

## LESSON 1

# The Causes and Effects of the Bombing of Pearl Harbor

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### Time

1 class period (45 minutes per period)

### Overview

To begin this unit, the class will review the portion of the Preamble to the U.S. Constitution, which states that it sets out to “secure the Blessings of Liberty to ourselves and our Posterity.” This quote serves as an introduction to the unit’s examination of the World War II incarceration of Japanese Americans.

This lesson lays out the expectation that throughout the course of the unit students will be responsible for working independently, in small groups, and as a class to produce a group PowerPoint presentation about the World War II incarceration of Japanese Americans.

### Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

### Objectives

- Students will understand the causes and effects of the bombing of Pearl Harbor.

### Guiding Question(s)

- Why did the U.S. enter World War II?
- What other casualties (loss of life, property, freedom) were caused by the bombing of Pearl Harbor?
- How were people of all cultures affected by World War II?

### Materials

- State-approved Social Studies textbook with information about the Japanese attack on Pearl Harbor.
- *Handouts 1-1a–c: Photos from around December 7, 1941*
- Audio recording of Franklin D. Roosevelt’s “Day of Infamy” speech may be downloaded from the National

Archives and Records Administration Web site (optional): [http://www.archives.gov/exhibits/american\\_originals/fdr.html](http://www.archives.gov/exhibits/american_originals/fdr.html) (accessed September 6, 2009)

- Map of “Japanese American Confinement Sites in the U.S. During World War II,” found in the Resources and References section of this curriculum
- Reservations at the library and/or computer lab for student research
- Primary and secondary sources (magazines, textbook, and other resources)
- *Handout 1-2: Guiding Research Questions and Web Sites*
- *Handout 1-3: PowerPoint Grading Rubric*
- A copy of the children’s book *The Bracelet* by Yoshiko Uchida
- Student journals

### Activities

- After studying the U.S. Constitution, remind students that an important part of the Preamble sets out to “secure the Blessings of Liberty to ourselves and our Posterity.” Explain that during this unit they will work in teams and as a class to conduct research and create a PowerPoint presentation about whether this promise holds during times of war
- To build background knowledge, ask students to read the chapter on World War II found in the state-adopted textbook. Then share the audio of President Roosevelt’s “Day of Infamy” speech (optional) and *Handouts 1-1a–c: Photos from Around December 7, 1941* and the map of “Japanese American Confinement Sites in the U.S. During World War II.”
- Guide the discussion that follows. The objective is to seek individual responses, feelings, and reactions, as well as students’ responses to the lesson’s guiding questions:
  - *Why did the U.S. enter World War II?*
  - *What other casualties (life, property, freedom) were caused by Pearl Harbor?*
  - *How were people of all cultures affected by World War II?*
- Explain that for this unit, the class will work in small



## The Causes and Effects of the Bombing of Pearl Harbor

groups to research a topic and that all of the research will be merged into one PowerPoint presentation. This final class PowerPoint will be evaluated by all of the students, so it is important that they are able to work independently, in small groups, and as a whole class.

- Assign students to one of four research groups, and as a group agree upon which group will research one of these four topics:

1. The Causes and Effects of the Bombing of Pearl Harbor
2. Daily Life in a War Relocation Authority Camp
3. Life in “Camp” from a Child’s Perspective
4. Japanese American Redress

- Distribute copies of *Handout 1-2: Guiding Research Questions and Web Sites* to each group. Also give students copies of *Handout 1-3: PowerPoint Grading Rubric*, which they will use at the end of the unit to evaluate their class PowerPoint.
- Ask students to get into their research groups and create a T-chart that lists all of the causes of World War II. All groups should then share their ideas. Use the same procedure to list the effects of the war (loss of life, property, freedom) and have students share ideas. If not raised within students’ T-charts, discuss how people of all cultures were affected by the war.
- At the library or computer lab, ask groups to begin the research related to their topics, using *Handout 1-2* to provide guiding research questions and sug-

gested Web sites. Tell them to refer to *Handout 1-3* to determine how to receive the most points for content, originality, sequencing of information, primary and secondary resources, and spelling and grammar.

