



PICTURE BRIDES

—A Glimpse of the History of Japanese Emigration—

In this lesson students will develop the ability to talk about oneself and other people through research on the history of Japanese emigrants. They compare Japanese social organization and the custom of arranged marriages with customs and society of the United States, and discuss the hardships endured by Japanese emigrants. Students gain a more personal sense of history by conducting interviews with family members and acquaintances in the community.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To describe the geography of Japan and the Pacific Rim
- To introduce yourselves and your family and to understand other people's self-introductions
- To describe something one is doing using photographs and other items
- To talk about the history of Japanese emigration and what emigrants' thoughts and feelings were like
- To conduct oral history interviews with first-, second- or third-generation people of Japanese descent in countries of the Pacific Rim, either in person, or via computer or video-conference
- To discuss aspirations for the future

TARGET FUNCTIONS

- ❖ Describing locations
- ❖ Describing people; their family, physical build, feelings and attitudes, dreams, etc.

TARGET EXPRESSIONS

- ❖ 広島は東京の南にあります
- ❖ 向井さんは広島市にすんでいます
- ❖ 家族は5人で父、母、～、～と私です
- ❖ 父はやせていて背が高いです
- ❖ 山田さんはとてもうれしかったです
- ❖ 大きくて海の近くのうちにすみたいです

TARGET VOCABULARY

- ❖ すんでいます
- ❖ つとめています
- ❖ ～さんと結婚したいです

CULTURAL OBJECTIVES

- To learn the history of Japanese emigration
- To investigate the thinking and life stories of these people through reenactments
- To contrast the Japanese and the U.S. social systems focusing on the Japanese custom of arranged marriage
- To compare the lives of emigrants when they arrived in their new country to their lives today
- To talk about their aspirations for the future

SOURCE MATERIALS

Photographs of:
Mr. Gary Mukai*
Mr. Mukai's family
Mukai's grandfather's family*
Mukai's grandfather's picture taken
for the arranged marriage*
Picture brides*
A Japanese emigrants with his bride*
Episodes in the History of U.S.-Japan Relations,
SPICE, Stanford University
A map of Japan and the Pacific Rim
Yukata
Photographs of each of the boys in your class
Drawing paper
Pens
Crayons

PROCEDURE**1. Showing photographs of Mr. Mukai and his family**
(7 mins.)

Have students tell how many family members there are and what they are doing. Introduce Mr. Mukai's family members.

Teacher: これは向井さんの写真です。向井さんはアメリカ人です。日系アメリカ人です。向井さんはスタンフォード大学につとめています。向井さんの家族は4人です。おくさんは日本人で子どもが2人います。男の子で小学生です。向井さんはポロアルトにすんでいます。

2. Showing photograph of Mukai's grandfather's family and a map of Japan and the Pacific Rim
(5 mins.)

Talk about where Mukai's grandfather came from, where Hiroshima is.

Teacher: 向井さんのおじいさんは1918年に船で広島からカリフォルニアに来ました。友だちも5人来ました。広島はどこにありますか。その男の人たちはまだ結婚していませんでした。アメリカ人と結婚したかったんでしょうか。

3. Talking about the ideal bride (4 mins.)

Look at the photograph of grandfather Mukai taken for the arranged marriage, and talk about what kind of woman was considered the ideal bride.

Teacher: おじいさんはとてもハンサムですね。何を着ていますか。おじいさんは日本の女の人と結婚したかったんですね。カリフォ

ルニアに18歳くらいの日本の女の人がいいたでしょうか。おじいさんはどんな女の人と結婚したかったんでしょうか。背が高い人でしょうか。髪の毛が長い人でしょうか。

4. Explanation about picture bride (6 mins.)

Show the photographs of picture brides when they arrived on Angel Island in San Francisco Bay and a Japanese emigrant with his bride. Talk about their hairstyles, how they must have felt, what dreams they had.

