the 1890s to the 1910s establishing canneries, shops, farms, and homes.

The summer fishing season for salmon, sturgeon, and other fish led to the boom years between 1890 and 1913 and bust of the fishing industry from 1913 onwards. A devastating fire in 1918 and the Great Depression

in the 1930s meant years of hardship. In 1942, Steveston also lost more than half its population and many businesses and fishermen when people of Japanese descent were interned as a result of World War Two.

Throughout it all, the town survived to rise again. Today, Steveston is a destination renowned for its village atmosphere, waterfront beauty, and strong connection to its heritage. In 2020, it was voted by CBC Radio listeners the best neighbourhood in the Lower Mainland, beating out 191 other contenders.

Credit: Outside the Box Richmond Archives Blog (2016; September 16). What’s in a Name – Lulu Island.

<https://richmondarchives.ca/2016/09/22/whats-in-a-name-lulu-island/>

Steveston Historical Society: <https://historicsteveston.ca/historic-steveston/>

BLM 2: Dr. Richard Whitfield Large – Medical Missionary in Steveston



Rev. R.W. Large, MD.
City of Richmond Archives
photograph 2012 3 1

Dr. Large (1874–1920) was the son of a Methodist Minister in Ontario and graduated from Trinity Medical College in Toronto.

The Japanese Methodist Mission was established in Steveston in 1896 to serve the needs of the Japanese fishermen of the area, offering spiritual and moral guidance as well as providing medical assistance when needed. A small building was erected on the property of the Phoenix Cannery to house the mission. Almost as soon as it was ready, an outbreak of typhoid fever made it necessary to use the building as a hospital. The hospital operated for two years with the help of volunteer Japanese nurses.

In 1898 the Canadian Methodist Church hired Dr. Richard Whitfield Large (1874–1920) to work at the mission during the fishing season. Dr. Large married Bella Geddes in 1899 and she assisted him during that season in Steveston. He worked for two seasons in Steveston.

The next year he was appointed to take charge of the Mission in Bella Bella and worked there until 1910 when he transferred to the Mission Hospital in Port Simpson. The R.W. Large Memorial Hospital in Bella Bella was named in his memory after his death in 1920. In 1900, the Japanese Fisherman’s Hospital took over the medical needs of the Japanese community in Steveston and operated until 1942 when the internment of Japanese Canadians took place.

Credit: Monthly Archives (2016, January 14). Dr. R. W. Large – Medical Missionary in Steveston.
<https://richmondarchives.ca/2016/01/>

BLM 3: Tomekichi Homma – Human Rights Activist



Tomekichi Homma, circa 1900.
Photograph courtesy of Mrs. C. Yasui

Tomekichi Homma (1865–1945) was an immigrant from Japan who arrived in British Columbia in 1883, making him one of the first Japanese settlers in Richmond.

He was involved in the construction of the first Japanese school as well as a fishermen’s hospital. In 1897 he started the first Japanese daily newspaper in BC, the *Canada Shinpo*.

Tomekichi Homma helped to organize the Japanese fishermen into their own association and, throughout his lifetime, fought for the right of suffrage for the Asian populations—something that didn’t occur until 1949, five years after his death. He was interned during World War II and died in the Slocan Valley.

Located in Steveston near the Britannia Heritage Shipyard, Tomekichi Homma Elementary School (1990–) was named in memory of this activist for Japanese Canadian rights.

Credit: Richmond Archives (2017, October 25). Schools of the 1980s and Beyond
www.richmond.ca/cityhall/archives/exhibits/schools/80s90s/homma.htm

BLM 4: Hide Hyodo Shimizu



Hide Hyodo Shimizu
Courtesy Toronto Star Archives/
Toronto Star

Hide Hyodo Shimizu (1908–1999) was a Japanese Canadian educator and activist. She was an advocate for Japanese Canadian rights and enfranchisement, and during World War II she established and operated schools for Japanese Canadian children in internment camps. Shimizu was later awarded the order of Canada for her work.

Hide completed her high school education in South Vancouver. She went on to pursue a degree at the University of British Columbia. In 1926, at the age of 18, Hide received her teaching certificate. Hide found a position with the Lord Byng Elementary School in Steveston teaching kindergarten to Japanese Canadian children.

In December of 1941, Japan bombed Pearl Harbour, setting off a chain reaction leading to the Canadian government calling for all Japanese Canadians to be relocated to the interior of BC. During this time, Hide continued to work as a teacher at Lord Byng Elementary School to the best of her abilities. When she and her family were sent to Hastings Park, Hide continued to prepare daily lessons for her students, taking the tram from Hastings Park down to Steveston in the morning and back in the evening in time for the 9 pm curfew.

She did this while setting up another school at Hastings Park for the children who were being brought there. Her classroom at Lord Byng began to dwindle as her students, most of whom were Japanese Canadian children, were slowly sent to Hastings Park and then to the interior of BC with their families. In 1942 she began working with the Securities Commission until 1945. Hide assisted the B.C. Securities Commission in all manners of education and teacher-training, making every effort to ensure an education for all 2,348 children enrolled. On June 21, 1982, Hide Hyodo Shimizu was appointed to the Order of Canada for the critical role she played in ensuring the education of Japanese Canadian children in British Columbia.