- Explain to students that they must use future computer lab time and free time to continue their research, download photos and data, and save research onto a CD-ROM for future use.
- At any time during Lesson 1 or the weeks preceding the lesson, a read-aloud will help enrich students’ understanding of the Japanese American World War II experience. The first recommended read-aloud is *The Bracelet* by Yoshiko Uchida.
- After reading, ask students to write a reflection in their journals. The following questions can guide their writing:
  - *How does this make you feel*
  - *Was the Constitution violated?*
  - *How would you react if this happened to you?*
- Other recommended children’s books are found in the Selected Bibliography found in the Appendix.

### References

Rubistar. <http://rubistar.4teachers.org/index.php> (accessed September 6, 2009).

Uchida, Yoshiko. *The Bracelet*. New York: Putnam Berkeley Group, Inc., 1993.



# Life Before Pearl Harbor

Handout 1-1a

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Mountain View, California. Scene at a Santa Clara County berry farm leased by its owner, of Japanese ancestry, to a Caucasian family prior to evacuation. Evacuees of Japanese descent will be housed at War Relocation Authority centers for the duration.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536446/Local Identifier 210-G-A555



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



San Francisco, California. Lunch hour at the Raphael Weill Public School, Geary and Buchanan Streets. Children of Japanese ancestry were evacuated with their parents to spend the duration in War Relocation Authority centers where educational facilities will be established.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536049/Local Identifier 210-G-A72





# The Bombing of Pearl Harbor

Handout 1-1b

13



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

Courtesy of the National Archives and Records Administration  
ARC Identifier 306543

# Japanese Americans Removed from the West Coast

Handout 1-1c

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

Photographer: Dorothea Lange  
Library of Congress, Prints and Photographs Division  
Reproduction Number LC-USZ62-23602



Hayward, California. Grandfather of Japanese ancestry waiting at local park for the arrival of evacuation bus which will take him and other evacuees to the Tanforan Assembly center. He was engaged in the Cleaning and Dyeing business in Hayward for many years.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 537511/Local Identifier 210-G-C161



Centerville, California. Members of farm family board evacuation bus. Evacuees of Japanese ancestry will be housed in War Relocation Authority centers for the duration.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 537584/Local Identifier 210-G-C237

# Guiding Research Questions and Research Web Sites

Handout 1-2

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1. The Causes and Effects of the Bombing of Pearl Harbor
  - Why did the U.S. enter World War II?
  - What other casualties (loss of life, property, freedom) were caused by the bombing of Pearl Harbor?
  - How were people of all cultures affected by World War II?
2. Daily Life in a War Relocation Authority Camp
  - What was daily life (including food, clothing, tools and technology, shelter, and transportation) like in a War Relocation Authority camp during World War II?
3. Life in “Camp” from a Child’s Perspective
  - What was daily life (including food, clothing, tools and technology, shelter, and transportation) like for a child in a World War II War Relocation Authority camp?
  - Did children in camp go to school?
  - What activities were children in camp permitted to do?
4. Japanese American Redress
  - What does redress mean?
  - Do you feel that redress was owed to the Japanese Americans?
  - Do you feel that more was owed to the Japanese Americans in addition to redress?

## Useful Web Sites for Beginning Research

Online Archive of California’s Collection from the Bancroft Library, UC Berkeley

1. <http://www.oac.cdlib.org/institutions/UC+Berkeley::Bancroft+Library> (accessed September 6, 2009).
2. Browse the collection for the “War Relocation Authority Photographs of Japanese-American Evacuation and Resettlement.”
3. Enter the name of a War Relocation Authority camp in the search box.

To narrow the search, select “Online Items.”

Japanese American National Museum Online Collections

1. <http://www.janm.org/collections/> (accessed September 6, 2009)
2. Browse the collections of letters, artwork, journals, and photographs.