Teacher: これは、船がカリフォルニアに着いたときの写真です。男の人はここで何をしていますか。女の人は何を着ていますか。髪の毛は短いですか。この着物は高いでしょうか。向井さんのおじいさんはたくさんの写真花嫁の中からおくさんを見つけました。

5. Role playing 1: 見つけて! (6 mins.)

Reenact the scene at the port. Set aside a small spot where the men wait. Mark off a narrow corridor as the wharf leading up to the door. Have the picture brides wait outside the door. Hand each bride a copy of the photograph of their prospective husband and go inside the room, meet the immigration official to explain the person they are looking for, and then look for him in the group.

Teacher: 男性は広島からの移民です。今ここはカリフォルニアで、日本からの船を待っています。港に立って花嫁があなたを見つけてくるまで待っていてください。女性は外で着物 ゆかた を着てください。みなさんはこれから日本の若い男の人と結婚するんです。その人の写真があります。その人の写真を移民管理局の人に説明してください。たとえば向井さんは背が低くて髪の毛が短いです。先生は移民管理局の人です。とてもこわいですから、ていねいにあいさつをしてください。オーケーがでたら本人を探してください。見つかったら移民管理局の人に見せてください。オーケーがでたら、タスクをしてください。

6. Role playing 2: Hopes for the future

1. In groups of "newlyweds," talk about and draw pictures of the hopes for the future on a poster. (5 mins.)

What kind of families would they have? What new work would they do? Where would they live? etc. Post the drawings by the students on bulletin boards.

Teacher: どんな気持ちだったか、2人でいっしょに

紙の一番上に書いてください。そして2人で将来の夢を絵で書いてください。それをあとから説明してください。どんなところにすみたい、どこにつとめたい、子どもは何人ほしい。

Teacher: みなさんのポスターを発表してください。

Students: 大きな家がほしいです。海の近くにすみたいです。レストランにつとめたいです。

2. Summary (5 mins.)

Consider the actual conditions of arranged marriage.

Teacher: 今日の授業でお見合いのことを話しましたね。これは私の20歳のときのお見合いの写真です。一番いい着物を着ていますよ。20歳のとき、スポーツマンで、背が高く、ハンサムな人と結婚したかったです。でも、だめでした。いまは離婚して結婚していませんから、今度、ハンサムでなくても、お金持ちでなくても、心のきれいな人と結婚したいです。みなさんは？

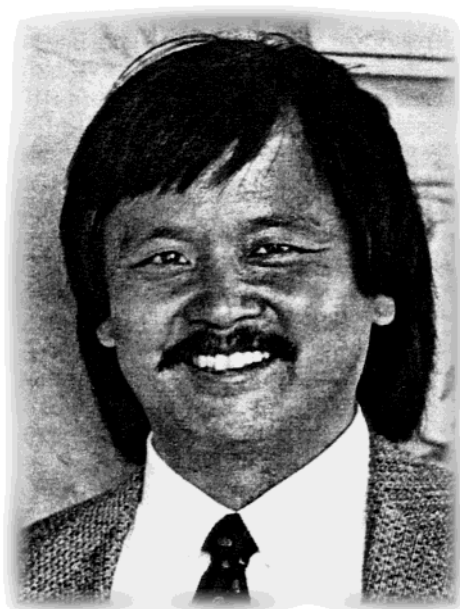
7. Follow-up projects

Divide the class into three groups for three projects. Summarize results for webpage; make a newspaper with video images.

1. Write a letter to Mr. Mukai and ask questions.
2. Talk to selected Nisei, interview them, and make a video.
3. Study emigration patterns in the Pacific region via the Internet and interview people in those regions via video conference.

8. Evaluation

- ❖ Role-playing
- ❖ Essay writing
- ❖ Discussion
- ❖ Interview
- ❖ Homework
- ❖ Reading
- ❖ Presentation
- ❖ Project



Mr. Gary Mukai
Courtesy of Gary Mukai



Mukai's grandfather's family
Courtesy of Gary Mukai

REMARKS

Language Learning is a Means to a Goal

In secondary education, I believe that it is time to bring culture to the fore and treat Japanese language as “socio-language study.” Society cannot exist without language and vice versa.

