

# Visual Timeline

## Weedflower Reading, Discussion Questions, and Journal Prompt

- On Day 6, read Chapters 9 and 10 (11½ pages) of *Weedflower*.
  - Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
  - Discuss the following question as a class or in small groups:
    - What is the mood of people as they are selling off their possessions and boarding buses? Why?
  - Provide a journal prompt for students to respond to:
    - What would be the one thing you would take if you and your family were forced to leave your home? Draw a picture of the object and write four to five sentences explaining your choice.
- On Day 7, read Chapters 11 and 12 (12 pages) of *Weedflower*.
  - Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
  - Discuss the following question as a class or in small groups:
    - As Sumiko's family arrives at the assembly center (racetrack), how has her daily life changed? (Refer to Day 4.)

## Overview

In this two-day lesson, students will share their understanding of historical and story events. Through this sharing they will see how the author of *Weedflower* structured her historical fiction around actual events. A timeline will be constructed out of students' recollections of both historical and story events.

## Essential Question

- How do communities grow and change over time?

## Objectives

- Students will develop an understanding of a chronology of events related to the Japanese American experience during World War II.
- Students will distinguish between actual historical events and author-created events.
- Students will accurately represent events for a visual timeline.

## Guiding Questions

- What are important events in United States history in 1941 and 1942?
- What are important events in the story of *Weedflower* (up to current reading)?

## Assessment(s)

- Teacher observation of students' completed Visual Timelines.

## Materials

- Two large sheets of paper for recording student comments
- 4-x-6-inch pieces of white construction paper to use as "event cards" to represent timeline events (one per student)
- Student copies of "Timeline for Japanese Americans in New Mexico," included in this unit's introductory materials and also available for download at <http://www.janm.org/EC-NM-Essay-Timeline.pdf> (accessed September 6, 2009)
- *Handout 7-1: Timeline Strips (optional)*
- 2-inch-wide strip of paper for horizontal class timeline. It is suggested that the strip be divided into months, with approximately 24 inches allotted per month. Student event cards will be arranged along the strip.



## Activities and Teaching Strategies

### • Day 6

- Begin by reviewing the definition of historical fiction. Explain to students that they will be creating a parallel timeline to show events in the story as well as historical events. In order to create the timeline, they will need to identify events from both the story and lessons using document analysis and photo analysis.
- Brainstorm events from both the *Weedflower* story and social studies lessons. Record students' ideas on two large sheets of paper. Use one sheet to record historical events and the other sheet to record story-related events. Ask students to decide whether the event should be listed as a story event, an historical event, or both. If students know the date of an event, record it on the chart.

### • Day 7

- Begin by asking students what they know about timelines. *Why do we use them? How do they work?* (They are in chronological order and move from earliest events to later events.)
- Provide students with 4-x-6-inch pieces of white construction paper that will be used as “event cards.” Also distribute copies of “Timeline for Japanese Americans in New Mexico.” Students should

refer to the timeline and the brainstorm from Day 1, select an event, and record the date, a short description of the event (two words, if possible), and an illustration. Include an “S” or “H” to show whether event came from the “Story List” or the “History List.” Writing should be about 2 inches in size so it can be read from a distance. Alternately, give the students precut pieces from *Handout 7-1: Timeline Strips (optional)*.

- After students complete event cards, ask them to arrange events on the timeline strip in correct order to create a Visual Timeline. Historical events can be placed above the strip and story events can be placed below it. Some discussion may be needed to determine how to place some events. For example, removal from neighborhoods to assembly centers took place over the course of more than one month.
- Post the student-constructed Visual Timeline in the classroom. After students view their constructed timeline, ask them to share their observations and discuss these questions: *When were there many things happening? When were there few events? Which events did the author use in her story?*
- As the unit progresses, ask students to add events to the timeline.



# Timeline Strips

Handout 7-1 (optional)

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H	December 7, 1941	Japan attacks Pearl Harbor, Hawai'i
H	December 7 and 8, 1941	Japanese American Issei community members are arrested
H	December 8, 1941	President Roosevelt addresses Congress
H	Early February 1942	8 P.M. to 6 A.M. curfew is imposed on Nikkei
H	March, April, May 1942	Nikkei are taken to assembly centers (racetracks and fairgrounds)
H	March–April 1942	Japanese American families sell their possessions
H	March 1942	Some Nikkei trying to leave California are met at Nevada border by armed people
H	May 1942	First group of Japanese Americans arrives at Poston Relocation Center
S	December 6, 1941	Sumiko is uninvited to the birthday party
S	December 7, 1941	Japan attacks Pearl Harbor, Hawai'i
S	December 8, 1941	Jiichan and Uncle are arrested
S	December 1941	Nikkei burn many of their possessions
S	December 1941	Nikkei bank accounts are frozen
S	Early February 1942	8 P.M. to 6 A.M. curfew is imposed on Nikkei
S	March 1941	Nikkei family is stopped at the state border by angry people
S	March–April 1942	Nikkei families sell their possessions for less than their value
S	March–April 1942	Nikkei are taken to assembly centers (racetracks and fairgrounds)
S	June 1942	Sumiko and her family are removed to racetrack assembly center
S	Summer 1942	Sumiko and her family arrive at Poston Relocation Camp



# Data Retrieval Chart (Part 2)

## Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 13 and 14 (20 pages) of *Weedflower*.
- Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
- Provide a journal prompt for students to respond to:
  - Sumiko is always making lists. Make your own list of the ways Sumiko's life has changed between the beginning of the story and her arrival at Poston.

