

Packing Your Things

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will learn about the World War II experience of Japanese Americans who, under the authority of Executive Order 9066, were removed and excluded from the West Coast.

Guiding Questions (Pedagogical)

- How do students respond to literature about this topic?
- Are students able to develop an understanding of the racial prejudices of the time that led to this experience?

Assessment

- Students will chart basic necessities and nonbasic necessities.

Materials

- Cardstock, paper, pens, and glue for each student to create a booklet (interactive notebook); see *Diagram of Notebook Layout*
- A copy of the young adult novel *When the Emperor Was Divine* by Julie Otsuka
- *Handout 1-1: Packing a Suitcase*
- *Handout 1-2: Class Notes*

Activities and Teaching Strategies

- Instruct students to create a booklet (interactive notebook) made up of 12 pieces of cardstock attached with strips, giving the impression of railroad tracks. See *Diagram of Notebook Layout* for a diagram. Students will keep this unit's notes and handouts in this booklet.
 - The students should leave the booklet's cover blank until the final lesson.
 - The booklet must have 10 pages, plus a cover.
- Read aloud Chapter 1 of *When the Emperor Was Divine*, which describes a mother who must pack up the house and decide what to take.
- Distribute *Handout 1-1: Packing a Suitcase* and ask students to decide what stays and what goes.
- Once they have completed this handout, give them additional instructions about what items might be considered "subversive" and must be removed, including MP3 players, video games, language books, books with maps, or anything that resembles a weapon.
- Distribute and review *Handout 1-2: Class Notes*, which contains information on the events following the attack on Pearl Harbor.
- Have students attach both handouts to their booklets.

Author Reflections on Stop #1

The students really rose to the challenge in this first section. I asked the students to draw images as they listened to Chapter 1 of *When the Emperor Was Divine*. The story describes a family packing their things because they must leave their home following Executive Order 9066. The students responded to the personal aspect of the story, particularly the killing of the family pet, White Dog, who was not allowed to go with them. This is a great activity for Special Education units, but it is also a way to focus all students on the key aspects of the story. What I found is that their responses were not focused on the order to leave but the leaving itself, creating a personal connection.



To help them process the content, students were given a graphic of a suitcase and asked to list essential and nonessential items they would take. Most of them really thought about what they would need. As the discussion progressed, we then had to cross out items such as cell phones, iPods, video games, and other electronic devices. Here the cultural divide between a teenager in 2009 and 1941 was most evident.

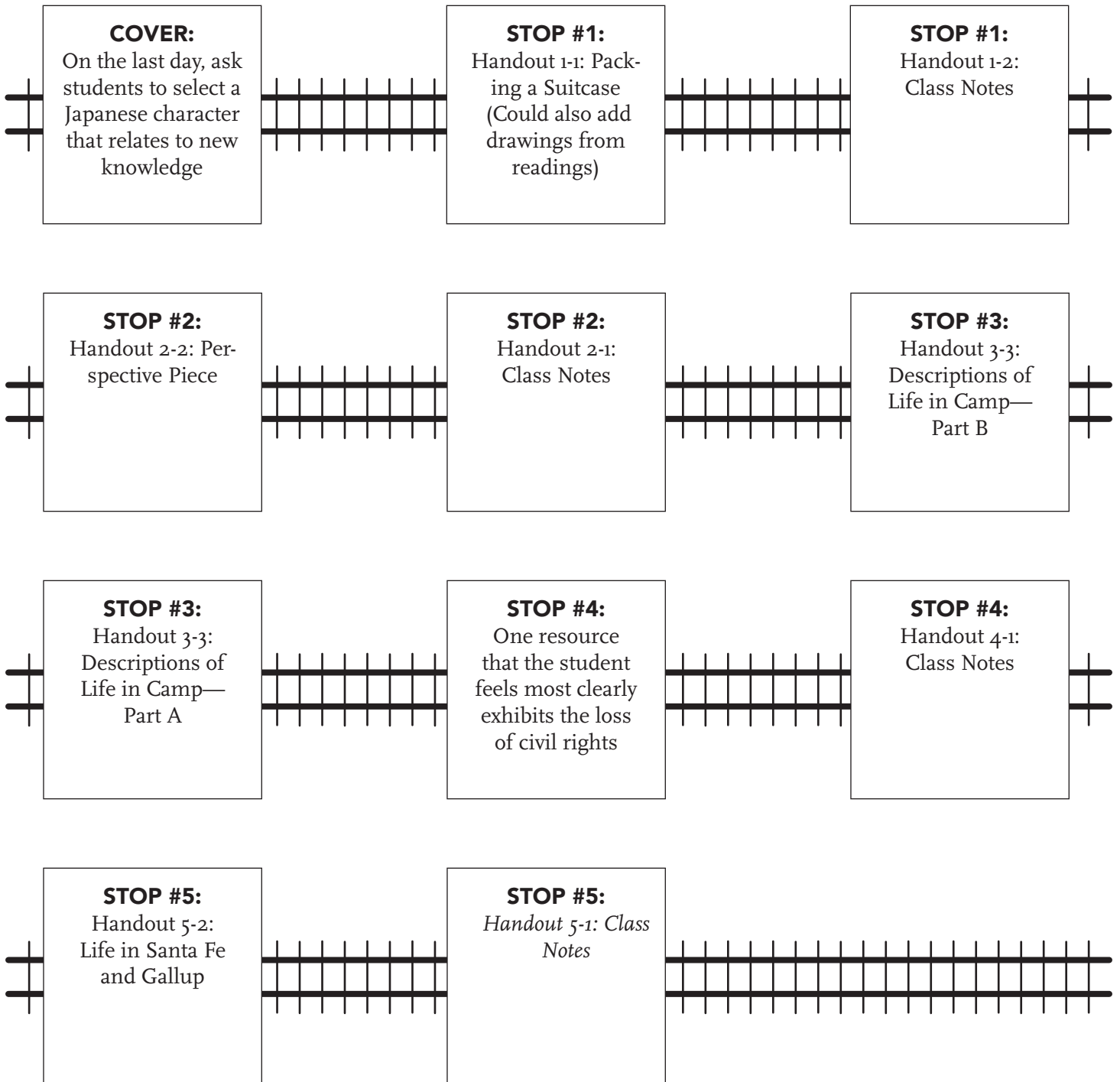
When I taught this section I spent time clarifying what life was like for most teenagers during the early war years, and this seemed to increase students' understanding of what to take and what to leave behind. The output for this particular exercise was strong: they enjoyed the story, and they made a personal connection and understood what was really necessary to live. The results indicated that most students understood the very real situation that Executive Order 9066 imposed on most Japanese Americans in early 1942.

