

Life in a Horse Stall

Overview

When President Roosevelt signed Executive Order 9066 life changed for everyone of Japanese descent in the United States. Notices appeared allowing Japanese American families only a week (sometimes two) to dispose of all property and report to designated locations with a list of items that could be carried. This lesson uses reading analysis to investigate what the assembly experience was like, using the life of Masaji Inoshita, and following him into camp life at the concentration camp in Gila River, AZ.

Objectives

Students will be able to:

- Analyze historical facts about the incarceration of Japanese Americans during World War II.
- Recognize key terms about the Japanese American incarceration and Japanese culture.
- Use context clues to determine the relevant meaning of a word.
- Discuss context clues and comprehend that loss of Constitutional rights occurred in U.S.

Essential Question

- What are the responsibilities that every American must follow in order to protect the rights of other Americans?

Guiding Questions

- What was the true reason for the World War II incarceration of Japanese Americans by the U.S. government?
- How did most people in the U.S. react to the Japanese American incarceration?
- How did Japanese Americans react to the incarceration?

National History Standards

Part Two—United States and World History
Grades 5–12

Chapter 2: Historical Thinking

- Standard 3: Historical Analysis and Interpretation

Chapter 3: U.S. History Standards

- Era 8: The Great Depression and World War II (1929–1945)
- Era 9: Postwar United States (1945 to early 1970's)
- Standard 3: The causes and course of WWII, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.
- Standard 4: The struggle for racial and gender equality and the extension of civil liberties.

Arizona State Standards

Social Studies—Grade 8

Strand 1: American History

Concept 9: Postwar United States

- PO 6. Describe the importance of the following civil rights issues and events:
 - a. nonviolent protests
 - b. desegregation

Strand 2: American History

Concept 8: Great Depression & WWII.

- PO 2. Describe how Pearl Harbor led to U.S. involvement in WWII.
- PO 4. Explain how the following factors affected the U.S. home front during WWII.
 - c. internment of Japanese, German, and Italian Americans.
- PO 5. Describe Arizona's contributions to the war effort:
 - e. POW and internment camps

Strand 2: World History

Concept 1: Research Skills for History

- PO 4. Formulate questions that can be answered by historical study and research.

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.

Concept 4: Rights, Responsibilities, and Roles of Citizenship

Strand 4: Geography

Concept 1: The World in Spatial Terms

- PO 4. Locate physical and cultural features (e.g., continents, cities, countries, significant waterways, mountain ranges, climate zones, major water bodies, landforms) throughout the world.
- PO 5. Interpret thematic maps....depicting various aspects of the U.S. and world regions. (Apply to regions studied).

Concept 2: Places and Regions

- PO 4. Identify how the role of the media, images, and advertising influences the perception of a place.
- PO 5. Describe how a place changes over time. (Connect with content studied).

Concept 4: Human Systems

- PO 6. Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.

Concept 6: Geographic Applications

- PO 2. Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment.
- PO 3. Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.

Reading—Grade 8

Strand 1: Reading Process

Concept 4: Vocabulary

- PO 2. Use context to identify the intended meaning of unfamiliar words (e.g., definition, example, restatement, synonym, contrast)..

Concept 6: Comprehension Strategies

- PO 1. Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words).
- PO 2. Confirm predictions about text for accuracy.
- PO 3. Generate clarifying questions in order to comprehend text.
- PO 7. Use reading strategies (e.g., drawing conclusions, determining cause and effect, making inferences, sequencing) to interpret text.

Strand 2: Comprehending Informational Text

Concept 1: Expository Text

- PO 1. Restate the main idea (explicit or implicit) & supporting details in expository text.
- PO 2. Summarize the main idea (stated or implied) and critical details of expository text, maintaining chronological, sequential, or logical order.
- PO 10. Make relevant inferences about expository text, supported by text evidence.

Writing—Grade 8

Strand 2: Writing Elements

Concept 1: Ideas and Content

- PO 1. Use clear, focused ideas and details to support the topic.
- PO 2. Provide content and selected details that are well-suited to audience and purpose.
- PO 3. Develop a sufficient explanation or exploration of the topic.
- PO 4. Include ideas and details that show original perspective.

Materials

- (2-A) Life in a Horse Stall Article/worksheet and KEY
- (2-B) Executive Order 9066 (transcript)
- (2-C) Civilian Exclusion Order No. 43
- (2-D) Life as an Inmate Article/worksheet
- Japanese American Confinement Sites in the United States During World War II Map – found in the appendix of this unit plan and made into overhead

Opening

Teacher Leads Discussion (10 minutes)

- Ask students: Think. If you and your family were going to move out of state, how long would it take you to get ready? You have to sell your car, furniture, close your bank accounts, say good-bye to your friends.
- Read excerpts (1st and 2nd paragraphs) of Executive Order 9066 (2B). Ask students to listen and tell you who the order is given to. (Japanese Americans are not named. Military commanders are ordered to remove persons from ‘designated exclusion areas’ when deemed necessary).