## Overview

On Day 8 and Day 14, students will add to the Data Retrieval Chart that was started on Day 1. Instead of synthesizing data from classmates as they did on Day 1, students will use information from the *Weedflower* text, photos, letters, drawings, images from the National Archives and Records Administration Web site, and additional resource books.

Two of the letters included in the Day 8 materials were written to a woman named Clara Breed, a children's librarian in San Diego when World War II started. During the war she corresponded with her former library patrons who were in the Poston (Arizona) concentration camp. In addition to sending letters, books, and supplies to them, she wrote articles for *Horn Book Magazine* and the *Library Journal* speaking out about the injustice of the confinement of Japanese Americans. Clara Breed is an example of an ally of Japanese Americans during the war because of her actions and support. *Dear Miss Breed* by Joanne Oppenheim is an excellent reference for this unit.

## Essential Question

- How do communities grow and change over time?

## Objectives

- Students will use primary source materials as sources of historical information.
- Students will synthesize data from resources.
- Students will create visual images of the universals of culture related to an historic time and place.
- Students will identify social and cultural beliefs reflected in literature.
- Students will articulate understanding of one of the universals of culture.

## Guiding Questions

- How does war change communities?
- What are some features of the Japanese American community before their removal?
- What are some features of the Japanese American community after their removal?
- How did the lives of Japanese Americans change 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 from Day 1
- *Handout 8-1a-f: Universals of Culture Data Retrieval Chart Task Cards* (one card per group, six groups total)
- *Handout 8-2: 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 8 Resource Material Packet* (one packet per group, six groups total)
- *Handout 1-3: Data Retrieval Chart Assessment*
- The public library has additional resources that could

be helpful when students are working on this part of the Data Retrieval Chart:

Oppenheim, Joanne. *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference*. New York: Scholastic, Inc., 2006.

Perl, Lila. *Behind Barbed Wire: The Story of Japanese-American Internment During World War II*. New York: Benchmark Books, 2003.

### Activities and Teaching Strategies

- Review the Data Retrieval Chart from Day 1. Explain that the class will be completing the next section of the chart, which represents lives of Japanese Americans before their removal and while they were at the assembly center and Poston.
- Divide the class into six small groups; these can be the same groupings as in the first lesson. If they are assigned the same category of the universals of culture, then they can be an “expert group.” Alternatively, if they rotate through categories, they will gain a more varied knowledge of the different elements.
- Give each group one task card from *Handout 8-1a-f: Universals of Culture Data Retrieval Chart Task Cards* and one copy of *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.
- One student in each group should read the task card aloud.
- Group members should look through the *Day 8 Resource Material Packet*, discuss what was read in *Weedflower*, look through resource books and the National Archives and Records Administration Web site (if computer lab access is available), and then complete *Handout 8-2*. Group members will decide which images and words to use on their paper.
- Each member of the group will draw on and label their part of the paper. The paper can be cut in half, with one part devoted to information relevant before removal and one part filled with information relevant to the assembly center and Poston.
- In this lesson a whole class debriefing can focus on changes that students notice in the categories. For example, when looking at the “shelter” category, ask students why there is a difference in shelter used by people before and after the removal. Pose additional questions to the students: *How would those changes affect the lives of the people? What could people do in their homes that they couldn't do in the assembly center or at Poston?*
- As a whole group, complete the Data Retrieval Chart and discuss the last two sections. When completing “Who Has Power?” and “Who Were Allies,” remind students of the discussion and ideas from Day 1. It may be helpful for students to consider who *did not* have power during this time. The teacher or the students can write in these sections.



# Universals of Culture Data Retrieval Chart— Food

Handout 8-1a

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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 Sumiko's family and also by Japanese Americans at assembly camps and at Poston.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the food that was eaten before the removal of Japanese Americans. On the second sheet of paper, show foods that were eaten at the assembly center and at Poston. 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 8 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 8-1b

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## Universals of Culture Data Retrieval Chart Clothing

Your group's task is to accurately represent the clothing that was worn by Sumiko's family and also by Japanese Americans at assembly camps and at Poston.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the clothes that were worn before the removal of Japanese Americans. On the second sheet of paper, show the clothes that were worn at the assembly center and at Poston.

Your group can use *Weedflower*, resource books, and the *Day 8 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 8-1c

41

## Universals of Culture Data Retrieval Chart

### Tools and Technology

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Your group's task is to accurately represent the tools and technology that were used by Sumiko's family and also by Japanese Americans at assembly camps and at Poston.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the tools and technology that were used before the removal of Japanese Americans. On the second sheet of paper, show the tools and technology that were used at the assembly center and at Poston.

Your group can use *Weedflower*, resource books, and the *Day 8 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 8-1d

42

## Universals of Culture Data Retrieval Chart Shelter

Your group's task is to accurately represent the shelter that Sumiko's family had and also the shelter used by Japanese Americans at assembly camps and at Poston.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the types of shelter in which people lived before the removal of Japanese Americans. On the second sheet of paper, show the types of shelter that were used at the assembly center and at Poston.