References

Otsuka, Julie. *When the Emperor Was Divine*. New York: Random House, Inc., 2003.



Diagram of Notebook Layout



Packing a Suitcase

Handout 1-1

14

Name _____

Date _____ Period _____

Instructions: You are allowed to pack three outfits, a few personal items, and two books or magazines. You are not sure how long you will be gone or even where you are going. List your items on the chart below.



P.S. Only one medium suitcase per person is allowed.

Basic Necessities	Nonbasic Necessities
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Class Notes

Handout 1-2

15

Name _____

Date _____ Period _____

<p>B E G I N N I N G</p>	<ul style="list-style-type: none"> • On December 7, 1941, the Empire of Japan bombed Pearl Harbor. • Immediately, anti-Japanese sentiment and wartime hysteria grew. • By 1941, there were more than 110,000 people of Japanese descent living on the West Coast. Some were Japanese immigrants, ineligible for citizenship, and others were American-born citizens. • Some lived in the cities and others were involved in agriculture, often growing oranges, avocados, and nuts. • <i>Issei</i> = Japanese term meaning, “first generation,” referring to immigrants who came to the U.S. from Japan. • <i>Nisei</i> = Japanese term meaning, “second generation,” referring to Japanese Americans born in the U.S. • <i>Sansei</i> = Japanese term meaning, “third generation,” also referring to Japanese Americans born in the U.S.
<p>S O L U T I O N</p>	<ul style="list-style-type: none"> • The U.S. government needed a solution to the possible “threat” that the people of Japanese descent on the West Coast posed, and on February 19, 1942, the U.S. government issued Executive Order 9066, which set forth a policy of exclusion and removal. • The West Coast was designated as “Military Area Number One,” and Executive Order 9066 set the stage for certain citizens to be excluded from this area. • This meant the forced removal of 110,000 people of Japanese descent. More than 60 percent of those excluded and removed were American citizens by birth. • Orders were posted for all people of Japanese descent within Military Area Number One to report to processing stations with their belongings, sometimes with as little as a week’s notice. • There was little resistance. • They had to leave their homes and businesses behind, and they had no idea what would happen to them. • They also had no idea where they were going or for how long.



Home Was a Horse Stall: Why Are We Living Here?

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will learn about how Japanese Americans adjusted to their lives in the temporary assembly centers.

Guiding Questions (Pedagogical)

- How do students respond to literature about this topic?
- Are students able to develop an understanding of the racial prejudices of the time that led to this experience?

Assessment

- Students will create an acrostic using the word “confinement” to describe life in camp.

Materials

- A copy of the children’s book *The Bracelet* by Yoshiko Uchida
- Class copies of the article “Home was a Horse Stall” by Jim Carnes, found in the Southern Poverty Law Center’s journal, *Teaching Tolerance* (Spring 1995)
- *Handout 2-1: Class Notes*
- *Handout 2-2: Perspective Piece*

Activities and Teaching Strategies

- Read aloud *The Bracelet* and discuss how we use objects to help us remember.

- Ask students to review *Handout 2-1: Class Notes* about the War Relocation Authority and the purposes of sending Japanese Americans to temporary assembly centers.
- As a group, read “When Home Was a Horse Stall” and highlight key points.
- Ask students to complete *Handout 2-2: Perspective Piece* by constructing a perspective piece that reflects how life was different at the racetrack (horse stall) and in the War Relocation Authority camps.
- Have students attach both handouts to their booklets.

Author Reflections on Stop #2

All students seemed to gravitate towards the specific details provided in this lesson. I found it useful to tape off a section of my room for them to see the actual size of the horse stall, although many of my students come from farming families and therefore are familiar with the dimensions. According to their drawings, they were mostly worried about the bathroom situations and the long lines. I found this interesting given that most families would have been squeezed into a 9-by-20-foot space—with sometimes four or more people living there—and yet this did not seem as important as the bathrooms. They also were concerned with manure on the floors, and much of the discussion was about the smell.

After reexamining the article “Home Was a Horse Stall,” I find that it is too long even for my advanced students. In the future, this needs to be presented in pieces instead of one sitting. I noticed several of the students’ attention wandering by the time we got to the third page. Breaking it down into manageable pieces is really necessary; perhaps not using the entire article would help to keep students’ attention while utilizing the valuable content.

Nonetheless, at this point in the unit some of the students began to ask questions such as, “Why didn’t



they fight or run away?” They were slowly beginning to grasp the gravity of the situation even though they were lacking in details about the mass incarceration. Most didn’t draw barbed wire fences or guard towers because there was little mention of them in the readings. With some guidance, most students came up with five to six major points about living in the horse stalls.

