

Map of Confinement Sites

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapter 20 (7 pages) and skip Chapter 21 of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - What are civil rights?
 - Who should have them?
 - How did Mr. Moto want to be treated?
- Provide a journal prompt for students to respond to:
 - Make your own list of the civil rights that you have.

Overview

Most of the Nikkei men, women, and children who were removed from their homes and businesses in the western United States were first sent to temporary “assembly centers” within the four states that made up the U.S. Army-designated exclusion area. They were later sent to War Relocation Authority (WRA) camps, which were located in six western states and Arkansas.

A smaller number of people of Japanese descent were not initially sent to the WRA camps but to camps run by the Department of Justice (DOJ). In the days following the attack on Pearl Harbor, hundreds of Issei business, education, and religious leaders were arrested, and many of them were sent to DOJ camps. These sites were internment camps for non-citizens who were considered dangerous; they were classified as “enemy aliens.” Enemy aliens included community leaders such as Uncle and Jiichan in *Weedflower*.

In previous lessons students constructed their understanding of the Japanese American World War II experience through narrative and visual images. This

lesson presents the experience in a spatial (geographic) format.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will identify Assembly Centers, War Relocation Authority sites, and Department of Justice sites on a U.S. map.
- Students will examine the movement of Japanese Americans during the war years.

Guiding Questions

- How does war change communities?
- Why were camps located in the interior of the U.S.?
- How did communities change during the removal period?
- How were different family members treated during the days and months after the Pearl Harbor attack?

Assessment(s)

- Teacher observation of student comments and accuracy in tracking movements on the map.

Materials

- “Japanese American Confinement Sites in the United States During World War II” map, located in the appendix of this curriculum (individual copies for students, one copy on overhead transparency for whole class recording)
- Colored pencils

Activities and Teaching Strategies

- Begin this lesson by reviewing Sumiko’s family’s journey. The family lived in California, probably in the southern interior agricultural region. They were removed from their home and taken to the “San Carlos” racetrack assembly center and eventually to

Poston. *Weedflower's* author made up the name of the racetrack, but actual racetracks were used as assembly centers.

- Ask students to locate Poston on their maps and identify the type of facility using the map key. Find other WRA camps on the map. Explain that War Relocation Authority camps were where most Japanese Americans who were removed from their homes on the West Coast were sent. Many people lived in these camps for the duration of the war.
- Ask students what they notice about the location of WRA camps. Why would they be located where they are?
- Ask students to locate Santa Anita on their map and identify its type using the map key. "Assembly centers" were temporary detention centers for people who had been removed from their communities. Have students choose one color of pencil for today's work and draw a line from Santa Anita to Poston to show Sumiko's journey.
- Uncle and Jiichan have been sent to Fort Lincoln in North Dakota. Ask students to find Fort Lincoln and use the map key to identify its type. Department of Justice camps were for enemy aliens (non-citizens who were considered dangerous). Ask students why they think many of the Department of Justice camps were located further east than WRA camps.
- As the class to establish what would have been a probable home location for Sumiko's family before the war broke out. On page 63 of *Weedflower* it says, "They went to bed early and got up at midnight and rode in the truck to Los Angeles with him." As a class, agree on a location in the valley that would have been a one- or two-hour drive from Los Angeles. Draw one line from this home location to Santa Anita. Draw another line from this home location to Fort Lincoln.
- Ask for comments regarding map, camps, or the removal of Nikkei during the war. Clarify any misunderstandings. Explain that students will be adding to maps in the next lessons. Maps should be kept in individual folders.

Extensions

- Read *A Place Where Sunflowers Grow* by Amy Lee-Tai or *The Bracelet* by Yoshiko Uchida. Trace the families' journeys from their prewar homes to a WRA camp on the map.
- Place WRA and DOJ camps on a topographic map. Discuss why camps were placed in these locations and ask: *Are they close to towns and cities? What natural resources are close by? What would the climate be like?*

References

- Lee-Tai, Amy. *A Place Where Sunflowers Grow*. San Francisco: Children's Book Press, 2006.
- Uchida, Yoshiko. *The Bracelet*. New York: Putnam Berkeley Group, Inc., 1976/1993.

Richard Karasawa

Interview

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 22 and 23 (14 pages) of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - Sumiko had three friends in camp: Mr. Moto, Sachi, and Frank. How did she show she cares for her friends?
- Provide journal prompts for students to respond to:
 - What are the responsibilities you have to a friend?
 - What benefits do you get from a friendship?

Overview

Richard “Babe” Karasawa was a teen when his family was removed from their home in San Diego and sent to Poston in Arizona. His father was arrested by the FBI and incarcerated at the Santa Fe Department of Justice camp. In the video interview with Mr. Karasawa available at <http://www.janm.org/projects/ec/curricula/> (accessed September 6, 2009), he describes his family’s life before their removal, the conditions at Santa Anita Assembly Center, and Poston. He also provides some insights into his father’s worry and unease while he was separated from his family.

By viewing this interview students have one more medium through which to learn about the Japanese American experience. Students should be encouraged to make connections between the interview and other books, photos, and documents. The entire interview is about 33 minutes long. Mr. Karasawa has additional comments after the interview that may be interesting and might answer students’ questions about Japanese Americans in the military during the war. The teacher

should view the video before showing it to students. Some of Mr. Karasawa’s experiences are also included in the book *Dear Miss Breed* by Joanne Oppenheim.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will use oral history as a source of historical information.
- Students will formulate questions and listen critically to answer questions.
- Students will integrate new information into a conceptual framework.

Guiding Questions

- How does war change communities?
- How does war change families?
- How did families adjust to changes caused by removal?
- What skills and values helped families adjust to changes?

Assessment(s)

- Teacher observation of students’ abilities to pose questions and recognize the answers while watching the interview.
- Teacher observation of student comments and accuracy in tracking movements on the map.