Your group can use *Weedflower*, resource books, and the *Day 8 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 8-1e

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## Universals of Culture Data Retrieval Chart Transportation

Your group's task is to accurately represent the transportation that was used by Sumiko's family and also by Japanese Americans at assembly camps and at Poston.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the kinds of transportation that were used before the removal of Japanese Americans. On the second sheet of paper, show the types of transportation that were used at the assembly center and at Poston.

Your group can use *Weedflower*, resource books, and the *Day 8 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 8-1f

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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 Sumiko, Tak-Tak, and other Japanese American children. Think about their activities, responsibilities, and recreation.

Before you begin your drawings, record your group's ideas on *Handout 8-2: Universals of Culture Brainstorm Record Sheet*.

On one sheet of paper, show the lives of children before the removal of Japanese Americans. On the second sheet of paper, show the lives of children at the assembly center and at Poston.

Your group can use *Weedflower*, resource books, and the *Day 8 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.



# Brainstorm Record

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



# Day 8

## Resource Material Packet

Handout 8-2

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Poston, Arizona. Office force being organized at Intake center, 05/10/1942

Photographer: Fred Clark  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536332/Local Identifier 210-G-A423  
Production Date(s): 05/10/1942



Florin, California. Businesses are being sold by owners of Japanese ancestry. Evacuation of all residents of Japanese descent from this area is due in two days.

Photographer: Dorothea Lange  
 Courtesy of the National Archives and Records Administration  
 ARC Identifier 537885/Local Identifier 210-G-C575  
 Production Date(s): 05/11/1942



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  
Production Date(s): 04/02/1942



San Bruno, California. This assembly center has been open for just two days. Bus-load after bus-load of evacuated Japanese are [sic] arriving today. After going through the necessary procedure, they are guided to the quarters assigned to them in the barracks. This family had just arrived. Their bedding and clothing have been delivered by truck and are seen piled in front of the former horse-stall to which they have been assigned. Unfortunately there have been heavy rains.

Photographer: Dorothea Lange  
 Courtesy of the National Archives and Records Administration  
 ARC Identifier 537675/Local Identifier 210-G-C332  
 Production Date(s): 04/29/1942



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  
Production Date(s): 06/01/1942





Poston, Arizona. Buses arrive bringing evacuees of Japanese ancestry to this War Relocation Authority center to spend the duration.

Photographer: Fred Clark  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536310/Local Identifier 210-G-A398  
Production Date(s): 05/23/1942





Gila River Relocation Center, Rivers, Arizona. Evacuee agricultural workers are here shown on their way to work in the fields in the morning.

Photographer: Francis Stewart  
Courtesy of the National Archives and Records Administration  
ARC Identifier 538588/Local Identifier 210-G-D625  
Production Date(s): 11/25/1942



San Francisco, California. View of business district on Post Street in neighborhood occupied by residents of Japanese ancestry, before evacuation. Evacuees will be housed in War Relocation Authority Centers for duration.

Photographer: Dorothea Lange  
 Courtesy of the National Archives and Records Administration  
 ARC Identifier 536044/Local Identifier 210-G-A67  
 Production Date(s): 04/07/1942



Poston, Arizona. Light poles and wiring for electric lighting are being installed at this War Relocation Authority center for evacuees of Japanese ancestry.