References

- Carnes, Jim. “Home was a Horse Stall.” *Teaching Tolerance* 4, no.1 (Spring 1995): 50-57.
- Uchida, Yoshiko. *The Bracelet*. New York: Putnam Berkeley Group, Inc., 1976/1993.

Class Notes

Handout 2-1

18

Name _____

Date _____ Period _____

H O M E W A S A	<ul style="list-style-type: none"> • This mass removal of Japanese Americans from the West Coast was coordinated by the War Relocation Authority (WRA), which was part of the War Department. • The problem at the beginning was that there wasn't anywhere for people to be sent to. • In order to handle the large number of people, most Japanese Americans were temporarily sent to racetracks. • The Santa Anita (California) racetrack held the largest number of Japanese Americans. • Families lived in the horse stalls for several weeks with just a short wall separating them from other families
H O R S E S T A L L	<ul style="list-style-type: none"> • Conditions were very primitive. Portable bathrooms were brought into the racetracks, but bathing was a problem. • There was no privacy at all. • There was also very little to do. • Many of the young people began to socialize with each other and move away from the traditional ways of their parents. • Dining was no longer done in family units, but in a large mess hall where the younger people often chose to sit with friends rather than family. • This caused a huge rift between the Issei and Nisei generations. • While Japanese Americans waited in the racetracks, the WRA began to identify land away from the West Coast where they would be placed. • The WRA built structures quickly but of such poor quality that conditions were often worse than at the racetracks. • Japanese Americans were often moved from the racetracks to their new locations in boxcars, with the shades drawn.



Perspective Piece

Handout 2-2

19

Name _____

Date _____ Period _____

Instructions—Part A: You are to create a perspective piece comparing life for Japanese Americans in the horse stalls and later in the War Relocation Authority (WRA) camps. Look at the descriptions from the readings to help guide you. You also need to illustrate what you describe.

Home was a Horse Stall	Life in the WRA Camps
Text	Text
Drawing	Drawing

Instructions—Part B: You are to find key descriptors or phrases about life in the camps to complete the chart below.

C	
O	
N	
F	
I	
N	
E	
M	
E	
N	
T	

Camp: What Did It Look and Feel Like?

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will examine primary and secondary sources to learn more about life in the camps.

Guiding Questions (Pedagogical)

- Are students able to make comparisons between America's concentration camps and the death camps of the Holocaust?
- How do students respond to visual images of this topic?
- How do students respond to literature about this topic?
- Are students able to develop an understanding of the racial prejudices of the time that led to this experience?
- Are students able to grasp the dichotomy of Japanese American incarceration and their patriotism?

Assessment

- Students will work as a group to describe the positive and negative aspects of camp life.
- Students will create a collage about life in camp using images and five words.

Materials

- A copy of the children's book *Baseball Saved Us* by Ken Mochizuki
- *Something Strong Within*, produced by the Japanese American National Museum, or another short media piece on camp life

- *Handout 3-1: Letter to Miss Clara Breed from Elizabeth Kikuchi*
- *Handout 3-2: Photographs of Life in Camp* or other photographs found in books or downloaded from the Internet
- *Handout 3-3: Descriptions of Life in Camp*

Activities and Teaching Strategies

- Read aloud *Baseball Saved Us*.
- Watch *Something Strong Within* or another short media piece on camp life.
- In groups of four, have students read *Handout 3-1: Letter to Miss Clara Breed from Elizabeth Kikuchi*, written by a young person, originally from San Diego, whose family was removed to Poston, Arizona. She wrote this letter to Miss Clara Breed, her former librarian. Additional letters can be downloaded from the Japanese American National Museum's Clara Breed Online Collection: <http://www.janm.org/collections/clara-breed-collection/> (accessed September 5, 2009).
- Next have students examine *Handout 3-2: Photographs of Life in Camp*.
- Distribute *Handout 3-3: Descriptions of Life in Camp*. While still in their groups, students should be asked to write descriptions of and then create a collage of life in the camps, addressing the following: physical conditions, living space, lack of privacy, activities for young people, lack of freedoms, questions of loyalty to the United States, and helping the war effort.
- Have students attach Parts A and B of *Handout 3-3: Descriptions of Life in Camp* to their booklets.

Author Reflections on Stop #3

Reading aloud the children's story *Baseball Saved Us*, which tells of the teams that were formed in camp, led to much discussion of sports in general. We then watched about 10 minutes of footage shot in the camps from the media piece *Something Strong Within*. Originally cameras had to be sneaked into camp, but later cameras were allowed. The media piece shows



people leaving on buses, as well as footage of life at Manzanar, Heart Mountain, and Minidoka.

We discussed what students saw and what they didn't see. A very telling object spotted in the footage was a board with an American eagle on the top of it and a list of all those who served in World War II. This started a whole series of questions about why those Japanese Americans served in the war and why most Japanese Americans did not protest the mass incarceration.

In groups, students were given some letters from young people to Clara Breed, a San Diego librarian who sent gifts and corresponded with many children in the camps. Students also looked at a series of photographs about life in the camps. The most telling were from Linda Gordon and Gary Okihiro's book *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*, which show women making camouflage nets for the war, men planting gardens, and boys playing ball. It also depicts the living quarters and other aspects of daily life.

Students spent a considerable amount of time making collages—they could rip up magazines or had the option of finding images on the Internet. They had a difficult time selecting just five words to describe life in camp because many of them just wanted to write about what they thought. This exercise emphasized the idea of limiting one's words, and some students really struggled with this. Overall, they enjoyed the creativity of looking for specific images to tell their tale.