Activities—Day 1

- **Life in a Horse Stall Student Reading Analysis (Details)** (20 minutes)
Distribute Life in a Horse Stall (2-A) Article/Worksheet
The article may be read individually, in partnerships, or as a class. Ask students to complete questions and be prepared to discuss. Emphasize that the answers need to be in complete sentences.
- **Discussion: Life in a Horse Stall** (20 minutes)
Teacher Instant Expert Notes
 1. The notice time given to Japanese communities varied from none (as on Pearl Harbor day when community leaders were picked up within hours of the attack) to 30 days. However, in general, notice was 7 to 10 days.
 2. People turned to public auctions and sold their

possessions at a great loss. Some people advertised furniture and other goods for sale and were taken advantage of by the pressure of time. Some families put things in storage that had disappeared by the time they returned to pick them up. The entire Japanese American community was cash short, as all bank accounts had been seized and frozen, so immediate cash was needed.

3. Japanese Americans were horrified at the conditions of the assembly centers. They were surrounded by military personnel with weapons. They were fenced in. They were not allowed to leave. Most did the best they could to clean up the stalls and make a clean place for themselves.
4. The neighbor turned out to be a major friend for the family. He stored some of their possessions and farm equipment. When asked by the family, he sold items off and gave them the proceeds at a much higher rate than when they had their first auction. He was probably any adjective a student might come up with, both brave and foolish, under the circumstances of the times.
5. People did not know where they were going, and they did not know what to pack. They were instructed to bring their own dishes and silverware, towels, sheets, etc. Many packed heavy coats and ended up in the Arizona desert. Some packed shorts and sleeveless shirts and ended up in Wyoming.

Activities—Day 2

- **Opening:** Teacher reads excerpt from Civilian Exclusion #43 (2-C), 2nd page paragraph beginning with “The Following Instructions Must Be Observed:” sentences 1–6. Ask students if they find anything offensive in the instructions, and ask them to explain why. (10 minutes)
- **Life as an Inmate Student Reading Analysis (Analysis and Summary)** (15 minutes) Distribute Life as an Inmate (2-D)

The article may be read individually, in partnerships, or as a class. Ask students to complete questions and be prepared to discuss. Emphasize that the answers need to be in complete sentences.

• **Discussion: Life as an Inmate** (15 minutes)

1. Many inmates were in shock, some angry, and everyone felt resentment and humiliation. Approximately 120,000 lives were altered dramatically by the government's decision. The economic burden was tremendous. Everyone felt a fear of the unknown. It is a fact that some inmates were shot by guards when guards suspected them of attempting to escape from camp. It is a fact that there were riots by inmates in one camp, protesting their treatment.
2. Juvenile delinquency became a problem directly related to the incarceration and some youth's perception of themselves and their families as "enemy aliens." Schools were set up within all of the camps and operated under very difficult circumstances. Teachers were discouraged from going into the camps to teach the "enemies." Teachers were threatened locally with future unemployment if they taught in the camps. To the credit of many teachers, they taught anyway. At first they operated with virtually no books or materials. Eventually, some materials were supplied by groups such as the American Society of Friends (Quakers), whose donations helped improve camp life, and also sponsored college age students to enroll in universities and colleges elsewhere in America.
3. Housing was inadequate and crowded. Initially most families had to live without furniture, as they had not been allowed to bring any. Carpenters in camp made some furniture. People ordered some things from catalogs. Arizona inmates reported that they lived, ate, and slept in dust. The flimsy buildings had so many cracks that dust constantly filtered into them. In Heart Mountain, Wyoming cold was the enemy, and inmates had

to adjust to living in surroundings where rooms were never truly warm. Everybody could hear everything everyone said in a building. It was truly institutional living.

Closing

- Prepare Japanese American Confinement Sites in the United States During World War II Map for digital or overhead display, and review the main site locations. Remind students that there were other smaller locations, as well.
- Ask students if they believe the Japanese American community acted correctly in following the government directives. Discuss. (5–10 minutes)

Extensions

- Study the U.S. Supreme Court case, *Korematsu vs. U.S.*, which held it was constitutional to remove people of a particular ancestry, based on race alone.
- Ask students to research and write a short paper on what other nationalities were incarcerated in the U.S. during WWII.

References

- Fugita, Stephen S. and Marilyn Fernandez. *Altered Lives, Enduring Community. Japanese Americans Remember Their World War II Incarceration*. Seattle: University of Washington Press, 2004.
- History on the Net.com. <http://www.historyonthenet.com>. (accessed September 3, 2009).
- Hoobler, Dorothy and Thomas Hoobler. *The Japanese American Family Album*. New York: Oxford University Press, 1995.
- Virtual Museum of the City of San Francisco. <http://www.sfmuseum.org>. (accessed September 3, 2009).