Materials

- Interview with Richard Karasawa available at <http://www.janm.org/projects/ec/curricula/> (accessed September 6, 2009)
- Chart paper and marker for recording questions
- Data Retrieval Chart that was last worked on during Day 8
- “Japanese American Confinement Sites in the United States During World War II” map, with colored lines, from Day 11

Activities and Teaching Strategies

- Explain that students will have the opportunity to hear from someone who was a teenager during World War II. They will hear about his experiences before and during the war. Remind them of the list that they brainstormed on Day 3 of actions historians take to learn about history. Interviews or oral histories are an important source of information for people studying the past.
- Before viewing the interview video with students, ask them to think of questions they would like to ask of someone who had been at an assembly center and a camp. These questions can help students focus their attention during the viewing of the interview. Write the questions on chart paper and record answers as sections of the interview are discussed.
- Review briefly the categories on the Data Retrieval Chart. Ask students to listen for examples of the universals of culture and also answers to their questions as they watch the interview. At each pause point, check to see if students' questions have been answered and if they have new questions to add.
- Watch the first two sections ("Introduction" and "Family Background") of the interview, then pause the video and ask: *What has Mr. Karasawa shared about the lives of children before the removal?*
- Watch the next two sections ("Day of Pearl Harbor Attack/Nikkei Removal from San Diego," and "Experience at Santa Anita Racetrack" and ask: *What has Mr. Karasawa shared that can add to what we know about life at the assembly center?*
- Watch the next two sections ("Father Picked Up by FBI/Santa Fe Camp Experience" and "Father's Experience as Immigrant and in Business") about Mr. Karasawa's father and ask: *What are the father's concerns? What do family members do to support him?*
- Watch the sections "Family's Experience at Poston" and "Leaving Poston/School Experiences." Ask: *What new information do we have about life at camp? What actions did the Karasawa children take to leave the camp? Who were the allies or people who supported and/or advocated for the Nikkei?*
- Watch the last section of the interview, "Mr. Karasawa's Comments on Military/Nikkei Experiences during the War" and ask: *How did Mr. Karasawa's life change because of the war? How did his family change? Why do you think his classmates in Illinois did not know about the removal and incarceration of Japanese Americans in the west?*
- Ask students to share any comments about using an interview or oral history as a tool for historians. What are the advantages and/or disadvantages?
- Ask students to recount the Karasawa family's movements during the war. Have students record Mr. Karasawa's and his father's movements on their maps from the previous lesson, using a different colored pencil. If they can, include Mr. Karasawa's brothers and sister. Create a key on the map for the colors.

Santa Fe and George Hoshida

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 25 through 28 (23½ pages) of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - How do Sumiko's actions during the fight and afterwards show her sense of responsibility? (Refer to Day 12 discussion.)
- Provide a journal prompt for students to respond to:
 - Compare and contrast Sumiko's and Frank's lives using a Venn diagram. What is the cause of the lack of opportunity and rights for both children? Refer students to *Handout 13-5: Indian Wattle-and-Daub Farmhouse* for a photograph of what Frank's house might have looked like.

Overview

Information about the lives of people in the Santa Fe Department of Justice (DOJ) camp is not abundant, in part because Japanese Americans who were in War Relocation Authority (WRA) and DOJ camps were not allowed to have cameras. Therefore, the drawings of artist George Hoshida are an important part of the record of the Santa Fe experience.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will use a protocol to analyze drawings.
- Students will use primary source materials as a source for historical information.

Guiding Questions

- How does war change communities?
- How does war change families?
- How do parents demonstrate their love for their children during war?

Assessment(s)

- Teacher observation of *Handout 13-2: Drawing Analysis Guide*.
- Teacher observation of students' comments and accuracy in tracking movements on the map.

Materials

- *Handout 13-1: Biography of George Hoshida* (one per student or one copy on overhead transparency)
- *Handout 13-2: Drawing Analysis Guide* (one per student)
- *Handout 13-3: Men Playing Softball* (on overhead transparency)
- *Handout 13-4: Letter to June Hoshida* (on overhead transparency)
- *Handout 13-5: Indian Wattle-and-Daub Farmhouse* (one per student)

Activities and Teaching Strategies

- Remind students that in Mr. Karasawa's interview he described how his father was sent to the Department of Justice camp in Santa Fe. Today they will learn more about life at the Santa Fe camp through the drawings and letter of another man who was also sent there. They will begin with a short biography of George Hoshida, the man who created the drawings.
- Display or distribute *Handout 13-1: Biography of George Hoshida*.
 - Read the first paragraph; if students have individual copies, read with them. *Buddhism* and *judo* may be unfamiliar to students, so clarify the meanings for those words. Mr. Hoshida was born in Japan, which means he was not a U.S. citizen and was not allowed to become one. He would have been clas-

- sified as an “enemy alien.” Ask students: *What is significant about the date December 7, 1941?*
- Read the second paragraph and ask: *What were the changes in his family while he was in camp?*
 - Read the third paragraph. Check to see if students understand the term “visual record.” Explain that Japanese Americans in WRA and DOJ camps were not allowed to have cameras. Explain that drawings can also document historical events.
 - Pass out copies of *Handout 13-2: Drawing Analysis Guide* and review the steps. Use the protocol to work as a class to analyze *Handout 13-3: Men Playing Softball*. Ask students: *What can we tell about the men and the camp from this drawing? Ask students to compare the analysis of photos and drawings. Is one format easier to analyze? Are there challenges with either format?*
 - Display a copy of *Handout 13-4: Letter to June Hoshida*. Read through the letter with students. Ask if any of them have received a note or letter from a parent and then ask: *How is this letter similar or different? How does Mr. Hoshida demonstrate his feelings for his daughter? What are his concerns or wishes for his child? Why do they think he included the drawing? In what ways are Mr. Hoshida’s experiences similar to Mr. Karasawa’s father’s experiences? How are they different?*
 - Ask students to recount the Hoshida family’s movements during the war. (*Mr. Hoshida: Hawai`i, Lordsburg, Santa Fe, Jerome, Gila River, Hawai`i. Rest of Hoshida Family: Hawai`i, Jerome, Gila River, Hawai`i.*) Add the Hoshida family’s movements to the map that was started on Day 11. Choose another color of pencil to record, then add that color to the map key.
 - Explain to students that they will continue using the Hoshida drawings on Day 14.

Biography of George Hoshida

Handout 13-1

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Name _____

George Hoshida

1907–1985

George Hoshida was born in Japan in 1907 and moved with his family to Hawai'i when he was four years old. As an adult he worked for the Hilo Electric Light Company. A community leader, he was also involved with his community's Buddhist temple; he also practiced judo. In December of 1941 Mr. Hoshida was married and had three daughters. His wife was pregnant with their fourth child. He lived in Hawai'i until December 7, 1941.