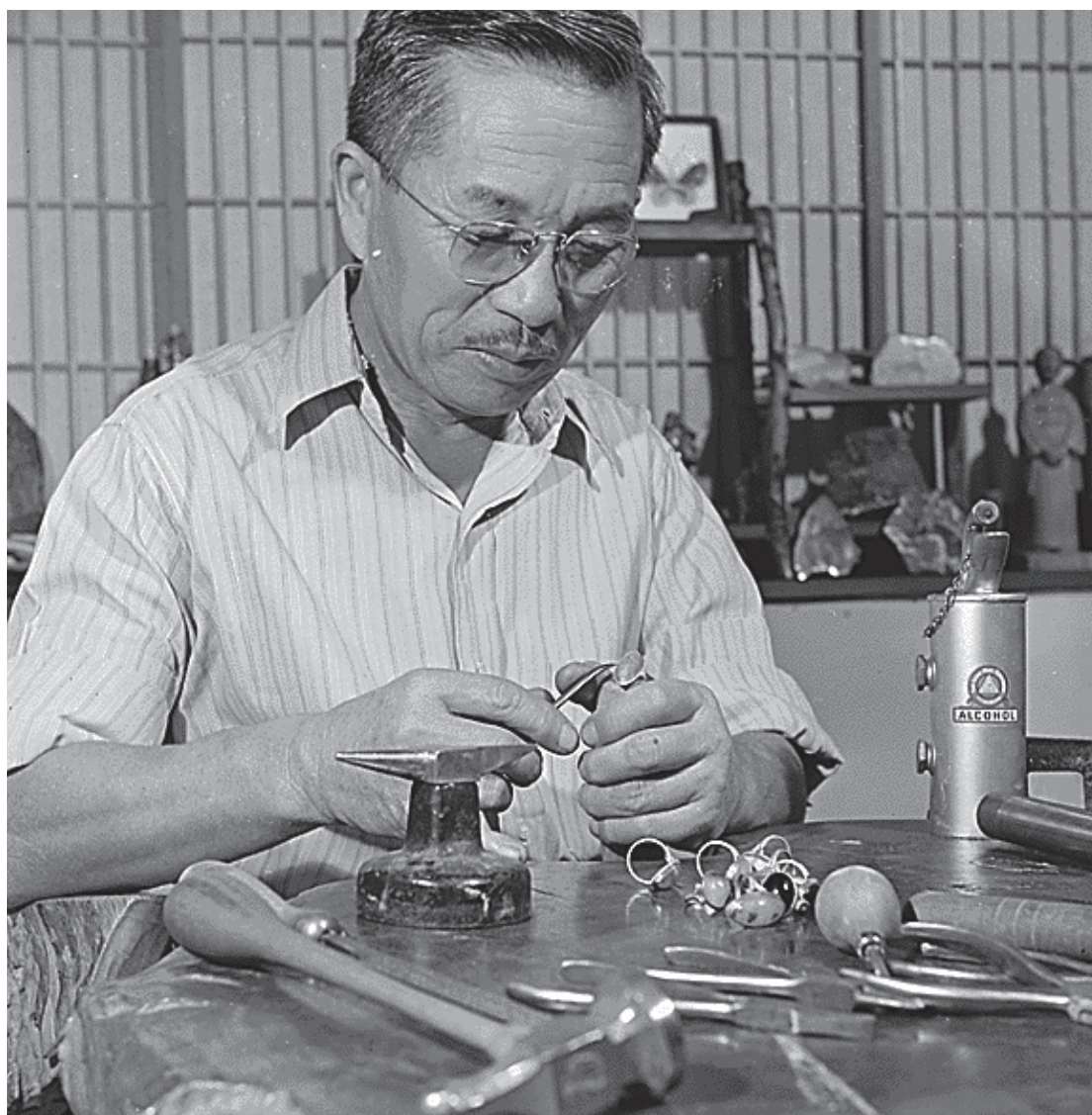
Photographer: Fred Clark  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536314/Local Identifier 210-G-A402  
Production Date(s): 05/06/1942





Poston, Arizona. Sewing school. Evacuee students are taught here not only to design but make clothing as well.

Photographer: Francis Stewart  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536651/Local Identifier 210-G-A848  
Production Date(s): 01/04/1943



Poston, Arizona. Mr. Niseki shows how to make beautiful rings out the stones which may be picked up on the desert. Although most of the skilled craftsmen have left Poston from time to time, there are still some residents who are still practicing their skills and crafts within the camp. They will leaving soon perhaps to continue these as profitable businesses on the outside.

Photographer: Hikaru Iwasaki  
Courtesy of the National Archives and Records Administration  
ARC Identifier 539883/Local Identifier 210-G-K362  
Production Date(s): 09/1945

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 Poston Camp.  
 We arrived here the 27th of August.  
 The San Diego people are all to-  
 gether. We are all happy. This place  
 is just like a desert, infact it  
 is. It is dusty here + have quite  
 a few whirlwinds. Today we think  
 we will have a duststorm. There  
 isn't any 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 3 miles away. They started 5 AM

and came back 7 PM.  
 Before I came here I wrote  
 you a letter but I didn't  
 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 "House for  
 Elizabeth" and it kept me from  
 being lonesome. My mother sends  
 her best regards to your mother.  
 Truly yours,  
 Elizabeth  
 Kikuchi

93.75.31 CO

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 Poston Camp 3. We arrived here the 27th of August. The San Diego people are all together. We are all happy. This place is just like a desert, infact it is. It is dusty here + have quite a few whirlwinds. Today we think we will have a duststorm. There isn't any 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 3 miles away. They started 5: AM and came back 7: PM.

Before I came here I wrote you a letter but I didn't send it. I received your 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 "House for Elizabeth" and it kept me from being lonesome. My mother sends her best regards to your mother.

Truly yours,  
 Elizabeth Kikuchi

Letter to Clara Breed from Elizabeth Kikuchi, Poston, Arizona, September 19, 1942

Gift of Elizabeth Y. Yamada  
 Japanese American National Museum (93.75.31CO)  
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Santa Anita Assembly Center  
 Information Office  
 Barrack 44, Unit 1, Avenue 4  
 Santa Anita, California  
 April 23, 1942

Dear Miss Breed:  
 I hope you will forgive me  
 for not saying goodbye, and for  
 not writing to you sooner.  
 How is San Diego?  
 I find "camping life" very  
 nice. We are all giving a bottom  
 which has an one, a two, or a  
 three on it so that we may  
 have our meals at certain hours.  
 I, having an one, eat breakfast  
 from 6:30 to 7:00, lunch at 11:30  
 to 12:00, and dinner at 4:30 to 5:00.  
 The food is simple, but delicious  
 and wholesome. I did not have  
 to cook or wash the dishes as  
 there are many cooks and waiters  
 in the cafeteria. I love cooking,  
 but thanks heavens I do not  
 have to do the dishes! Since  
 I have a two and a half months  
 brother, I wash daily, and sweep  
 out my barrack. About three times  
 a week I iron the family's  
 clothes. There is really not much I  
 may do in the afternoon, but get  
 my exercise playing dodge ball,  
 catch or softball. Once in a while,  
 I type manuscripts for my friends  
 or write letters. I retire every night  
 between 9:30 to 10:00 P.M. All lights  
 should be out by 10:00 in each  
 barrack.