References

- Gordon, Linda and Gary Y. Okihiro, eds. *Impounded: Dorothea Lange and the Censored Images of Japanese American Internment*. New York: W. W. Norton & Company, Inc., 2006.
- Mochizuki, Ken. *Baseball Saved Us*. New York: Lee & Low Books, 1993/1995.
- Something Strong Within*. Film. Produced by Frank H. Watase Media Arts Center. Los Angeles: Japanese American National Museum, 1995.



Letter to Miss Breed

Handout 3-1

22

Dear Miss Breed,

How are you getting along?
Now that school is started I suppose
you are busy at the library.

We are now in Boston Camp.
We arrived here the 24th of August.
The San Diego people are all to-
gether now all happy. This place
is just like a desert, in fact it
is. It is dusty here & have quite
a few whirlwinds. Today we think
we will have a dust storm. Now
no school started yet but
it will start in October. I go to
Bible school every day. We make
all sorts of handicraft.
Last week my father, brother
& sister went fishing to Colorado River
it is 9 miles away. They started 5 AM

and came back 7: PM.

Before I came here I wrote
you a letter but I didn't ~~mail~~
send it. I received your letter
book the day after I came
back from the hospital. I was
very happy to receive it. At
that time I had pneumonia.
I took the book "How to Live"
and it kept me from being
bored. My mother sends
her best regards to your mother.

Truly yours,
Elizabeth
Kibuchi

93.75.31 CO

Gift of Elizabeth Y. Yamada
Japanese American National Museum (93.75.31CO)

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submitted to the Hirasaki National Resource Center at the Japanese American
National Museum. More information is available at <http://www.janm.org/nrc/>.



Photographs of Life in Camp

Handout 3-2

23



Manzanar Relocation Center, Manzanar, California. Evacuees of Japanese ancestry are growing flourishing truck crops for their own use in their “hobby gardens.” These crops are grown in plots 10 x 50 feet between blocks of barrack at this War Relocation Authority center.

Photographer: Dorothea Lange
Courtesy of the National Archives and Records Administration
ARC Identifier 537987/Local Identifier 210-G-C690



Boys behind barbed wire.

Gift of Kimie Nagai, Japanese American National Museum (92.125.12)
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Tule Lake Relocation Center, Newell, California. One of the barracks at this center which is used for a high school. As yet the students haven’t decided on a name for the school.

Photographer: Francis Stewart
Courtesy of the National Archives and Records Administration
ARC Identifier 536385/Local Identifier 210-G-A484



Gila River Relocation Center, Rivers, Arizona. Members of the boy scout troop who participated in the Harvest Festival Parade held at this center on Thanksgiving day.

Photographer: Francis Stewart
Courtesy of the National Archives and Records Administration
ARC Identifier 538605/Local Identifier 210-G-D643

Photographs of Life in Camp

Handout 3-2

24



Manzanar Relocation Center, Manzanar, California. Making camouflage nets for the War Department. This is one of several War and Navy Department projects carried on by persons of Japanese ancestry in relocation centers.

Photographer: Dorothea Lange
Courtesy of the National Archives and Records Administration
ARC Identifier 538106/Local Identifier 210-G-C814



Manzanar Relocation Center, Manzanar, California. Baseball is the most popular recreation at this War Relocation Authority center with 80 teams having been formed throughout the Center. Most of the playing is done between the barrack blocks.

Photographer: Dorothea Lange
Courtesy of the National Archives and Records Administration
ARC Identifier 538065/Local Identifier 210-G-C772



Poston, Arizona. Living quarters of evacuees of Japanese ancestry at this War Relocation Authority center as seen from the top of water tower facing south west.

Photographer: Fred Clark
Courtesy of the National Archives and Records Administration
ARC Identifier 536152/Local Identifier 210-G-A190



Manzanar Relocation Center, Manzanar, California. Mealtime at the Manzanar Relocation Center. Every effort is put forth to keep family groups intact in the dining halls as well as in their living quarters in the barracks.

Photographer: Clem Albers
Courtesy of the National Archives and Records Administration
ARC Identifier 536013/Local Identifier 210-G-A17

Photographs of Life in Camp

Handout 3-2

25



Manzanar Relocation Center, Manzanar, California. An evacuee resting on his cot after moving his belongings into this bare barracks room. An army cot and mattress are the only things furnished by the government. All personal belongings were brought by the evacuees.

Photographer: Clem Albers
Courtesy of the National Archives and Records Administration
ARC Identifier 536861/Local Identifier 210-G-B112



Two United States Army soldiers with large family in front of barracks, Rohwer, Arkansas, November 21, 1944.

Gift of the Walter Muramoto Family
Japanese American National Museum (97.292.3V)
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Descriptions of Life in Camp

Handout 3-3

26

Names of Group Members _____

Date _____ Period _____

Instructions—Part A: Using the letter and photographs you have, your group needs to create a written description of life in the camps, both the positive and negative details. Consider what you see AND ALSO what is missing or what you don't see that you think should be there! Be history detectives!!!

Physical Conditions	
Living Space	
Lack of Privacy	
Activities for Young People	
Lack of Freedoms	
Questions of Loyalty to the U.S.	
Helping the War Effort	

Instructions—Part B: Using the resources you have, along with images from magazines and the Internet, your group needs to create a collage of life in the camps showing BOTH positive and negative details. You can only use five words in each piece of the collage, so be selective. Five words that you might use include *smells*, *friends*, *dust*, *noise*, and *boredom*.



We Are Americans: Civil Liberties During Wartime

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will examine the civil liberties issues raised by the World War II Japanese American experience.

Guiding Questions (Pedagogical)

- Are students able to make comparisons between America's concentration camps and the death camps of the Holocaust?
- How do students respond to visual images of this topic?
- Are students able to develop an understanding of the racial prejudices of the time that led to this experience?

Assessment

- Students will look at resources for evidence of racial prejudice against Japanese Americans during World War II.