Mr. Hoshida was arrested by the FBI after the Japanese navy attacked Pearl Harbor. During his internment he was sent to Department of Justice internment camps in Lordsburg, New Mexico, and Santa Fe, New Mexico. Shortly after he was arrested, his wife gave birth to a daughter. In 1943 he was able to join his wife and three of his daughters—they had been sent to the Jerome concentration camp in Arkansas. After the Jerome camp closed, Mr. Hoshida, his wife, and his daughters were sent to the Gila River relocation camp in Arizona. During the time they were in Gila River, the Hoshidas' oldest daughter, Taeko, died in a medical care facility in Hawai'i. In December 1945 the Hoshida family returned home to Hilo, Hawai'i. The family later moved to Los Angeles, where Mr. Hoshida worked as a deputy clerk for the Municipal Court.

While he was incarcerated George Hoshida created a visual record of camp life. His drawings are a valuable source of information about the daily camp activities in Lordsburg and Santa Fe. The notebooks filled with his drawings are now part of the permanent collection of the Japanese American National Museum in Los Angeles.

Adapted from the Japanese American National Museum's "Brief Biography of George Hoshida" found at <http://www.janm.org/exhibitions/hoshida/> (accessed September 6, 2009).

Drawing Analysis Guide

Handout 13-2

Name _____

Drawing title _____

1. **Observation**

Look at the drawing for one minute. If magnifying glasses are available, use them to see details in the drawing.

2. **Record**

In the spaces below, record what you have observed.

People	Objects	Activities

3. **Questions**

When and where was the drawing made?

Who made the drawing?

What do you think the person was trying to record in this drawing?

What can you infer from your observations?

What new questions do you have about the people or situation represented?

Where can you find answers to your questions?

Men Playing Softball

Handout 13-3

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George Hoshida

Softball game, Sunday 9 AM, 7-18-43

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada Japanese American National Museum (97.106.1BC)

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Letter to June Hoshida

Handout 13-4

80

Dear June: Apr. 28, 1942.

Daddy was very glad to receive your letter and pictures too. You are getting better every time. If you keep it up, you will be a very bright girl when daddy can go home.

I am glad to know that you are having a typhoid injection. You will not get sick if you have the injection.

I was very glad to see the pictures too. June, Sandra, Tacko, Mama, and the grandmas all look nice. Write again.

Good bye, Love,
Daddy



Letter to June Hoshida from George Hoshida
Santa Fe, New Mexico, April 28, 1942

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (96.1175C)

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National Museum. More information is available at <http://www.janm.org/nrc/>.

Indian Wattle-and-Daub Farmhouse

Handout 13-5

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Indian Wattle-and-Daub Farmhouse, Gila River Vicinity, Poston Vicinity, Pinal County, AZ

Photographer: Frederick A. Eastman
Historic American Buildings Survey
January 1938
Courtesy of Library of Congress, Prints and Photographs Division
Reproduction Number HABS ARIZ,11-POST,V,4-1

Data Retrieval Chart (Part 3)

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 29 through 31 (20 pages) of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - Sumiko’s aunt plans to leave the camp and move to Chicago with the children. How is this decision a “turning point” for the family?
- Provide a journal prompt for students to respond to:
 - Imagine Sumiko is moving to your neighborhood. What advice would you give her? How would you welcome her to your class? Write a short letter to Sumiko and share your thoughts about a move to your community.

Overview

In this lesson students add to the last sections of the Data Retrieval Chart. This chart provides visual support to students as they learn about the similarities, differences, and changes that occur over time. They will use photographs, drawings, and written materials as sources of historical information. They should be encouraged to articulate their understanding of the universals of culture and how they are represented in the particular time and place. Students will again work in small groups. If books about the 1940s are available, they will be helpful to provide an overall view of non-camp life that can be generalized to Gallup. For example, books can show transportation and technology typical of the times.

Although children were not at the Santa Fe Department of Justice (DOJ) camp, the Data Retrieval Chart’s “Lives of Children” space can show fathers caring about their children. There are two letters from Mr.

Hoshida to his family. There are also comments from Mr. Karasawa’s interview concerning his father’s worries about his family. The absence of children in the Santa Fe DOJ camp is important for students to recognize.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will use primary source materials as source of historical information.
- Students will synthesize data from resources.
- Students will create visual images of universals of culture related to an historic time and place.
- Students will articulate understanding of at least one of the universals of culture.

Guiding Questions

- How does war change communities?
- What are some features of Japanese American life in Gallup?
- What are some features of the Japanese American life at the Santa Fe DOJ camp?
- How did the lives of Japanese Americans change during World War II?
- How were non-citizen Japanese Americans treated differently during the war?

Assessment(s)

- Teacher observation of individual worksheets and small group synthesis.
- Teacher observation and completion of *Handout 1-3: Data Retrieval Chart Assessment*.

Materials

- Large class Data Retrieval Chart that was started on Day 1
- *Handout 14-1a-f: Universals of Culture Data Retrieval*

- *Chart Task Cards* (one card per group, six groups total)
- *Handout 14-2: Universals of Culture Brainstorm Record Sheet* (one sheet per group, six groups total)
- 8½-x-11-inch white construction paper or other white paper (one sheet per group)
- Colored pencils and/or markers
- *Day 14 Resource Material Packet* (one packet per group, six groups total)
- *Handout 1-3: Data Retrieval Chart Assessment*

Activities and Teaching Strategies

- Review the large Data Retrieval Chart. Explain that students will be completing the last section of the chart, which represents the experiences of Japanese Americans in New Mexico [during the 1940s.] They will be examining photographs, letters, descriptions, and drawings. In some sections there will be no data to examine, but they might be able to make inferences. For example, even though there were no children at the Santa Fe DOJ camp, the fathers in the camp were concerned about their children and students can find a way to show that fathers still thought about their families.
- Divide the class into six small groups; these can be the same groupings as in previous lessons.
- Give each group one task card from *Handout 14-1a-f: Universals of Culture Data Retrieval Chart Task Cards* and one copy of *Handout 14-2: Universals of Culture Brainstorm Record Sheet*.
- One student should read the task card to the group.
- Group members should look through the *Day 14 Resource Material Packet*, discuss what was read in *Weedflower*, look through resource books and the National Archives and Record Administration Web site (if computer lab access is available), and then complete *Handout 14-2*. Group members decide which images and words to use on their paper. For each universal of culture, there will be examples from Gallup and Santa Fe.
- The paper can be cut in half, with one sheet used for Gallup and one sheet for Santa Fe. Each member of the group should draw and label their part of the paper.
- Students will add their images to the large Data Retrieval Chart.
- The whole class debriefing can focus on how the New Mexico experience is similar to or different from Sumiko's experience, the assembly center experience, and the WRA camp experience.