Letter to Clara Breed from Margaret and Florence  
Ishino, Arcadia, California, Poston, April 23, 1942

Gift of Elizabeth Y. Yamada

Japanese American National Museum (93.75.31HY)

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Santa Anita Assembly Center  
 Information Office  
 Barrack 44, Unit 1, Avenue 4  
 Santa Anita, California  
 April 23, 1942

Dear Miss Breed:

I hope you will forgive me for not saying goodbye, and  
for not writing you sooner.

How is San Diego?

I find "camping life" very nice. We are all giving a  
 bottom which has an one, a two, or a three on it so that  
 we may have our meals at certain hours. I having an  
 one, eat breakfast from 6:30 to 7:00, lunch at 11:30 to  
 12:00, and dinner at 4:30 to 5:00. The food is simple,  
 but delicious and wholesome. I did not have to cook or  
 wash the dishes as there are many cooks and waiters  
 in the cafeteria. I love cooking, but thanks heavens I  
 do not have to do the dishes! Since I have a two and a  
 half months brother, I wash daily, and sweep out my  
 barrack. About three times a week I iron the family's  
 clothes. There is really not much I may do in the after-  
 noon, but get my exercise playing dodge ball, catch or  
 softball. Once in a while, I type manuscripts for my  
 friends, or write letters. I retire every night  
 between 9:30 to 10:00 P.M. All lights should be out by 10:00 in  
 each barrack.

I went over Louise Ogawa's barrack and saw the two  
 very interesting books you sent her. I certainly love  
 books and miss going to the library every week; so I  
 decided to write you a letter.

Florence is going to school daily from 2:00 to 4:00  
 and enjoys it very much. She tells me she misses  
 going to the library and asked if I would write to you.  
 She required her highest grades in reading, and she  
 truly enjoys it.



I went over Miss Gave's  
barrack and saw the two very in-  
teresting books you sent her. I  
certainly love books and miss  
going to the library every week;  
so I decided to write you a  
letter.

Florence is going to school  
daily from 2:00 to 4:00 and enjoys  
it very much. She tells me she  
misses going to the library and  
misses going to the library and  
asked if I would write to you.  
She required the highest grades in  
reading, and truly enjoys it.

I especially enjoy Dodd, Mead  
Career Books and would very much  
like to have any of the following  
books:

1. Shirley Clayton: Secretary by Blance L. Gibbs and Georgia Adams
2. Judy Grant: Editor by Dixie Wilson
3. Marian-Martha by Lucile F. Fargo
4. Press Box by Robert F. Kelley.

If you happen to have  
any discarded books, Florence  
and I would certainly appreciate  
them.

Please give my regards to  
Miss McNary and I would  
certainly enjoy hearing from you  
both.

Please keep up the good  
work in teaching children to  
read books for that is the  
pathway to happiness!

I am enclosing dolls that  
Florence made in school and some  
stamps.

Sincerely yours,  
FLORENCE and Margaret Ishino

I especially enjoy Dodd, Mead Career Books and would very much like to have any of the following books:

Shirley Clayton: Secretary by Blance L. Gibbs and Georgia Adams

Judy Grant: Editor by Dixie Wilson

Marian-Martha by Lucile F. Fargo

Press Box by Robert F. Kelley.

If you happen to have any discarded books, Florence and I would certainly appreciate them.

Please give my regards to Miss McNary and I would certainly enjoy hearing from you both.

Please keep up the good work in teaching children to read books for that is the pathway to happiness! I am enclosing dolls that Florence made in school and some stamps.

Sincerely yours,  
FLORENCE and Margaret Ishino



# The Gallup Experience

## Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 15 and 16 (16½ pages) of *Weedflower*.
- Continue to add to *Handout 2-1: Character Web Graphic Organizer*.
- Discuss the following question as a class or in small groups:
  - What ideas do Sumiko, Sachi, and Frank have of each other? Are these views accurate?
- Provide a journal prompt for students to respond to:
  - Sumiko suddenly had a lot of free time. What do you do when you have a lot of free time?

## Overview

This lesson will help students understand how the Gallup, New Mexico, community acted to protect their Japanese American members when faced with possible removal, as well as actions taken by the Santa Fe Railway. In the historical overview “Japanese Americans in New Mexico” (found in this curriculum’s introductory materials), Andrew B. Russell refers to the cultural diversity of New Mexico. Another source is an article published in the Gallup *Independent* on October 25, 2003; written by Sally Noe, the article elaborates on the cultural mix of Gallup. Noe writes that, in response to the need for workers to mine the area’s huge coal deposits during the railroad’s early years, people of Austrian, German, Hispanic, Greek, Russian, Yugoslavian, and Japanese descent moved into the area in the 1920s.

To introduce students to what happened in Gallup during World War II, this lesson includes a reading entitled “Recalling Gallup’s Shining Moment—Gallup Stood Firm Against U.S. Government in 1942.” This is an adaptation of an article written by Joe Kolb and published in the Gallup *Independent* on February 1,

2003. Terms were changed and some sentences were simplified in order to bring the text to a fifth-grade level, but the focus, message, and structure of the article were maintained. Even with modification, this article may be too difficult for independent reading. It is suggested that the article either be read with students in a whole group setting or read in a small group guided reading setting.

