

Baseball Therapy

Overview

“America is baseball, hot dogs, apple pie, and Chevrolet.” This lesson is intended to help students appreciate how baseball was a way for Japanese Americans to gain acceptance into the cultural fabric of America.

Objectives

Students will be able to:

- Write a news article or Web page summary.
- Interpret a poem giving perspective on an historical event.
- Paraphrase quotes from selected readings.

Essential Question

- How do sports shape society?

Guiding Questions

- How did baseball help Japanese Americans cope with life in the World War II concentration camps?
- How did baseball competition affect the perceptions of non-Japanese Americans about Japanese Americans?
- How does physical activity affect psychological well-being?

Arizona State Standards Social Studies—Grade 8

Strand 1: American History

Concept 8: Great Depression and World War II

- PO 4. Explain how the following factors affected the U.S. home front during World War II:
e. internment of Japanese-, German-, and Italian-Americans
- PO 5. Describe Arizona’s contributions to the war effort:
e. POW and internment camps

Strand 3: Civics/Government

Concept 3: Functions of Government

- PO 8. Describe the impact of the following executive orders and decisions:
a. Executive Order 9066—creation of internment camps on U.S. soil

Strand 4: Geography

Concept 4: Human Systems

- PO 1. Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.
- PO 2. Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.

Reading—Grade 8

Strand 1: Reading Process

Concept 6: Comprehension Strategies

- PO 5. Connect information and events in text to experience and to related text and sources.

Strand 2: Comprehending Literary Text

Concept 1: Elements of Literature

- PO 5. Analyze the relevance of the setting (e.g., time, place, situation) to the mood and tone of the text.
- PO 6. Draw conclusions about the style, mood, and meaning of literary text based on the author’s word choice.
- PO 7. Analyze the characteristics and structural elements (essential attributes) of a variety of poetic forms (e.g., epic, lyric, sonnet, ballad, elegy, haiku, free verse).

Strand 3: Comprehending Informational Text

Concept 1: Expository Text

- PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.

Writing—Grade 8

Strand 1: Writing Process

Concept 1: Prewriting

- PO 1. Generate ideas through a variety of activities (e.g., prior knowledge, discussion with others, printed material or other sources).
- PO 2. Determine the purpose (e.g., to entertain, to inform, to communicate, to persuade, to explain) of an intended writing piece.
- PO 3. Determine the intended audience of a writing piece.
- PO 4. Establish a central idea appropriate to the type of writing.
- PO 5. Use organizational strategies (e.g., outlines, charts, tables, graphs, Venn Diagrams, webs, story map, plot pyramid) to plan writing.

Strand 3: Writing Applications

Concept 2: Expository

- PO 1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.
- PO 2. Write a summary based on the information gathered that include(s):
 - a. a topic sentence
 - b. supporting details
 - c. relevant information
 (See Ro8-S3C1-o2)

Technology Education—Grade 8

Standard 5: Technology Research Tools

5T-E2. Evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources

- PO 4. Identify the components of a URL to determine the source of the information

Health Education/Physical Activity—Grade 8

Standard 1: Students comprehend concepts related to health promotion and disease prevention.

1CH-E2. Describe the interrelationship of mental, emotional, social and physical health during adolescence

(Grades 6–8)

- PO 1. Describe how thoughts, feelings, dealing with people and being physically healthy are all interconnected
- PO 2. Illustrate how the variables stated above (in PO 1) interact as seen in case studies, movies, etc.

Standard 2: Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-E1. Describe the relationship between a healthy lifestyle and feeling good

(Grades 6–8)

- PO 1. Explain that success in physical activities leads to recognition
- PO 2. Explain the value of exercise in relieving stress

Standard 6: Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-E1. Explain the role of sports, games and dance in modern culture

(Grades 6–8)

- PO 1. Explain the role of games, sports and dance in getting to know and understand others of like and different backgrounds
- PO 2. Demonstrate an understanding of the ways sport and dance influence American culture