References

- Chalfen, Richard. *Turning leaves: The Photographic Collections of Two Japanese American Families*. Albuquerque: University of New Mexico Press, 1991.
- Noe, Sally. *Greetings from Gallup: Six Decades of Route 66*. Gallup, N.M.: Gallup Downtown Development Group, 1991.

Universals of Culture Data Retrieval Chart— Food

Handout 14-1a

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Universals of Culture Data Retrieval Chart Food

Your group's task is to accurately represent the food that was eaten by Japanese Americans in New Mexico in the early 1940s. This includes men at the Santa Fe Department of Justice camp as well as Japanese Americans in the Gallup community.

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

On the first sheet of paper, show the food that was eaten at the camp. On the second sheet of paper, show food that was eaten by Japanese Americans in the Gallup community. If you can, also show where the food came from, how it was prepared, and where it was eaten.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.



Universals of Culture Data Retrieval Chart— Clothing

Handout 14-1b

85

Universals of Culture Data Retrieval Chart Clothing

Your group's task is to accurately represent the clothing that was worn by Japanese Americans in New Mexico in the early 1940s. This includes men at the Santa Fe Department of Justice camp as well as Japanese Americans in the Gallup community.

On the first sheet of paper, show the clothing that was worn by men in the camp. On the second sheet of paper, show the clothing worn by Japanese Americans in Gallup.

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.

Universals of Culture Data Retrieval Chart— Tools and Technology

Handout 14-1c

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Universals of Culture Data Retrieval Chart

Tools and Technology

Your group's task is to accurately represent the tools and technology that were used by Japanese Americans in New Mexico in the early 1940s. This will include men at the Santa Fe Department of Justice camp as well as Japanese Americans in the Gallup community.

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

On the first sheet of paper, show the tools and technology that were used by men in the camp. On the second sheet of paper, show the tools and technology used by Japanese Americans in the Gallup community.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.

Universals of Culture Data Retrieval Chart— Shelter

Handout 14-1d

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Universals of Culture Data Retrieval Chart Shelter

Your group's task is to accurately represent the shelter used by Japanese Americans in New Mexico in the 1940s. This should include the men at the Santa Fe Department of Justice camp as well as Japanese Americans in the Gallup community.

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

On the first sheet of paper, show the shelter that was used by men in the camp. On the second sheet of paper, show the types of shelter used by Japanese Americans in the Gallup community.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.

Universals of Culture Data Retrieval Chart— Transportation

Handout 14-1e

88

Universals of Culture Data Retrieval Chart Transportation

Your group's task is to accurately represent the transportation used by Japanese Americans in New Mexico in the early 1940s. This will include the men at the Santa Fe Department of Justice camp as well as Japanese Americans in the Gallup community.

On the first sheet of paper, show the types of transportation that were used by men in the Santa Fe internment camp. On the second sheet of paper, show the kinds of transportation used by Japanese Americans in the Gallup community.

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.

Universals of Culture Data Retrieval Chart— Lives of Children

Handout 14-1f

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Universals of Culture Data Retrieval Chart Lives of Children

Your group's task is to accurately represent the daily life of Japanese American children in Gallup during the early 1940s. Think about their activities, responsibilities, and recreation. The Santa Fe Department of Justice camp only held men. Read the letters of George Hoshida. As a group discuss these questions: *What were his children doing while they were separated from their father? You can show this on the chart.*

Before you begin your drawings, record your group's ideas on the Brainstorm Record sheet.

On the first sheet of paper, show the lives of Mr. Hoshida's children, who lived in the camp in Arkansas. On the second sheet of paper, show the lives of children in Gallup.

Your group can use *Weedflower*, resource books, and the *Day 14 Resource Material Packet* provided by the teacher. Be sure to label the pictures.

Make sure everyone's ideas are shared and that everyone participates in drawing and cleanup.

Universals of Culture Brainstorm Record Sheet

Handout 14-2

Universals of Cultures Category _____

In the spaces below, record your group's ideas for the data they will be sharing.

Santa Fe Department of Justice Camp	Community of Gallup
_____	_____
_____	_____
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Day 14

Resource Material Packet

Dear June: Apr. 28, 1942.

Daddy was very glad to receive your letter and pictures too. You are getting better every time. If you keep it up, you will be a very bright girl when daddy can go home.

I am glad to know that you are having a typhoid injection. You will not get sick if you have the injection.

I was very glad to see the pictures too. June, Sandra, Tacko, Mama, and the grandmas all look nice. Write again.

Good bye, Love,
Daddy



Letter to June Hoshida from George Hoshida
Santa Fe, New Mexico, April 28, 1942

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (96.117.5C)
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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/>.



Ink drawing of a man turning *mochi* over in the *usu*, or mortar, as another man pounds it for the New Year on December 31, 1942. Viewed from the back, a man identified as Imamura reaches into the *usu* as Akimoto stands on right with a *kine* raised over his shoulder. Akimoto wears a cap and apron. A bowl sits on a stand next to the *usu*.

George Hoshida
Mochi tsuki, 1942

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
 Japanese American National Museum (97.106.1CU)
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 National Museum. More information is available at <http://www.janm.org/nrc/>.

Gallup—Lives of Children

And this is why my son went to school, because number one, education is the most important thing to a Japanese family. Education is the one factor—that is the first and most important thing when you raise your children is you’ve got to have an education. This is planted in them when they’re very young . . . when [*sic*] the time they start school.

—Michiko Miyamura

From Richard Chalfen, *Turning Leaves: The Photographic Collections of Two Japanese American Families* (Albuquerque: University of New Mexico Press, 1991).

Gallup— Tools and Technology

Frank Uyeda was born in Japan in 1902, but he spent most of his life in Gallup, New Mexico. He took many pictures of his family and events in the Gallup community. In his photographs he recorded life of Japanese Americans in this New Mexican town. He took pictures of annual picnics and celebrations at the Japanese School.