In language classes these days, various study materials about culture are used, but they are either supplementary readers or very superficial experiential studies, barely scraping the surface of culture. Looking at the problem from another angle, students need to be able to handle the different ways of speaking and grammatical forms that are intrinsic to Japanese society because it is based on parallel principles such as duty and empathy, outward appearance and concealed feeling, and dependency. The existing superficial approaches to culture do not address such complexities.

My views on culture have been influenced by my experience of living in seven different countries. I was highly motivated to understand these countries, and encountered situations where I was emotionally moved, underwent various hardships, and was made to think about all kinds of issues. When I became involved in the traditions of the countries, I realized I was fortunate to be studying things I could never learn from books, and I came to have more respect for my own culture.

Fortunately, in Hawaii, where there is a strong cultural community of emigrant Japanese and their descendants, many stories and histories have been passed down. Last year, in conjunction with the English class, my students carried out research on the theme of peace using the atomic bomb as a focus, since many of the emigrants to Hawaii came from Hiroshima and Yamaguchi prefectures. By consistently incorporating emigration history into the

Japanese language classes and encouraging comparisons between Japan and the United States, I hope that the students will not only learn about Japanese culture but will be able to better explain and appreciate their own culture. If they can do that, they will be carrying on the work of their forebears.

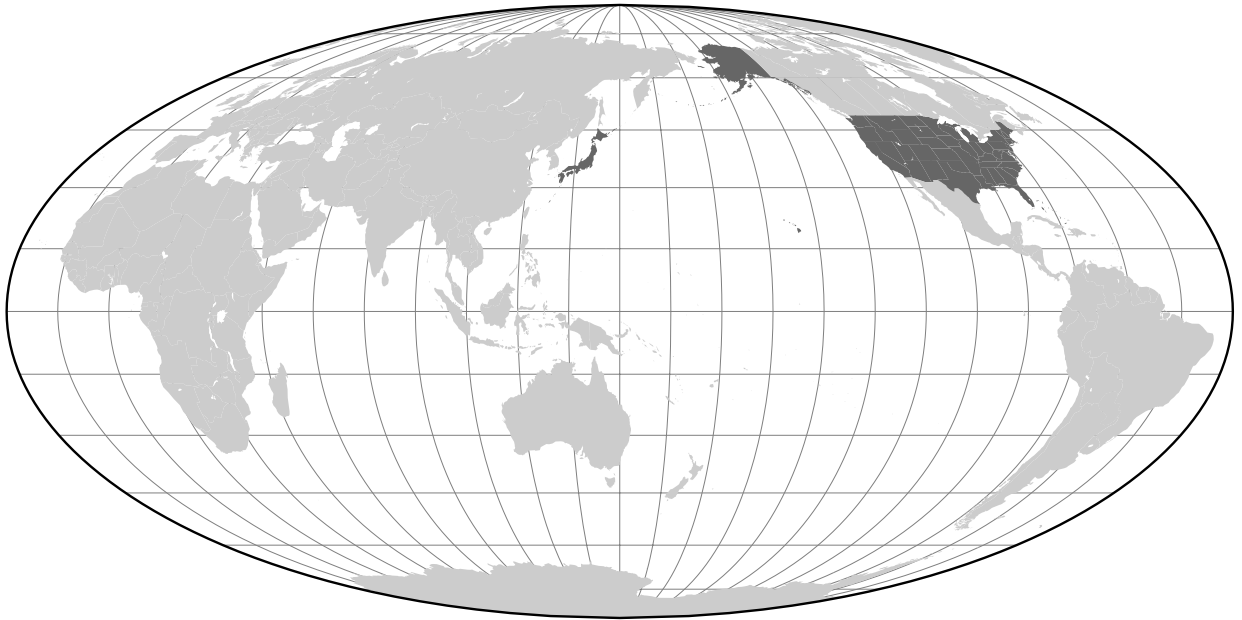
The challenge, however, is to make this approach work in a student-centered class. In order to develop a teaching method that is fully rounded, the teacher should keep Dr. Howard Gardner’s Seven Intelligence Theory in mind and structure activities that meet the needs of the students. I have provided an example here of a lesson plan that integrates all of the seven intelligences. In the final part of the process, the students present the work they have carried out using the style of presentation that suits them best. The presentations are gathered in a portfolio and teams of teacher, students, and parents assess the work and identify the students’ strengths and weaknesses, then work together to set goals for dealing with each point. This process leads students to understand Japanese-language learning as a means of creating something. In my view, language learning is not an end in itself but is a means to an ever-developing goal.