## Essential Question

- How do communities grow and change over time?

## Objectives

- Students will recognize actions a New Mexico community took to protect its members.
- Students will identify the benefits and responsibilities of community membership.

## Guiding Questions

- How does war change communities?
- How can war bring out the best in people?
- How can communities protect the vulnerable even in time of war?

## Assessment(s)

- Teacher observation during reading and discussion of the adapted newspaper article and the completion of *Handout 9-2: “Recalling Gallup’s Shining Moment” Questions*.

## Materials

- Map of United States and/or New Mexico showing Gallup, including railroad lines and Route 66
- *Handout 9-1: “Recalling Gallup’s Shining Moment”* (one per student)
- *Handout 9-2: “Recalling Gallup’s Shining Moment” Questions* (one per student)
- Dictionary



### Activities and Teaching Strategies

- Begin by finding Gallup on the map and locating the railroad lines and Route 66. Ask students why railroads and highways would be important during the war.
- Explain that today's lesson will use a newspaper article to examine some events in Gallup, New Mexico, during the war. The purpose of reading the article is to identify the problems that the Gallup community faced and also examine the actions they took to solve those problems.
- Before beginning the reading, the following vocabulary words may need to be addressed with the class:
  - 2nd paragraph: *infamy, segregated, hysteria*
  - 4th paragraph: *upstanding, city council*
  - 7th paragraph: *cultural mix*
  - 8th paragraph: *drafted*
- Introduce *Handout 9-1: "Recalling Gallup's Shining Moment"* and read the first three paragraphs.
- After reading paragraph three, ask students to summarize what was happening in the country in 1942. Ask students: *What was the problem facing Japanese Americans in Gallup?*
- Read paragraphs four through six. What actions did the Gallup community take and why?
- Read the last three paragraphs. Ask students: *How did the Japanese Americans in Gallup feel about the community's actions? How were Gallup's actions the same or different from other cities in the western United States?*
- The final paragraph discusses two Gallup veterans who were related to two women cited in the article. Ask students: *What action did these two men take during the war?*
- Ask students to look up the word "vulnerable" in the dictionary. Also ask students: *How were the Japanese Americans in Gallup vulnerable during the war? In what ways did the Gallup community protect its more vulnerable members?*
- Point out that because this article was written sixty years after the event by someone who was not present at the event, it would be considered a secondary source rather than a primary source. The author, however, does interview people who were in Gallup at the time of the event discussed.
- Ask students to complete *Handout 9-2: "Recalling Gallup's Shining Moment" Questions*.

# Recalling Gallup's Shining Moment

Handout 9-1

62

Name \_\_\_\_\_

## Gallup Stood Firm Against U.S. Government in 1942

Adapted from the Gallup *Independent* article by Joe Kolb published on February 1, 2003

We can tell what kind of community we are by how we respond to hardship. New York City pulled together following September 11, 2001. Sixty years earlier Gallup showed the nation its character by refusing to support a government order that was based on prejudice.

December 7, 1941, was declared a "Day of Infamy" by President Franklin D. Roosevelt. He was responding to the surprise attack on Pearl Harbor by Japanese planes. On February 19, 1942, the U.S. government carried out its own "Day of Infamy" when the president signed Executive Order 9066, which authorized sending Japanese Americans into segregated internment camps. The president responded to the mass hysteria and suspicion sweeping the United States at that time.

Over the next three years 120,313 Japanese Americans were sent to 10 camps in the country. Meanwhile, Gallup stood firm when it refused to support this order.

The Gallup City Council quickly approved a decision that said Japanese Americans were upstanding members of the Gallup community. They would not be sent to internment camps. When war with Japan began, many Japanese Americans worked for the Santa Fe railroad. The railroad company required all Japanese to be fired from their jobs. It still allowed them to keep living in the company's houses.

People in the city of Gallup worked together to help the Japanese get other jobs. Sally Noe was a high school student at the time. She had many Japanese American classmates. She remembered that Gallup High School students even voted for Jack Shinto as their senior class president in 1944. They voted for Tom Kimura to be class president in 1945. Both Jack and Tom were Japanese Americans.

Sally Noe said, "During the war Gallup had over 80 men in Japanese prisoner of war camps. We still said no to sending our Japanese friends and neighbors to internment camps. We didn't hold the actions of Japan against our citizens." It is estimated that there were 35 to 40 Japanese Americans living and working in Gallup at the beginning of World War II.

"As a whole, Gallup was very good to us," said Chiyo Miyamura. She said the cultural mix of Gallup's population helped people be more tolerant during the war. Chiyo Miyamura's family owned the Lucky Lunch diner in Gallup in the 1940s. Their diner wasn't affected by the negative world attitudes. "People were good to us. They knew we didn't have anything to do with what happened in the war."

Kimiko Matsutani remembered how her family lived in Winslow, Arizona, in 1941. "They were very prejudiced in Winslow. My uncle saved us when we moved to Gallup in December 1941. Some of the Japanese Americans who left Winslow ended up in internment camps."