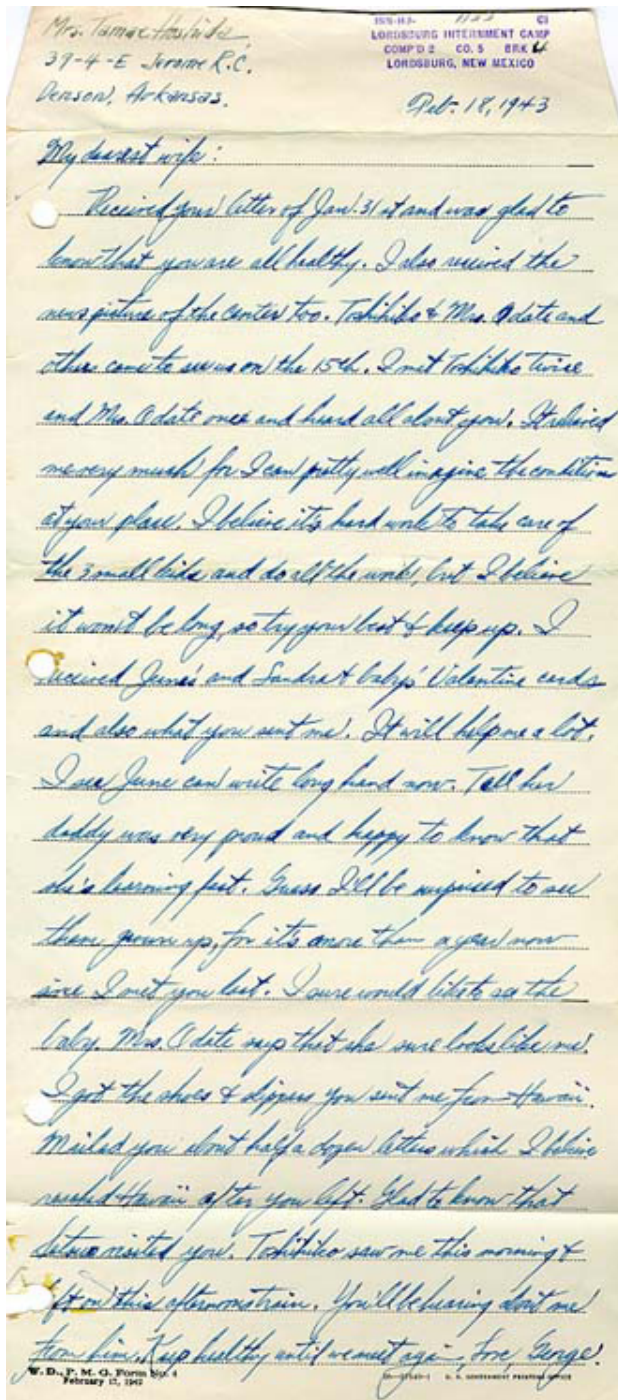
Frank Uyeda had several cameras. By 1941 he had a 35mm camera as well as a motion picture camera. Frank's cameras were confiscated during World War II and could not be reclaimed. The government authorities said the cameras had been lost.

From Richard Chalfen, *Turning Leaves: The Photographic Collections of Two Japanese American Families* (Albuquerque: University of New Mexico Press, 1991).

Gallup—Transportation

During the war years the Gallup community was faced with rationing just like the rest of the country. There were shortages of gasoline, tires, canned foods, meat, sugar, and household goods. Buses and trains were needed to move troops across the country and so that form of transportation was limited.

What did the local people do? They drove only when it was necessary. They stayed at home more and they walked! They walked to work and school. They walked to the movies, the grocery stores, and to visit friends. They wore out the two pairs of shoes they were allowed each year. Children rode their rode their bicycles to get to where they needed to go and also, just for fun.



Mrs. Tamae Hoshida
39-4-E Jerome R.C.
Denson, Arkansas

Feb. 18, 1943

My dearest wife:

Received your letter of Jan. 31st and was glad to know that you are all healthy. I also received the new picture of the center too. Toshiko and Mrs. Odata and others came to see us on the 15th. I met Toshiko twice and Mrs. Odata once and heard all about you. It relieved me very much for I can pretty well imagine the conditions at your place. I believe it's hard work to take care of the 3 small kids and do all the work, but I believe it won't be long, so try your best & keep up. I received June's and Sandra and baby's Valentine cards and also what you sent me. It will help a lot. I see June can write long hand now. Tell her daddy was very proud and happy to know that she's learning fast. Guess I'll be surprised to see them grown up, for it's more than a year now since I met you last. I sure would like to see the baby. Mrs. Odata says that she sure looks like me. I got the shoes and slippers you sent me from Hawaii. Mailed you about half a dozen letters which I believe reached Hawaii after you left. Glad to know that Saturo visited you. Toshiko saw me this morning and left on this afternoon train. You'll be hearing about me from him. Keep healthy until we meet again.

Love, George

Letter to Tamae Hoshida from George Hoshida
Santa Fe, New Mexico, February 18, 1943

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (96.117.1)
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Santa Fe and Gallup— Food, Tools, and Technology

Mochi-tsuki is the traditional preparation of special rice cakes, called *mochi*, for New Year's celebrations. Steamed sweet rice is placed in a large bowl called an *usu*, which is made of stone or wood. The sweet rice is pounded into a paste with a big wooden hammer called a *kine*.

The paste is shaped into small round cakes. *Mochi* is eaten as a treat or with meals, and sometimes it is even put in soups.

Mochi-tsuki is often a family and community event, with parents and children all helping. *Mochi* can also be purchased in some stores.