Materials

- Computer and digital projector and/or student computers with Internet access
- Media Ad: “Baseball, hotdogs, apple pie, and Chevrolet”
<http://www.nytimes.com/packages/other/business/2006063oadco.mov>
(accessed September 6, 2009)
- Executive Order 9066
Document Information
<http://www.ourdocuments.gov/doc.php?flash=true&doc=74>
(accessed September 6, 2009)
Document Image
http://www.ourdocuments.gov/doc_large_image.php?doc=74 (accessed September 6, 2009)
Full Document Transcript
<http://www.ourdocuments.gov/doc.php?doc=74&page=transcript>
(accessed September 6, 2009)
- Selected Text from Executive Order 9066
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts1.htm>
(accessed September 6, 2009)
- Civilian Exclusion Orders
Text for April 1, 1942 Civilian Exclusion Orders
<http://www.sfmuseum.org/hist9/evacorder.html>
(accessed September 6, 2009)
Text for May 3, 1942 Civilian Exclusion Orders
<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts2.htm>
(accessed September 6, 2009)
Photo: Posting Civilian Exclusion Order and Instructions
<http://americanhistory.si.edu/PerfectUnion/collection/image.asp?ID=785&superSize=1>
(accessed September 6, 2009)
- Photo: Civilian Exclusion Order Posted in San Francisco
http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/20-1477a.htm (accessed September 6, 2009)
- Powerpoint: “Twenty Views of the Tanforan Assembly Center,” The Virtual Museum of the City of San Francisco
<http://www.sfmuseum.org/views/tanforan.ppt>
(accessed September 6, 2009)
- Online article, “Norman Yoshio Mineta,” at <http://www.mindfully.org/Reform/Norman-Yoshio-Mineta.htm> (accessed September 6, 2009)
- Optional DVD: “Diamonds in the Rough: The Legacy of Japanese-American Baseball” from the SPICE Curriculum Unit
http://spice.stanford.edu/publications/diamonds_in_the_rough_baseball_and_japaneseamerican_internment/ (accessed September 6, 2009)
- Nisei Baseball Research Project Articles
“Zenimura Field”
<http://www.niseibaseball.com/html%20articles/Baseball%20Behind%20%20Barbed%20Wire/Zenimura%20Field.html> (accessed September 6, 2009)
- “Baseball During the Internment”
<http://www.niseibaseball.com/html%20articles/Baseball%20Behind%20%20Barbed%20Wire/barbedwire.html> (accessed September 6, 2009)
- Poem: “A Boy Among Men” by Lawson Inada
- Online newspaper article, “Baseball Behind Barbed Wire”
<http://www.kold.com/Global/story.asp?S=5605750>
(accessed September 6, 2009)

- Student Worksheet “Baseball Behind Barbed Wire”
- Nisei Baseball Research Project photos and film clip:
Photo: “Kenichi Zenimura”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/PreWar%20%26%20Golden%20Years/WebPage-Full.00009.html> (accessed September 6, 2009)

Photo: “Butte Eagles Team”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00004.html> (accessed September 6, 2009)

Photo: “Baseball Game in Jerome Camp”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00003.html> (accessed September 6, 2009)

Photo: “Nisei Players in Amache Camp”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00005.html> (accessed September 6, 2009)
- Film clip: “Baseball Behind Barbed Wire”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/Home.html> (accessed September 6, 2009)
- KOLD Tucson TV station, taped segment on the Butte Eagles-Tucson Badgers Reunion. Available on the Japanese American National Museum’s Web site: <http://www.janm.org/projects/ec/resources/curricula-media>
- Paraphrase Charts for “Baseball Behind Barbed Wire” (Photocopy the charts for Quotes 1 & 2 back-to-back.)

Background

The December 7, 1941 Japanese attack on Pearl Harbor became a day of infamy that propelled the United States into World War II. The U.S. home

front response also resulted in infamy when almost 120,000 Japanese Americans were removed from their homes and businesses in the West. The removal was billed a necessary response to the threat of espionage from Japanese Americans, and also as a preventive measure to protect Japanese Americans from anti-Japanese hostility from non-Asian Americans. (It should be noted that decades before the Pearl Harbor attack, anti-Asian legislation in the U.S., primarily on the West Coast, severely restricted freedoms for Chinese and Japanese immigrants.)