Credit: Yeo, N. (2019, JUNE 13). *Hide Hyodo Shimizu: The Right to Education*. *Nikkei Voice: Japanese-Canadian Newspaper* <http://nikkeivoice.ca/hide-hyodo-shimizu-the-right-to-education/>

Steveston Games

Jacks

Instructions:

Jacks is an easy to learn game that can be played in groups, pairs or solo. All that is required is a bouncy ball and a set of jacks. Students will need to learn the basic rules and variations of the game.

1. Remove the bag of jacks and ball from the kit.
2. The student who is going first scatters the jacks onto a surface. The student should try to scatter the jacks directly in front of them evenly spaced. If two jacks are touching, the student is allowed to pick them up and scatter them again.
3. Toss the ball into the air straight up. The student then picks up a jack before the ball hits the surface. The jack must stay in the student's hand while they grab the ball. Once the ball is caught, transfer the jack to the opposite hand.
4. Throw the ball up again and pick up a single jack. Use the same hand that the ball is thrown to scoop up another jack. The ball can only bounce once—if it bounces more times the student's turn is over.

Marbles

Instructions:

Marbles can be played in groups, pairs or solo. Each player can choose a marble as their 'shooter marble'.

1. Draw a circle with chalk or use a string. Put the small marbles in the centre of the ring to begin the game.
2. Each student takes turns to kneel on the outside of the circle and flick the shooter marble with their first finger and thumb, trying to hit as many marbles out of the ring.
3. If the student hits the marbles out of the ring they keep them and get another turn.
4. If the student doesn't hit any marbles out of the ring it is the next student's turn. The Game continues until no marbles remain in the ring.

Dominos

Instructions:

The domino game is educational and easy for students to learn.

Players: Two, three or four students may play the game. If four are playing the game, it may be played as a partnership (the two players sitting opposite one another are partners).

- 1. The Shuffle:** To begin the dominoes are placed face down and “shuffled.” Students draw one domino. The student drawing the highest double or if no double, the highest domino plays first. Re-shuffle and then begin drawing the first hand.
- 2. Drawing:** Each student then draws seven dominoes for his hand. The remaining dominoes (the boneyard), if any, are left face down on the table to be drawn later if a student is unable to play from his hand.
- 3. Begin Play:** The student who drew the highest double or the highest domino plays first, playing any domino he wishes from his had.
- 4. Object of the game:** Scoring points by laying the dominoes end to end (the touching ends must match: i.e., one’s touch one’s, two’s touch two’s, etc.). If the dots on the exposed ends total any multiple of five the player is awarded that number of points. All sides of the first double (the spinner) may be used one piece to each side and later one to each end. All other doubles are played at right angles to the line and the total points on both ends are counted. Dominoing occurs when one player goes out by playing all of his dominoes. The sum of the spots of all opposing players is computed and added to the dominoing player’s score (rounded to the nearest five). In partnership play the spots of the partner of the one who “DOMINOED” are not counted.
- 5. Blocking the Game:** If in the course of the game it is impossible for any of the students to play, the game is “Blocked.” The student (or partners) having the least spots in his (or their combined) hand(s) scores the total of the spots in the opponents’ hands (rounded to the nearest five). The score of 250 points is usually considered a game. The first person (or partnership) to score this amount wins the game. Shuffle and begin a new game. The player who won plays first.

Yo-yo

Instructions:

A yo-yo is a toy consisting of an axle connected to two disk and a string looped around the axle, similar to a spool.

1. It is played by holding the free end of the string known as the handle (by inserting one finger—usually the middle or index finger—into a slip knot, allowing gravity (or the force of a throw and gravity) to spin the yo-yo and unwind the string. The student then allows the yo-yo to wind itself back to the player's hand, exploiting its spin. This is often called "yo-yoing".
2. In the simplest play, the string is intended to be wound on the spool by hand; the yo-yo is thrown downward, hits the end of the string then winds up the string toward the hand, and finally the yo-yo is grabbed, ready to be thrown again.

There are many yo-yo instructional videos on You Tube:

How to Yo-yo with your first yo-yo: www.youtube.com/watch?v=2IdYEUsSUS8

Cup and Ball Game

Instructions:

The Cup-and-ball is a traditional children's toy. It is generally a wooden handle to which a small ball is attached by a string and that has a cup, which the student tries to catch the ball.

1. Each student takes turns tossing the ball and trying to get it into the cup. A student will count the number of times they get the ball into the cup. If they miss, it is the next students turn.

Slate and Chalk Pencil

Instructions:

A slate pencil was used to write on the slate board. It was made from a softer and lighter coloured stone such as shale or chalk. Usually, a piece of cloth or slate sponge was used to clean it and this was sometimes attached with a string to the bottom of the writing slate

1. Use the school book as a reference for students to choose words to try to print with the chalk pencil.
2. Students can practice printing or cursive on the slate board.
3. Wipe off the slate with a soft cloth or sponge.

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