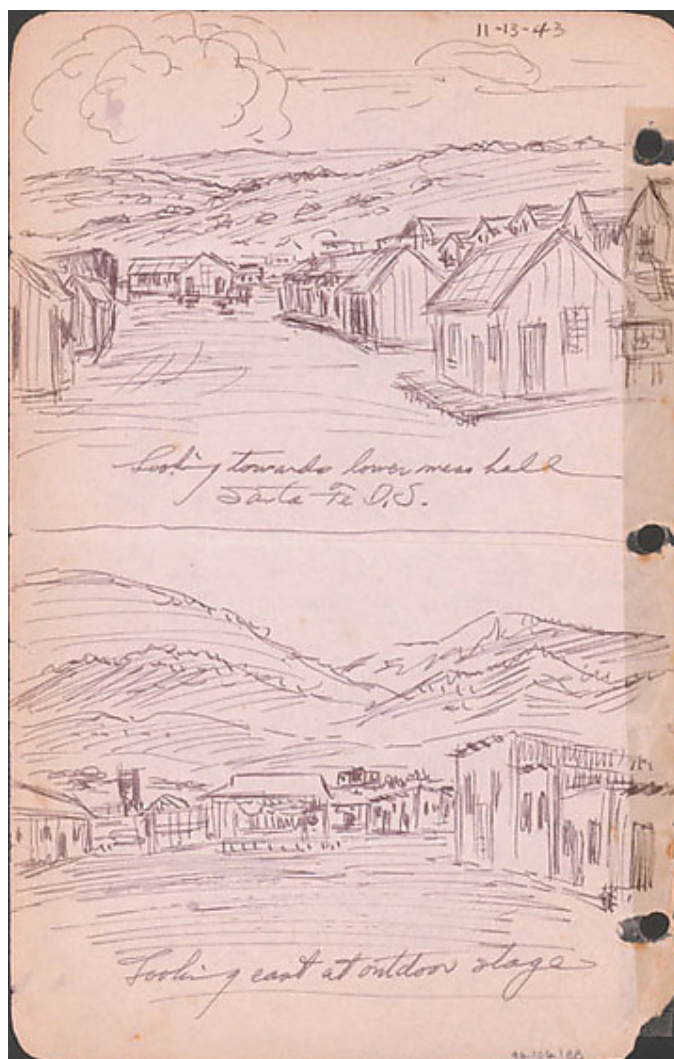
See the George Hoshida drawing depicting the making of *mochi*.

Santa Fe—Food

The men at the Santa Fe camp had food provided by the government as well as food they produced themselves. The camp's army quartermaster was responsible for buying some food at local markets. Because of the war, many food items were scarce.

The Japanese men preferred rice and fish rather than red meat and potatoes, and when it was possible, the camp staff provided those choices. The men established a 19-acre irrigated farm next to the camp where they grew vegetables. They also ran a poultry farm, so they had fresh eggs and chickens.

The garden and poultry farm were very successful, and the men were able to trade some of their products to other people in the Santa Fe area. They traded extra vegetables to the hospital for fish; they traded vegetables to the New Mexico State Penitentiary for canned foods.



Ink sketches of Santa Fe camp lower mess hall and outdoor stage, November 13, 1943.

Top sketch of lower mess hall shows wide path leading to building between rows of barracks; three hills in background under cloudy sky.

Bottom sketch of open space before an outdoor stage to the east with other buildings sketched to sides and in background; hills in background.

George Hoshida

Looking towards lower mess hall, Santa Fe D.S., 1943

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (97.106.1BB)

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Ink drawings of men working in the *Santafe Times* print shop printing “Hikari” in the evening and editor Oyama at work in the evening on July 17, 1943.

Top image of three men with back to viewer in print shop; one man, left, cranks machine on tabletop as other men look on, one standing, other leaning on table at right. Table in foreground left with box; table stacked with material left edge.

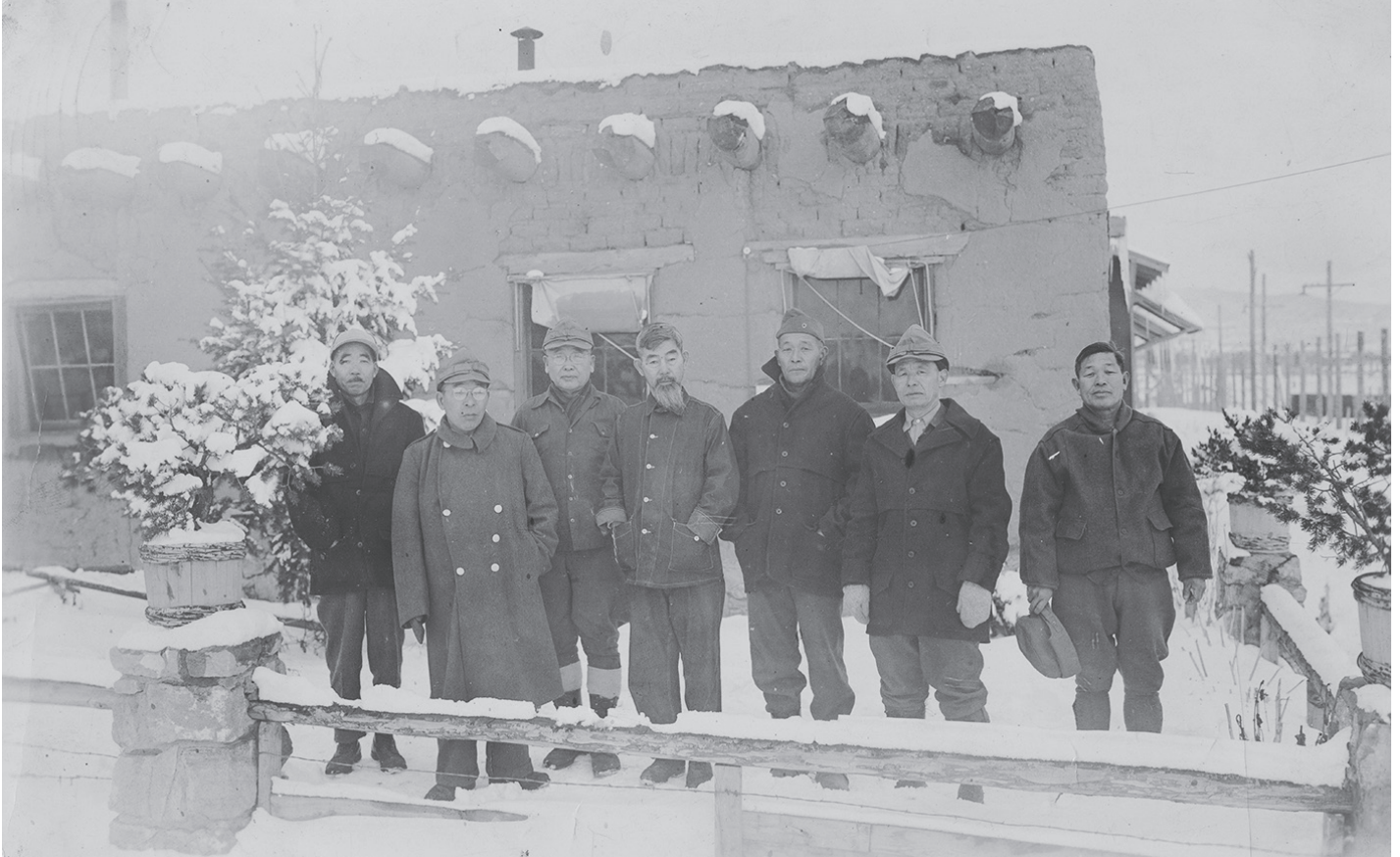
Bottom image of a man, editor Oyama, seated at a desk writing. He wears glasses and wears a jacket with cuffs. Stacks of material in the background.