Materials

- *Handout 4-1: Class Notes*
- The teachers must select resources, either from those included in this lesson, or downloaded from the Web, or located in other sources:
 - *Handout 4-2a: Transcript of Message to Congress Requesting Declaration of War Against Japan, 12/08/1941*
 - *Handout 4-2b: USS Shaw*
 - *Handout 4-2c: Civilian Exclusion Order No. 43*
 - Dr. Seuss cartoons can be found in *Dr. Seuss Goes to*

War: The World War II Editorial Cartoons of Theodor Seuss Geisel by Richard Minear, or they may be downloaded from the Web:

- “Honorable Fifth Column” can be downloaded from the Mandeville Special Collections Library at the University of California, San Diego <http://orpheus.ucsd.edu/speccoll/dspolitic/Frame.htm> (accessed August 3, 2009)
- “This Is the Enemy” can be downloaded from the Spring Hill Unified School District <http://www.usd230.k12.ks.us/PICIT/publications/cartoons/1944/m.html> (accessed August 3, 2009)
- “All Packed Up” can be downloaded from the Virtual Museum of the City of San Francisco <http://www.sfmuseum.org/hist8/editorial4.html> (accessed August 3, 2009)

Activities and Teaching Strategies

- Ask students to review *Handout 4-1: Class Notes* about the loss of civil liberties during World War II.
- Distribute several different resources selected by the teacher (*Handouts 4-2a–c* or others from books or downloaded from the Web) and discuss as a group.
- In their booklets, students should attach their notes and the one resource that they feel most clearly exhibits the loss of civil rights.

Author Reflections on Stop #4

The fourth lesson focuses on civil liberties during wartime and concludes with a discussion on racial prejudices against Japanese Americans. In my class we examined the political cartoons “The Honorable Fifth Column” and “The Guy Who Makes a Mock of Democracy” from *Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel* by Richard Minear. Students were able to pick out various components in the cartoons that represented a loss of civil liberties and why the U.S. government felt this was necessary at that time.



The most valuable result of this exercise was the discussion piece. Students' questions were thought provoking and showed a real concern about one's individual rights even during wartime. In one class, the students really focused on connections between the current war with Iraq, and several references were made to 9/11 and the aftermath of racial prejudice aimed at Arab Americans. In the other classes, the students were more concerned with how people were treated in general and seemed to fixate on Pearl Harbor and how that incident had been a turning point for the nation. Several students compared this experience to the Navajo Long Walk, a subject we had discussed earlier in the semester. Overall, the students were beginning to understand multiple points of view, which was crucial to a deeper sense of content knowledge.

References

Minear, Richard H. *Dr. Seuss Goes to War: The World War II Editorial Cartoons of Theodor Seuss Geisel*. New York: New Press, 1999.

Class Notes

Handout 4-1

29

Name _____

Date _____ Period _____

C I V I L L I B E R T I E S	<ul style="list-style-type: none"> • 1913—California’s Alien Land Law prohibits “aliens ineligible to citizenship” from owning land. Throughout the 1920s, similar (and in some cases, stricter) laws are passed in other Western states. • 1930s—Japan aggressively tries to obtain more territory in Asia. • 1939—The FBI compiles a list of potentially dangerous “enemy aliens.” • December 7, 1941—Japan bombs Pearl Harbor. • December 11, 1941—The FBI detains 1,291 people of Japanese descent, classified as “enemy aliens.” • February 19, 1942—President Roosevelt signs Executive Order 9066, which allows military authorities to exclude anyone from anywhere without trial or hearings. This sets the stage for the exclusion and removal of people of Japanese descent from the West Coast.
I N W A R T I M E	<ul style="list-style-type: none"> • April 1942—For a short time, governors of Nevada, Idaho, Oregon, Utah, Montana, Colorado, New Mexico, Wyoming, and Arizona offer to accept Japanese Americans excluded from the West Coast. • September 1942—More than 110,000 people of Japanese descent are removed from the West Coast, with most forced to live in concentration camps. • 1943—More than 2,500 Japanese Americans who are in camp volunteer for U.S. military service. • September 1943—Tule Lake becomes a “segregation camp” for those allegedly causing problems in other camps. • January 1945—The exclusion order is lifted and people of Japanese descent are allowed to return to the West Coast. • August 14, 1945—Japan surrenders.



Transcript of Message to Congress Requesting Declaration of War Against Japan, 12/08/1941

Handout 4-2a

30

Name _____

Date _____ Period _____

ADDRESS OF THE PRESIDENT
TO THE CONGRESS OF THE UNITED STATES
BROADCAST FROM THE CAPITOL, WASHINGTON, D.C.
December 8, 1941 -- 12.30 P.M., E.S.T.

MR. VICE PRESIDENT, AND MR. SPEAKER, AND MEMBERS OF THE SENATE AND HOUSE
OF REPRESENTATIVES: (TO THE CONGRESS OF THE UNITED STATES:)

Yesterday, December 7, 1941 -- a date which will live in infamy
-- the United States of America was suddenly and deliberately attacked by
naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the
solicitation of Japan, was still in conversation with its Government and
its Emperor looking toward the maintenance of peace in the Pacific. Indeed,
one hour after Japanese air squadrons had commenced bombing in the American
Island of Oahu, the Japanese Ambassador to the United States and his col-
league delivered to (the) our Secretary of State a formal reply to a recent
American message. And while this reply stated that it seemed useless to con-
tinue the existing diplomatic negotiations, it contained no threat or hint
of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes
it obvious that the attack was deliberately planned many days or even weeks
ago. During the intervening time the Japanese Government has deliberately
sought to deceive the United States by false statements and expressions
of hope for continued peace.