The word “Hokuleia,” often used in Hawaii, describes the first boats that managed long sea voyages relying only on the stars for navigation. I believe that Japanese-language education is not simply scholarship, but is a way of cultivating voyagers who are at ease with other cultures and other people, and who will be able to navigate the global culture of the twenty-first century.

COMMENTS

As important as it is for Ms. Vink-Kazama’s students to know about immigrant culture, it is unavoidable that this is not a universal lesson plan that can be used by all teachers of Japanese. However, in other areas in the world, where there has been a strong Japanese immigrant cultural influence, the plan could be adapted.

It is significant in this lesson that Japanese is used as a tool for learning. This lesson offers students with the opportunity to learn about themselves. It is important to connect the historical values with those of contemporary Japanese society. An extension, which would support to goal of the students gaining and understanding of themselves would be to produce profiles of the ideal marriage partner for an immigrant, a modern day Japanese and themselves. These could then be examined for similarities and differences and cultural values explored.



World map



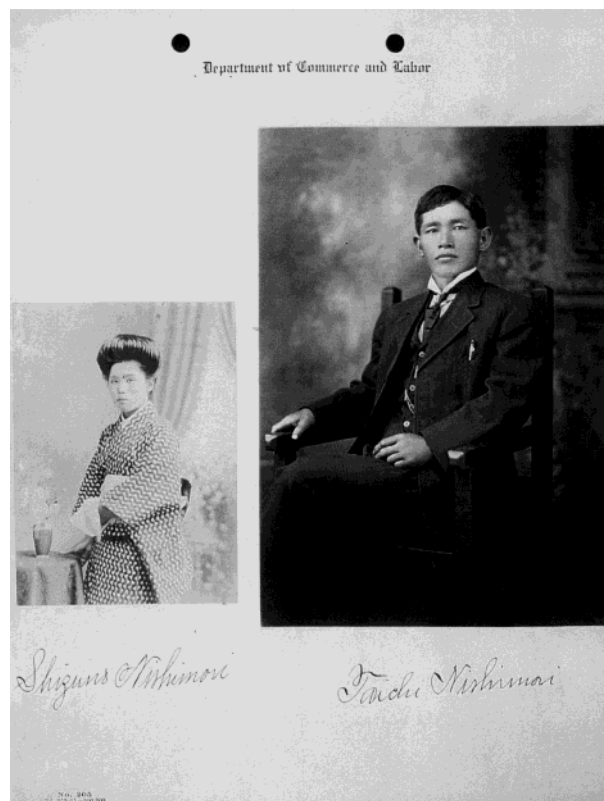
Picture of Mukai's grandfather (left)
taken for the arranged marriage
Courtesy of Gary Mukai



Two picture brides on Angel Island, San Francisco Bay
Courtesy of Paul Q. Chow, Chairperson,
Angel Island Immigration Station Historical Advisory Committee



Picture brides arriving on Angel Island
Coutesy of Paul Q. Chow, Chairperson,
Angel Island Immigration Station Historical Advisory Committee



A Japanese emigrant with his picture bride
Coutesy of National Archives, Pacific Sierra Region