"I think the City Council's decision was wonderful. There were a lot of places in the United States that didn't want us," said Kimiko Matsutani. Kimio Matsutani's brother joined the U.S. Army. He was in the 442<sup>nd</sup> Regimental Combat team. It was a "Nisei" unit which is well known for its combat fighting in Europe. Chiyo Miyamura's brother, Hershey Miyamura, was drafted into the U.S. Army in 1944. He was also part of the 442<sup>nd</sup> Regimental Combat team, but the war ended before he was sent to Europe. He fought in the Korean War and received the Congressional Medal of Honor from President Eisenhower.



# Recalling Gallup's Shining Moment Questions

Handout 9-2

63

Name \_\_\_\_\_

Read the newspaper article titled “Recalling Gallup’s Shining Moment” and then answer the following questions. When you answer questions three and four, you will need to think back to the lessons about community that you worked on earlier this year.

1. How did the Gallup community respond to the President’s order to remove Japanese Americans?

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2. Why do you think the people in Gallup responded this way? What is said in the article that gives you a clue about how Gallup residents felt about their Japanese American neighbors?

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Earlier this year you worked on a definition for “community.” You discussed the benefits of being in a community and the responsibilities a person has in their community.

3. What are some benefits the Gallup community members had because of their actions and attitudes? Think about both Japanese Americans and other people.

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4. What responsibilities did people in Gallup have to their community? What actions did they take?

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# Self-Sustaining Communities

## Weedflower Reading, Discussion Questions, and Journal Prompt

- Read Chapters 17 and 18 (15 pages) of *Weedflower*.
- Continue to refer to *Handout 2-1: Character Web Graphic Organizer*.
- Draw students' attention to the sentence at the bottom of page 152: "The plan was to make the whole camp self-sustaining . . ."
- Discuss the following question as a class or in small groups:
  - What does it mean to be self-sustaining?
  - How does it help the war effort?
  - How do the camp's efforts compare to the efforts of communities today?
- After completing the social studies lesson below, provide a journal prompt for students to respond to:
  - In what ways is your community self-sustaining? If you needed to, how could you and your family support a war effort?

## Overview

Rationing, victory gardens, and self-sustainability were important aspects of community life during World War II. Students of the twenty-first century may be unfamiliar with these terms and their implications. Raising gardens in America's World War II concentration camps was both a way to humanize a restrictive environment and also to supplement the provisions supplied by the government. Because resources were limited, communities were asked to conserve and salvage certain items so that those items could be sent to the fighting troops. This lesson will help students understand the attitudes and actions of people in the 1940s. They will study the conservation efforts of World War II and extend the concept of self-sustainability to their current community life.

## Essential Question

- How do communities grow and change over time?

## Objectives

- Students will analyze posters from the World War II era which encourage conservation.
- Students will analyze a photograph from Manzanar.
- Students will understand why conservation was necessary.
- Students will understand the ways in which the government expected people to conserve.
- Students will develop actions that could support conservation and a war effort.

## Guiding Questions

- How does war change communities?
- What actions can families and communities take to be self-sustaining?
- What actions can families and communities take to conserve resources?

## Assessment(s)

- Teacher observation of responses on T-chart and whether responses represent self-sustaining and conserving actions.

## Materials

- *Handout 10-1: Poster Analysis Guide* (one per student)
- *Handout 10-2: When You Ride Alone* (either provide one copy per student or reproduce on overhead transparency)
- *Handout 10-3: Waste Helps the Enemy* (either provide one copy per student or reproduce on overhead transparency)
- *Handout 10-4: Gardens in Manzanar* (either provide one copy per student or reproduce on overhead transparency)
- *Handout 3-1: Photo Analysis Guide* (one per student)
- *Handout 10-5: T-Chart on Self-Sustaining Communities*



(individual copies for students, one copy on overhead transparency for whole class recording)

### Activities and Teaching Strategies

- Begin with excerpt from bottom of p. 152 of *Weed-flower*: “The plan was to make the whole camp self-sustaining . . .” Ask students: *What does it mean to be self-sustaining. Why would the government want the camp to be self-sustaining?* Explain that the activity for this lesson will help them to understand how and why communities were asked to become self-sustaining.
- Vocabulary to address: *self-sustaining* and *conserve*
- Distribute *Handout 10-1: Poster Analysis Guide*. As a whole group, examine *Handout 10-2: When You Ride Alone*. Use the Poster Analysis Guide to help focus students’ observations. Ask students: *What is the message? What is another name for “car sharing”? How could car sharing or carpooling help the country? What resource is saved when people carpool? How is that resource used by troops in the war?*
- Next, as a group, examine the poster depicted on *Handout 10-3: Waste Helps the Enemy* and repeat the process above. Ask students: *What products were used in offices and at home? What resources would be saved if offices and homes conserved their use of products? How could those resources be used by troops? (Rubber for tires, metal for machines.)*
- Examine *Handout 10-4: Gardens in Manzanar* using *Handout 3-1: Photo Analysis Guide*. Ask students: *What are people doing in the photo? How does their work support their camp? How does it help the war effort?*
- In small groups (two to four students) complete *Handout 10-5: T-Chart on Self-Sustaining Communities* showing actions for self-sustainability taken in the 1940s and the present. Begin with a class T-chart on a transparency to check for understanding. It is easier for students to begin with the first column. Actions for their own community can be based on items in the first column and then additional items can be added. After the work session, ask student groups to report out. A master chart for the class can be created and posted.
- Ask students: *How would your family’s life change if they were asked to conserve and be more self-sustaining? How would our community change if we needed to support a war effort by conserving and being self-sustaining?*



# Poster Analysis Guide

Handout 10-1

66

Name \_\_\_\_\_

Poster title \_\_\_\_\_

Date poster created \_\_\_\_\_

1. **Observation**

Look at the poster for one minute.