The attack yesterday on the Hawaiian Islands has caused severe
damage to American naval and military forces. I regret to tell you that
very many American lives have been lost. In addition American ships have
been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against



- 2 -

Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island.

And this morning the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense.

But always will (we) our whole nation remember the character of the onslaught against us. (applause)

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to (loud and prolonged cheers and applause) absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again (endanger us) endanger us (again). (applause)

Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger.

With confidence in our armed forces -- with the unbounding determination of our people -- we will gain the inevitable triumph -- so help us God. (applause)



- 3 -

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, 1941, a state of war has existed between the United States and the Japanese Empire. (loud and prolonged cheers and applause).

FRANKLIN D. ROOSEVELT

THE WHITE HOUSE,

December 8, 1941.



USS *Shaw*

Handout 4-2b

33

Name _____

Date _____ Period _____



Photograph of the exact moment the USS *Shaw* exploded during the Japanese attack on Pearl Harbor, 12/07/1941

Courtesy of the National Archives and Records Administration
ARC Identifier 306543



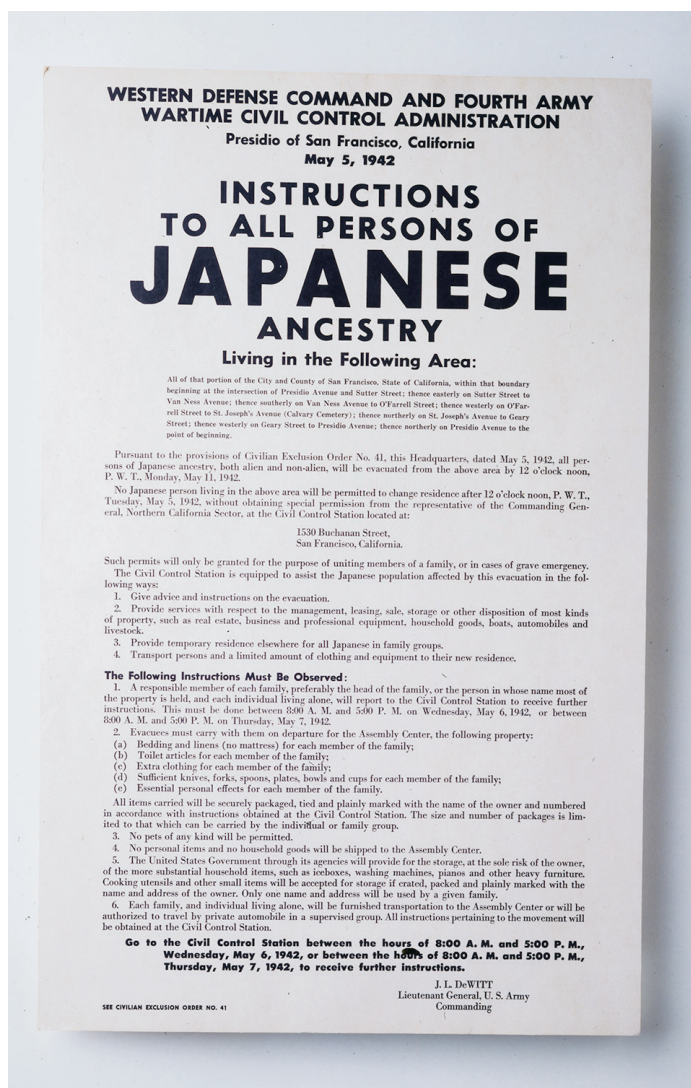
Civilian Exclusion Order No. 43

Handout 4-2c

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Name _____

Date _____ Period _____



Gift of Kiyoshi Toi

Japanese American National Museum (92.94.1)

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The New Mexico Response: Are These Friends Now Our Enemies?

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will examine the local experiences of Japanese Americans in New Mexico during World War II.

Guiding Questions (Pedagogical)

- Are students able to make sophisticated comparisons about the Japanese American experience in New Mexico versus their experiences in other states?
- Are students able to grasp the importance of New Mexico in the World War II effort?

Assessment

- Students will compare and contrast the experiences of the Japanese Americans in Santa Fe and Gallup, New Mexico, during World War II.

Materials

- Class copies of the article “The Years of ‘Los Japos’: Santa Fe’s Wartime Internment Camp” by Sharon Neiderman, published in the *Santa Fe Reporter* (July 10–16, 1991)
- *Handout 5-1: Class Notes*
- *Handout 5-2: Life in Santa Fe and Gallup*

Activities and Teaching Strategies

- Ask students to review *Handout 5-1: Class Notes* about Japanese Americans in New Mexico.

- Read the article “The Years of ‘Los Japos’: Santa Fe’s Wartime Internment Camp,” about the Santa Fe Department of Justice (DOJ) camp.
- Complete *Handout 5-2: Life in Santa Fe and Gallup*, comparing life during World War II in the Department of Justice camp in Santa Fe with life in the town of Gallup, New Mexico.
- Have students attach both handouts to their booklets.

Author Reflections on Stop #5

The information in *Handout 5-1: Class* was compiled from interviews with local historians and from a traveling exhibition called *Turning Leaves: The Photograph Collections of Two Japanese American Families*, sponsored by the New Mexico Endowment for the Humanities. This lecture led to many questions about Gallup’s role during this period, and the students found four points especially interesting:

- Many of the landmark businesses owned by Japanese Americans are still in existence.
- Gallup was the only known town in the United States to refuse to turn their citizens of Japanese descent over to the authorities for relocation, most likely because they were well integrated into the community. Most families of Japanese descent working for the railroad were not forced out of their company housing, which was highly unusual for the time period.
- In 1942 and 1943, Gallup High School elected Japanese American student body presidents.