George Hoshida

Printing “Hikari,” Santa Fe D.S.: “Santafe Times” printing shop, 7-17-43, 9 PM, 1943

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (97.106.1B)

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Men at Santa Fe Department of Justice camp

Gift of Ruth Brandt

Japanese American National Museum (2004.56.10)

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Men at Santa Fe Department of Justice camp

Gift of Ruth Brandt

Japanese American National Museum (2004.56.9)

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Ink sketches of man operating phonograph and two men, identified by inscriptions, listening to the music on February 9, 1943, 7:30 P.M.

Top sketch depicts a man seated at a table with one bare light bulb hanging from the ceiling and a record playing on a phonograph attached to a large tabletop speaker. The man's features are indistinct and shaded on the left.

Bottom sketch of two men seated on bench or bed listening to the music; Mr. Y. Mizutani has a mustache and glasses and sits with his arms crossed on the left, while Mr. K. Takata has a long beard and sits with his hands in his lap on the right.

George Hoshida
Phonograph entertainment, 1943

Gift of June Hoshida Honma, Sandra Hoshida, and Carole Hoshida Kanada
Japanese American National Museum (97.106.1CC)

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Redress

Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 32 and 33 (12½ pages) of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
 - Reread Sumiko’s list at the beginning of the book and then read the list at the end. How has the war changed Sumiko’s life?

Overview

After the war ended, Japanese Americans did their best to return to regular life. After taking part in the civil rights movement of the 1960s, members of the community began working to bring about justice for Japanese Americans. They wanted the U.S. government to recognize that it had denied them their civil rights and unjustly incarcerated them. Over the years the number of Japanese Americans working to achieve redress for the loss of their civil liberties grew, as did the number of their supporters. These individuals, community organizations, and political leaders worked together and asked for redress through all three branches of government. As a result of their work, long-standing court cases were overturned and public hearings were held in nine cities—and in 1988, the Civil Liberties Act was passed by Congress and signed by President Ronald Reagan. This lesson briefly looks at the Civil Liberties Act, which provided an apology and a token redress amount of \$20,000 to those individuals who had been incarcerated.

This lesson is included because it is important for students to see some closure to the Japanese American World War II experience and to understand that wrongs were acknowledged. One of the goals of the redress movement was to ensure that the injustices

that occurred during World War II would never be allowed to happen again.

Essential Question

- How do communities grow and change over time?

Objectives

- Students will identify the outcomes of Civil Liberties Act of 1988.
- Students will identify reasons given for the removal and incarceration of Japanese Americans.

Guiding Questions

- How does war change communities?
- In what ways can a community take responsibility for its actions?
- How can a community protect the vulnerable even in time of war?

Assessment(s)

- Teacher observation of students’ completion of *Handout 15-4: Final Assessment for New Mexico Communities During World War II*.

Materials

- *Handout 15-1: Timeline Strips*
- *Handout 15-2: Excerpts of the Civil Liberties Act of 1988* (on overhead transparency)
- Timeline elements
- *Handout 15-3: Signing of Civil Liberties Act* (on overhead transparency)
- *Handout 15-4: Final Assessment for New Mexico Communities During World War II* (individual copies for students)
- *Handout 15-5 (optional): Remarks from President Ronald Reagan* (on overhead transparency)

Activities and Teaching Strategies

- Begin by reading the 1945 and 1946 timeline elements

on *Handout 15-1: Timeline Strips* and asking students to place them on the class timeline. Explain that today they will learn about one last event related to the Japanese Americans and World War II.

- Ask students this question: *What should you do when you make a mistake and your mistake hurts another person?* Accept answers from students, which should include the idea of apology.
- Ask students this question: *What should you do when you damage something or take something that another person has worked hard for?* Accept answers from students, which should include repayment or compensation.
- Provide students with a brief explanation of the Japanese American redress movement (from Overview above).
- Display overhead transparency of *Handout 15-2: Excerpts of the Civil Liberties Act of 1988*.
- The Civil Liberties Act of 1988 takes certain actions. Read through the five points excerpted:
 1. Acknowledgment
 2. Apology
 3. Provision of funds for education about internment
 4. Restitution (some compensation for loss)
 7. Desire to become a more sincere model of a nation that understands the importance of human rights
- As a class, read through the first full paragraph, which begins, “With regard to individuals of Japanese ancestry.” Ask students: *What is meant by “grave injustice”? What was the grave injustice?*
- Read the next paragraph as a class and discuss two points:
 - There was no evidence of espionage or sabotage by Japanese Americans. The actions taken by the

government were the result of racial prejudice, wartime hysteria, and a failure of political leadership. Ask students to give an example of racial prejudice from the novel, the Hoshida interview, or other documents.

- Explain “wartime hysteria.” (*In times of war, people can be frightened.*) Why would Americans, especially those living in the West, show “wartime hysteria”? (*The attack on Pearl Harbor.*)
- Who were the political or government leaders during the war? (*The President, governors, other elected representatives.*) Their job is to protect people from harm and also to protect individuals’ rights. Ask students: *In what ways did political leaders succeed in their job? In what ways did political leaders fail in their job? Did they protect the most vulnerable members of the community?*
- Display *Handout 15-3: Signing of Civil Liberties Act*. Repeat the questions at the beginning of this lesson. Ask: *What did our Congress do when it recognized the wrong or mistake? What reasons were given for the wrong or mistake? What actions did Congress take to correct the wrong or mistake?*
- Add the final piece from *Handout 15-1: Timeline Strips*, the Civil Liberties Act of 1988, to the class timeline.
- Have students complete *Handout 15-4: Final Assessment for New Mexico Communities During World War II*.

Extension

- Examine the remarks found in *Handout 15-5 (optional): Remarks from President Ronald Reagan*. What is President Reagan’s message in the fourth paragraph?

Timeline Strips

Handout 15-1

106

September 1946

Santa Fe Department of Justice camp closes.

November 28, 1945

Poston camp closes.