Over two-thirds of the incarcerated Japanese Americans were American by birth, and therefore due all Constitutional rights. These rights were ignored and this resulted in severe social, civil, and economic losses for the Japanese American communities. For many, their first housing accommodations in the removal process were horse stalls such as those at the Santa Anita and Tanforan racetracks. The United States was also at war with Italy and Germany, but Italian Americans and German Americans were not removed or incarcerated based on their ethnicity in the extreme manner taken with Japanese Americans.

Life must go on. In the face of the unjust adversity, Japanese Americans worked to make the concentration camps into temporary “homes” that reflected their personal and cultural interests, and not just holding pens. One way that many of the camps sought to ease the sting of their unjust confinement was through sports.

This lesson will focus on how baseball became a balm for players and fans, and how interaction with people from outside the camps helped nurture their recognition as Americans.

Opening

- Reveal the following incomplete phrase: “America is _____, hotdogs, apple pie, and Chevrolet.” Ask students to supply the missing word, hinting that it is an all-American sport. (Baseball).
- This popular culture phrase came from an advertising jingo for selling Chevrolets. For fun, show students the updated version of the television commercial which can be found online: <http://www.nytimes.com/packages/other/business/2006063oadco.mov> (accessed September 6, 2009)
- Inform students, “We are going to learn how the sport of baseball brought people together during World War II.”
- Use a computer with a digital projector (or have students access individual computers in a computer lab) to investigate the purpose of Executive Order 9066, issued by President Franklin D. Roosevelt on February 19, 1942.

Document Information

<http://www.ourdocuments.gov/doc.php?flash=true&doc=74> (accessed September 6, 2009)

Document Image

http://www.ourdocuments.gov/doc_large_image.php?doc=74 (accessed September 6, 2009)

Full Document Transcript

<http://www.ourdocuments.gov/doc.php?doc=74&page=transcript> (accessed September 6, 2009)

Selected Text from Executive Order 9066

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts1.htm> (accessed September 6, 2009)

- Not long after the signing of Executive Order 9066, Civilian Exclusion Orders, accompanied by “Instructions to All Persons of Japanese Ancestry,” began to

appear in various west coast states. Ask students to research the instructions in the text of the Civilian Exclusion Orders by accessing the following online resource links:

Text for April 1, 1942 Civilian Exclusion Orders

<http://www.sfmuseum.org/hist9/evacorder.html> (accessed September 6, 2009)

Text for May 3, 1942 Civilian Exclusion

<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts2.htm> (accessed September 6, 2009)

Photo: Posting Civilian Exclusion Order and Instructions

<http://americanhistory.si.edu/PerfectUnion/collection/image.asp?ID=785&superSize=1> (accessed September 6, 2009)

Photo: Civilian Exclusion Order Posted in San Francisco

http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/20-1477a.htm (accessed September 6, 2009)

Discuss what items the internees were expected to bring, and the limitations on items that could be brought to camp.

- Allude to the current immigration focus in our country. Have students imagine that all people with “X” ethnic roots are to be rounded up for deportation to “X-land,” whether or not they are American citizens. Ask for a show of hands of students whose birthdays fall during the months of June, July and August. Instruct these students that they represent people with “X” ethnic roots and that they have 10 days to prepare for their deportation to X-land. Have students imagine posters announcing deportation and exclusion orders going up at the corner grocery store, the post office, the bank, etc.

Activities—Day 1

- View and discuss the Powerpoint: “Twenty Views of the Tanforan Assembly Center,” found online at the Virtual Museum of the City of San Francisco Web site: <http://www.sfmuseum.org/views/tanforan.ppt> (accessed September 6, 2009)
- Direct students to read the news article: “Norman Yoshio Mineta,” at: <http://www.mindfully.org/Reform/Norman-Yoshio-Mineta.htm> (accessed September 6, 2009)
- When discussing the article, reference the section detailing how 10 year old Japanese American, Norm Mineta had his baseball bat confiscated by an Army soldier while he was enroute to an American World War II concentration camp. Mineta would later become a U.S. Congressperson and a White House Cabinet member.
- Describe some of the emotions Mineta might have felt. Discuss possible motives of the gift-giver who gave Mineta the same bat twice?
- Instruct students to write a short summary about the Tanforan Assembly Center and the story of Norman Mineta.
- Direct students to maintain a folder of all materials pertinent to this unit. To keep the sports analogy going, it could be called “The Scorebook.” At the end of the “Sports Shapes Society” unit, this folder will hold all source materials needed to help with the final expository essay assessment.