2. **Record**

In the spaces below, record what you have observed.

Words	Objects and People	Activities

3. What colors are used in this poster?

4. What symbols are used in this poster?

5. What message does this poster give? (What does it want someone to do?)

6. Who do you think is the intended audience for this message?

7. Is this poster easy or hard to understand? Explain why.

# When You Ride Alone

Handout 10-2

67

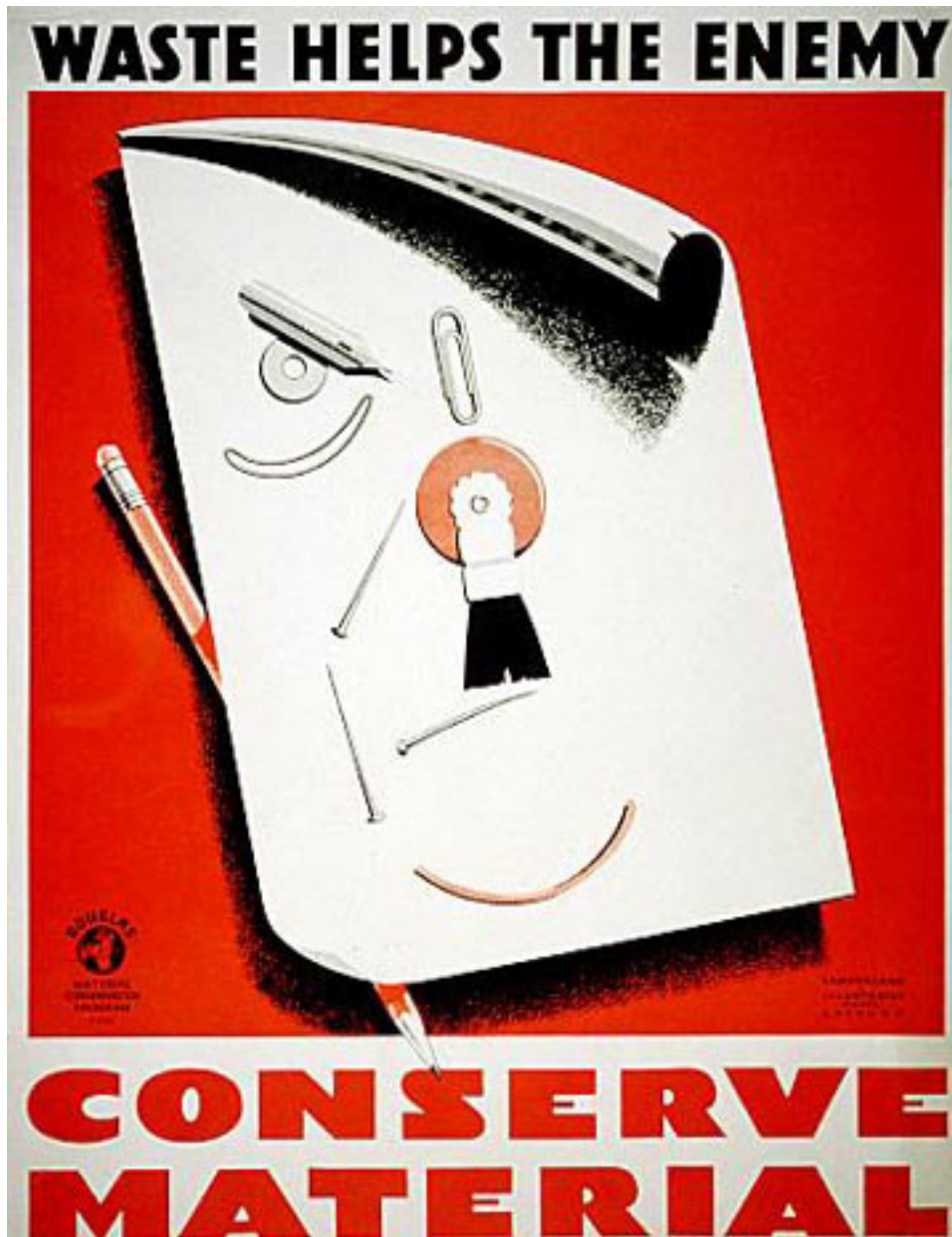


Courtesy of the National Archives and Records Administration  
ARC Identifier 516143 / Local Identifier 44-PA-2415

# Waste Helps the Enemy

Handout 10-3

68



Courtesy of the National Archives and Records Administration  
ARC Identifier 533960 / Local Identifier 179-WP-103

# Gardens in Manzanar

Handout 10-4

69



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 bar-rack 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  
Production Date(s): 07/02/1942

# T-Chart on Self-Sustaining Communities

Handout 10-5

70

Name \_\_\_\_\_

What did communities in the 1940s do to be self-sustaining? What did they do to conserve resources?	What can your community do to be self-sustaining? What can you and your family do to conserve resources?