My students from Gallup-McKinley County Schools enjoyed using the railroad track graphic since this is a visible piece of life in our area. Their discussions revealed a real interest in the idea of community, and several questions were raised about the Japanese American families still living in Gallup. By this time they were able to respond to the document with a greater sense of content knowledge and seemed to be able to categorize information more quickly. The results were very positive: students were able to make



connections with previously presented material to show the differences in the Santa Fe DOJ camp versus the WRA camps.

Postscript: On April 23, 2009, Gallup-McKinley County Schools dedicated their newest high school to Hiroshi “Hershey” Miyamura, a hometown hero and World War II Medal of Honor recipient. The article “Miyamura HS to be Dedicated to War Hero” can be found on the *Gallup Independent* Web site: <http://www.gallupindependent.com/2009/04April/040709miyamura.html> (accessed September 5, 2009).

References

Neiderman, Sharon. “The Years of ‘Los Japos’: Santa Fe’s Wartime Internment Camp.” *Santa Fe Reporter* (July 10-16, 1991): 17.

Class Notes

Handout 5-1

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G A L L U P	<ul style="list-style-type: none"> • Gallup was founded in 1881 because of the railroad. • The railroad workers would go see David Gallup for their paychecks. • The Mercantile and other trading posts were established to service the nearby Native American groups. • Downtown consisted of four blocks located alongside the railroad tracks. • Gallup was a business-oriented town from the beginning, attracting more than 25 different ethnic groups to town. • Coal mining attracted several Japanese American families to Gallup, including the Miyamura family.
D U R I N G W A R T I M E	<ul style="list-style-type: none"> • In 1889 Peter Kitchen built an opera house/theatre above the City Café, later renamed the Eagle Café. • In 1919 two Japanese residents of Gallup signed a lease and joined the business of the opera house. • The Eagle Café was run by Harry Shinto and Roy Urabe while Route 66 was developed. • Virgie Chávez began Virgie's Restaurant, with the help of George Taira, to compete with the Eagle Café. • When World War II broke out, there were seven major Japanese families in town. None of these families lost their leases after Executive Order 9066 was issued, and none were turned over to the government. • No Japanese Americans in Gallup were sent to the camps, and the Eagle Café continued to do a brisk business. • In 1943 and 1944, Gallup High School elected two student body presidents who were Japanese American. • Following the regular school day, most Japanese American students would spend three hours learning about Japanese culture and language, meeting in an old railroad car on 3rd Street.



Life in Santa Fe and Gallup

Handout 5-2

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Name _____
Date _____ Period _____

Instructions: List key aspects of the Santa Fe camp, as described in the article. Contrast camp life with the life of Japanese Americans living in Gallup during World War II.

	Santa Fe Camps	Life in Gallup
Location		
Conditions		
Activities		
Community Links		



Final Assessment

Time

1 class period (60 minutes per period)

Essential Questions

- *Content-Related:* How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?
- *Pedagogical:* How do my students respond when they encounter material about which they have no previous knowledge?

Objective (Content-Related)

- Students will synthesize the lectures, resources, and discussions to respond to the Essential Questions.

Guiding Questions (Pedagogical)

- Are students able to make comparisons between America's concentration camps and the death camps of the Holocaust?
- How do students respond to visual images of this topic?
- Are students able to develop an understanding of the racial prejudices of the time that led to this experience?
- Are students able to grasp the dichotomy of Japanese American incarceration and their patriotism?

Assessment

- Students will respond to these questions: *How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?*

Materials

- "In Response to Executive Order 9066" by Dwight Okita, downloaded from the National Park Service Web site: <http://www.nps.gov/manz/forteachers/dwight-okita.htm> (accessed September 5, 2009)
- *Handout 6-1: RACE Format*
- For Advanced Placement Document-Based Question, excerpts of the following documents must be available to students:

- Alien and Sedition Acts of 1798, downloaded from the National Archives and Records Administration Web site: <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=706> (accessed September 5, 2009)
- Chinese Exclusion Act of 1882, downloaded from the National Archives and Records Administration Web site: <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=506> (accessed September 5, 2009)
- Espionage Act of 1917, downloaded from the First Amendment Online Web site: <http://1stam.umn.edu/archive/historic/pdf/Espionage%20Act%20of%201917%20and%20current%20version.pdf> (accessed September 5, 2009)
- Immigration Act of 1924, downloaded from the U.S. Department of State Web site: <http://www.state.gov/r/pa/ho/time/id/87718.htm> (accessed September 5, 2009)
- Headlines from bombing of Pearl Harbor downloaded from the Pearl Harbor Newspaper Archive Web site: <http://www.thepearlharborarchive.com/Home.aspx> (accessed September 5, 2009)
- Executive Order 9066, downloaded from the National Archives and Records Administration Web site: <http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=219> (accessed September 5, 2009)
- Supreme Court Majority Decision from either *Korematsu v. United States* or *Hirabayashi v. United States*, downloaded from the Facing History and Ourselves Web site: <http://www.facinghistory.org/resources/facingtoday/identity-religion-violence-c> (accessed September 5, 2009)
- *Handout 6-2: I Am An American*
- A variety of Japanese characters may be downloaded from a number of places, including the Kanji Symbol Web site at <http://www.kanjisymbol.net/> (accessed September 5, 2009)



Activities and Teaching Strategies

- Read aloud Dwight Okita's poem, or another poem about the Japanese American World War II experience.
- For the final assessment, introduce the acronym RACE: R = Restate the Question; A = Answer the Question; C = Cite from a Document; E = Explain and Expand Your Answer. Explain that this is a constructed response format used in high-stakes testing.
- Distribute *Handout 6-1: RACE Format* and ask students to use the resources they have gathered over the course of the unit to complete a RACE-constructed response to these questions: *How did the U.S. government treat Japanese Americans during World War II? Why were American citizens seen as the enemy?*
 - Special Education students will complete the RACE-constructed response while using class notes and resources for guidance.
 - Give Advanced Placement students excerpts from approximately eight documents (see Materials section above) and have them respond to the questions.
- For the conclusion of the unit, distribute copies of Japanese characters with a variety of meanings and allow students to pick a word or phrase to put on the front of their notebooks. Have them draw the character(s) and explain how it relates to the Japanese American World War II experience.