Activities—Day 2

- Two options are provided for Day 2 activities. Option 1, based upon viewing of selected chapters of a DVD, is the preferred option. However, if the DVD is unavailable, Option 2 can be substituted.

Option 1:

Watch the following segments of the DVD *Diamonds in the Rough: The Legacy of Japanese-American Baseball*: Introduction, Chapter 2, Chapter 3—section where Pat Morita and Kenso Zenimura visit the Gila River

Butte Camp site. Engage students in a whole class discussion of the DVD using the suggested discussion questions:

1. Why was Kenichi Zenimura upset with having to go to the Gila River camp?
2. How did baseball provide physical benefits for the inmates?
3. How did baseball provide psychological benefits for the inmates?
4. In what ways did the actual construction of the baseball field help the inmates?
5. How did other inmates, besides the players, benefit from baseball in the camps?

Direct students to write a short summary about the information gleaned from the DVD.

Option 2:

Direct students to the Nisei Baseball Research Project Web site. Students read the two short articles about baseball in the camps.

1. “Zenimura Field”
<http://www.niseibaseball.com/html%20articles/Baseball%20Behind%20%20Barbed%20Wire/Zenimura%20Field.html> (accessed September 6, 2009)
2. “Baseball During the Internment”
<http://www.niseibaseball.com/html%20articles/Baseball%20Behind%20%20Barbed%20Wire/barbedwire.html> (accessed September 6, 2009)

- Engage students in a whole class discussion using the suggested discussion questions for the *Diamonds in the Rough* DVD.
- Direct students to write a short summary about the information gleaned from the articles.
- Distribute copies of the poem “A Boy Among Men” by Lawson Inada and have the class read and discuss the poem, using the following questions:

1. What are possible kinds of “heat” that inmates had to handle?
2. In what way did inmates have to shoulder history and responsibility?
3. What are possible interpretations of “a level field?” In what way were the camps not “level fields?”
4. How did baseball help Japanese Americans cope with life in the camps?
5. Describe the tone and mood of the poem. Using words from the poem, explain how the author created that tone and mood.
6. Why did the men smile when playing “a little ball”? How did that physical action provide psychological help?

Note: The poem and questions could be assigned as homework and then discussed at the beginning of Day 3.

Activities—Day 3

- Distribute copies of the Student Worksheet: “Baseball Behind Barbed Wire.” Direct students to read the online newspaper article, “Baseball Behind Barbed Wire” found at: <http://www.kold.com/Global/story.asp?S=5605750> (accessed September 6, 2009)
- Students complete answers on the student worksheet, then check worksheet answers in class via whole class discussion.
- Share the following photos from the Nisei Baseball Research Project of baseball behind barbed wire:

Photo: “Kenichi Zenimura”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/PreWar%20%26%20Golden%20Years/WebPage-Full.00009.html> (accessed September 6, 2009)

Photo: “Butte Eagles Team”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00004.html> (accessed September 6, 2009)

Photo: “Baseball Game in Jerome Camp”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00003.html> (accessed September 6, 2009)

Photo: “Nisei Players in Amache Camp”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/WebPage-Full.00005.html> (accessed September 6, 2009)

Optional: There are several grammar and mechanics (conventions) errors in the “Baseball Behind Barbed Wire” article. Editing the article may be given as a bonus assignment.