September 2, 1945

War in the Pacific ends. The Japanese formally surrender.

August 10, 1988

Civil Liberties Act of 1988 is enacted by Congress and signed by President Ronald Reagan.

Civil Liberties Act of 1988

Handout 15-2

107

Civil Liberties Act of 1988

(excerpted from Civil Liberties Act of 1988. Pub. L. 100-383. 10 August 1988. 102 Stat. 903.)

Enacted by the United States Congress
August 10, 1988

The purposes of this Act are to:

- 1) acknowledge the fundamental injustice of the evacuation, relocation, and internment of citizens and permanent resident aliens of Japanese ancestry during World War II;
- 2) apologize on behalf of the people of the United States for the evacuation, relocation, and internment of such citizens and permanent resident aliens;
- 3) provide for a public education fund to finance efforts to inform the public about the internment of such individuals so as to prevent the recurrence of any similar event;
- 4) make restitution to those individuals of Japanese ancestry who were interned;
- 7) to make more credible and sincere any declaration of concern by the United States over violations of human rights committed by other nations.

WITH REGARD TO INDIVIDUALS OF JAPANESE ANCESTRY. The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II.

As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership.

The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable losses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made.

For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation.

Civil Liberties Act of 1988

Handout 15-3

108



Gift of Norman Y. Mineta
Japanese American National Museum (96.370.16A)
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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/>.

Final Assessment for New Mexico Communities During World War II

Handout 15-4

Name _____

Final Assessment for New Mexico Communities During World War II

This unit included reading of *Weedflower* by Cynthia Kadohata. What were four ways in which Sumiko's life changed because of the war?

1. _____
2. _____
3. _____
4. _____

During the war Japanese Americans were being removed from their communities in California, Washington, Oregon, Hawai'i, and Arizona. What did the City Council in Gallup decide to do? Why did they make this decision? (There are two parts to this question.)

What are three strategies historians use to learn about life or events in the past?

1. _____
2. _____
3. _____

In your opinion, were Japanese Americans treated fairly or unfairly during the war? _____ fairly _____unfairly

Explain your answer in the space below.

What can **you** do to make sure that people are treated fairly in your community?
Draw something you learned in this unit. Label your picture.

Remarks from President Ronald Reagan (optional)

Handout 15-5

111

Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese-American Civilians August 10, 1988

The Members of Congress and distinguished guests, my fellow Americans, we gather here today to right a grave wrong. More than 40 years ago, shortly after the bombing of Pearl Harbor, 120,000 persons of Japanese ancestry living in the United States were forcibly removed from their homes and placed in makeshift internment camps. This action was taken without trial, without jury. It was based solely on race, for these 120,000 were Americans of Japanese descent.

Yes, the Nation was then at war, struggling for its survival, and it's not for us today to pass judgment upon those who may have made mistakes while engaged in that great struggle. Yet we must recognize that the internment of Japanese-Americans was just that: a mistake. For throughout the war, Japanese-Americans in the tens of thousands remained utterly loyal to the United States. Indeed, scores of Japanese-Americans volunteered for our Armed Forces, many stepping forward in the internment camps themselves. The 442nd Regimental Combat Team, made up entirely of Japanese-Americans, served with immense distinction to defend this nation, their nation. Yet back at home, the soldiers' families were being denied the very freedom for which so many of the soldiers themselves were laying down their lives.

Congressman Norman Mineta, with us today, was 10 years old when his family was interned. In the Congressman's words: "My own family was sent first to Santa Anita Racetrack. We showered in the horse paddocks. Some families lived in converted stables, others in hastily thrown-together barracks. We were then moved to Heart Mountain, Wyoming, where our entire family lived in one small room of a rude tar paper barrack." Like so many tens of thousands of others, the members of the Mineta family lived in those conditions not for a matter of weeks or months but for three long years.

The legislation that I am about to sign provides for a restitution payment to each of the 60,000 surviving Japanese-Americans of the 120,000 who were relocated or detained. Yet no payment can make up for those lost years. So, what is most important in this bill has less to do with property than with honor. For here we admit a wrong; here we reaffirm our commitment as a nation to equal justice under the law.

I'd like to note that the bill I'm about to sign also provides funds for members of the Aleut community who were evacuated from the Aleutian and Pribilof Islands after a Japanese attack in 1942. This action was taken for the Aleuts' own protection, but property was lost or damaged that has never been replaced.

And now in closing, I wonder whether you'd permit me one personal reminiscence, one prompted by an old newspaper report sent to me by Rose Ochi, a former internee. The clipping comes from the *Pacific Citizen* and is dated December 1945.

"Arriving by plane from Washington," the article begins, "General Joseph W. Stilwell pinned the Distinguished Service Cross on Mary Masuda in a simple ceremony on the porch of her small frame shack near Talbert, Orange County. She was one of the first Americans of Japanese ancestry to return from relocation centers to California's farmlands." "Vinegar Joe" Stilwell was there that day to honor Kazuo Masuda, Mary's brother. You see, while Mary and her parents were in an internment camp, Kazuo served as staff sergeant to the 442nd Regimental Combat Team. In one action, Kazuo ordered his men back and advanced through heavy fire, hauling a mortar. For 12 hours, he engaged in a single-handed barrage of Nazi positions. Several weeks later at Cassino, Kazuo staged another lone advance. This time it cost him his life.

The newspaper clipping notes that her two surviving brothers were with Mary and her parents on the little

porch that morning. These two brothers, like the heroic Kazuo, had served in the United States Army. After General Stilwell made the award, the motion picture actress Louise Allbritton, a Texas girl, told how a Texas battalion had been saved by the 442nd. Other show business personalities paid tribute—Robert Young, Will Rogers Jr. And one young actor said: “Blood that has soaked into the sands of a beach is all of one color. America stands unique in the world: the only country not founded on race but on a way, an ideal. Not in spite of but because of our polyglot background, we have had all the strength in the world. That is the American way.” The name of that young actor—I hope I pronounce this right—was Ronald Reagan. And, yes, the ideal of liberty and justice for all—that is still the American way.

Thank you, and God bless you. And now let me sign HR 442, so fittingly named in honor of the 442nd.

Thank you all again, and God bless you all. I think this is a fine day.

Note: The President spoke at 2:33 p.m. in Room 450 of the Old Executive Office Building. HR 442, approved August 10, was assigned Public Law No. 100-383.

Courtesy of the Ronald Reagan Presidential Library