Author Reflections on Stop #5

The results were simply amazing. The first semester I taught this, students tended to rely on Executive Order 9066 and information about life in the camps to respond to the prompt. Because I had added more resources for the second semester, the results were much more in-depth. The students expanded their answers with "America was not thinking," and "They had to enlist in the army to prove they were loyal Americans." They also supported their answers with detailed information from both the notes and other

resources. The results, overall, indicate that the students developed a sense of the subject and that they understood the injustices done to Japanese Americans during the war.

I do recommend differentiating instruction in the assessment piece for either Advanced Placement or Special Education students. Advanced Placement students were able to draw deeper connections using the documents following a standard Document-Based Question format.

When the students were given a series of Japanese characters and asked to pick one that somehow represented the Japanese American experience, it was a quick way for me to gauge what really had stuck with them from this unit.

RACE Format

Handout 6-1

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Name _____

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Instructions: Use the RACE format to answer these questions:

How did the U.S. government treat Japanese Americans during World War II?

Why were American citizens seen as the enemy?

Be sure to not only describe, but also explain your responses.

R = Restate the question as a statement.	
A = Answer the question using at least two complete sentences.	
C = Cite from the resources and explain what every- thing means.	
E = Explain and expand your answer to six or more sentences.	

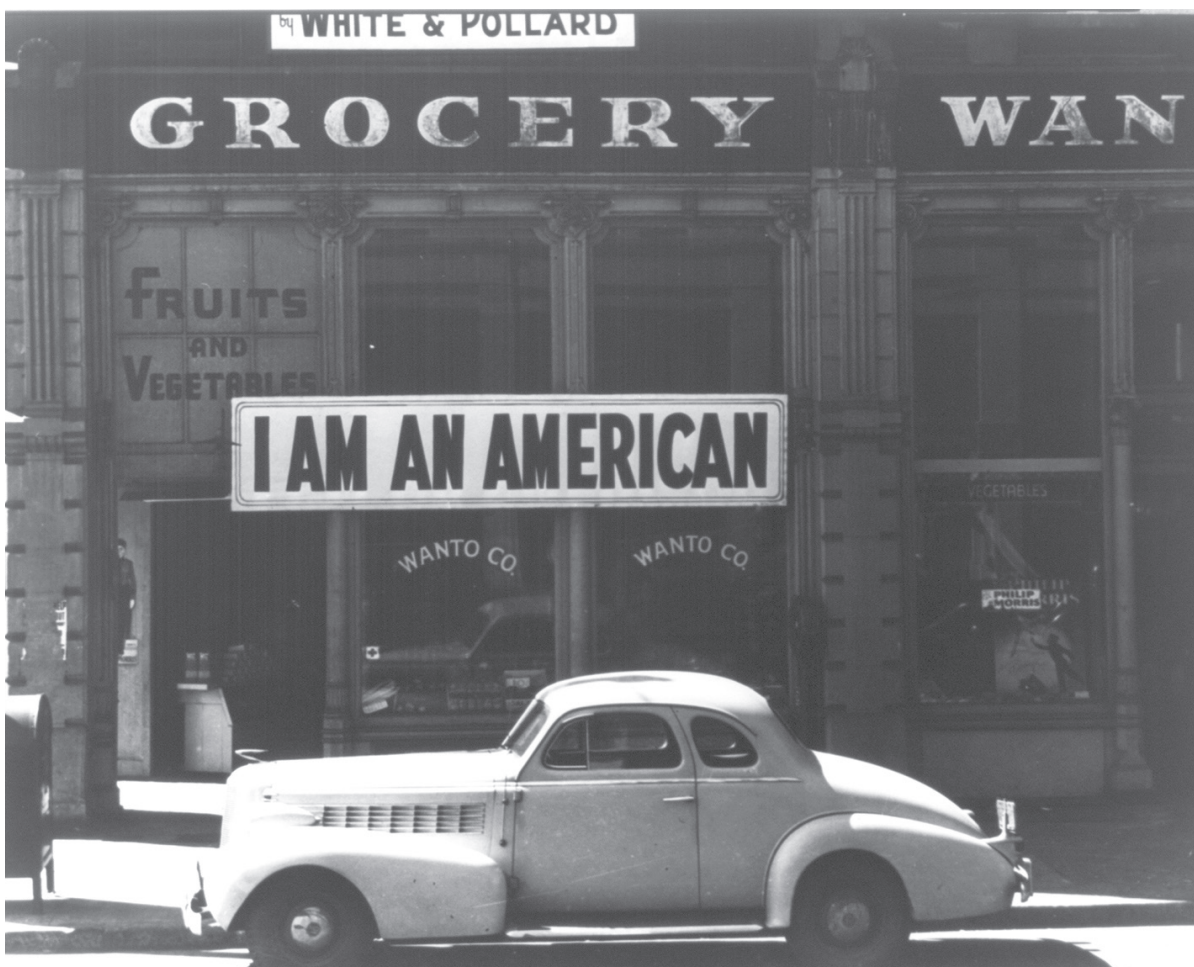
I Am An American

Handout 6-2

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Name _____

Date _____ Period _____



San Francisco, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war

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