Activities—Day 4

- Show the short film clip from the Nisei Baseball Research Project entitled “Baseball Behind Barbed Wire.”
<http://www.niseibaseball.com/Nisei%20Photo%20Gallery/Web%20Page%20Groups/Internment/Home.html> (accessed September 6, 2009)
- Watch the KOLD, Tucson TV station, taped segment on the Butte Eagles-Tucson Badgers Reunion. Discuss or write responses to the following questions:
 1. What were some of the recollections of the Tucson players regarding their visit to the camp?
 2. How did baseball ease cultural communication?
 3. How did the baseball competition affect the perceptions of the Tucson players about Japanese Americans?
 4. How did baseball help Japanese Americans cope with life in the camps?
- Distribute the Paraphrase Charts for “Baseball Behind Barbed Wire.” Direct students to “think-pair-share” with a partner to discuss the featured quotes and complete their charts. Call on a sampling of students to

share their interpretations of the quotes with the class.

- The rematch game between the Eagles and Badgers did not take place. Reread the information about the cancellation and reflect upon the quotes by Zenimura and Slagle. Discuss what might have been other reasons for the game's cancellation?
- Instruct students to write a paragraph explaining the significance of the Butte Eagles vs. Tucson Badgers baseball game.

Closing

- Ask "How many innings are there in a baseball game?" (Nine) Refer to the Eagles-Badgers game and ask, "Why did this game go into extra innings?" (According to the "rules of baseball" this is what to do in case of a tied game.) Liken baseball rules and the idea of "scoring" to the Six Traits of Writing scoring rubric. (The Six Traits is the foundation for the writing assessment on the Arizona student competency test, AIMS.) Remind students that at the close of this unit, their culminating assessment will be an expository essay, scored on the Six Traits Rubric.
- Also, offer the idea of journalists, people who get paid to watch baseball games (and football, basketball, tennis) and then write about it. Wouldn't that be a great career!

Extensions

- Write a poem about Kenichi Zenimura.
- Some of the 75+ year old Japanese American players who went to Tucson for the reunion came from as far away as Oklahoma and San Francisco, California. Write an explanation for this journey.
- The book *Baseball Saved Us* by Ken Mochizuki, has a younger target audience, but it could be used with 8th grade students for specific purposes.
- Watch an Arizona *Enduring Communities* team video clip, "Baseball (Nisei Memories)" available on the Japanese American National Museum's Web site: <http://www.janm.org/projects/ec/resources/curricula-media>

References

- "A More Perfect Union: Japanese Americans and the U.S. Constitution." Smithsonian Institution. 1990-2001. <http://americanhistory.si.edu/perfectunion/experience/> (accessed September 3, 2009).
- Alameda, Damien. "Baseball Behind Barbed Wire." KOLD News. <http://www.kold.com/global/story.asp?S=5605750> (accessed September 6, 2009).
- Harry S. Truman Library and Museum. http://www.trumanlibrary.org/whistlestop/study_collections/japanese_internment/japan_internmentphotos (accessed September 3, 2009).
- "Internment of San Francisco Japanese." The Virtual Museum of the City of San Francisco. <http://www.sfmuseum.org/war/> (accessed September 8, 2009).
- "Norman Yoshio Mineta." <http://www.mindfully.org/Reform/Norman-Yoshio-Mineta.htm> (accessed September 6, 2009)
- Nakagawa, Kerry Yo. "Diamonds in the Rough: Baseball and Japanese-American Internment." SPICE Curriculum Unit. 2004. http://spice.stanford.edu/publications/diamonds_in_the_rough_baseball_and_japaneseamerican_internment (accessed September 3, 2009).
- The SPICE Curriculum Unit includes:
- 1) The book *Through a Diamond: 100 Years of Japanese-American Baseball*, and includes the poem "A Boy Among Men" by Lawson Inada.
 - 2) DVD: "Diamonds in the Rough: The Legacy of Japanese-American Baseball" KOLD, Tucson TV Station, Arizona
- National Archives and Records Administration. <http://www.archives.gov/education/lessons/japanese-relocation> (accessed September 3, 2009).
- National Park Service, Teaching with Historic Places Lesson Plans <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts2.htm> (accessed September 3, 2009).
- Nisei Baseball Research Project. <http://www.niseibaseball.com> (accessed September 3, 2009.)



Our Documents. <http://www.ourdocuments.gov>
(accessed September 3, 2009).
Volusia County Schools, Florida, Graphic Organizers
Galore! Paraphrase Chart. <http://myvolusiaschools.org>
(accessed September 3, 2009).