National Archives and Records Administration’s Archives Research Catalog

1. <http://www.archives.gov/research/arc/> (accessed September 6, 2009).
2. Enter the name of a War Relocation Authority camp in the search box.
3. To narrow the search, select “Refine Search” and/or “Digital Copies.”

# PowerPoint Grading Rubric

Handout 1-3

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Name \_\_\_\_\_

## Essential Question

Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

	4 points	3 points	2 points	1 point
Content—Focus	All of the Guiding Research Questions and the Essential Question are clearly answered.	Most of the Guiding Research Questions and the Essential Question are clearly answered.	1 to 2 Guiding Research Questions and the Essential Question are not clearly answered.	More than two of the Guiding Research Questions and the Essential Question are not clearly answered.
Content—Accuracy	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
Originality	Presentation shows considerable originality and inventiveness. The content and ideas are presented in a unique and interesting way.	Presentation shows some originality and inventiveness. The content and ideas are presented in an interesting way.	Presentation shows an attempt at originality and inventiveness on 1 to 2 slides.	Presentation is a rehash of other people’s ideas and/or graphics and shows very little attempt at original thought.
Sequencing of Information	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
Primary and Secondary Resources	Information and images are primarily drawn from primary resources. The sources are given credit somewhere in the presentation.	A combination of primary and secondary resources is used. Sources are documented in the presentation for all images.	Mostly secondary resources are used. Sources are documented in the presentation for all “borrowed” images.	Mostly secondary resources are used. Sources are not documented for all images.
Spelling and Grammar	Presentation has no misspellings or grammatical errors.	Presentation has 1 to 2 misspellings, but no grammatical errors.	Presentation has 1 to 2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.

Total Points \_\_\_\_\_

Adapted from Rubistar Web site: <http://rubistar.4teachers.org/index.php> (accessed September 6, 2009).



# Life in “Camp”

## Time

1 class period (45 minutes per period)

## Overview

As students are introduced to and are discovering more resources related to the World War II incarceration of Japanese Americans, they will likely have more and more questions about the topic. This lesson helps them focus on one aspect of the experience: daily life in camp.

## Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

## Objectives

- Students will learn about daily life at the War Relocation Authority (WRA) camps that held Japanese Americans during World War II.
- Students will reflect on the conditions in the camps and will discuss how they would feel if they were sent to a similar camp.

## Guiding Question(s)

- What was daily life (including food, clothing, tools and technology, shelter, and transportation) like in a War Relocation Authority camp during World War II?

## Materials

- A copy of the DVD *Life Interrupted: Reunion and Remembrance in Arkansas* or Internet access to view the “Little Rock School Tour” clip from the Japanese American National Museum’s YouTube channel: <http://www.youtube.com/user/janmdotorg> (accessed September 6, 2009)
- A copy of the children’s book *So Far from the Sea* by Eve Bunting
- *Handouts 2-1a–b: Daily Life in “Camp”*

- Student journals
- Reservations at the library and/or computer lab for student research
- Primary and secondary sources (magazines, textbook, and other resources)

## Activities

- To build background knowledge, show students the video clip “Little Rock School Tour” from the *Life Interrupted: Reunion and Remembrance in Arkansas* DVD. This short video clip can also be viewed on the Japanese American National Museum’s YouTube channel: <http://www.youtube.com/user/janmdotorg> (accessed September 6, 2009).
  - Then read aloud *So Far From the Sea*.
  - Share *Handouts 2-1a–b: Daily Life in “Camp.”*
  - Using a teacher-led Literature Circle format, discuss what students have just seen and heard. Seek out what they observed about the details of daily life in camp (including food, clothing, tools and technology, shelter, and transportation) as well as their individual responses, feelings, and reactions.
- Ask students to write personal reflections in their journals. All groups should then share their reflections. These questions may guide their writing and discussions:
  - *How does this make you feel?*
  - *Was the Constitution violated?*
  - *How would you react if this happened to you?*
- At the library or computer lab, ask groups to continue their research, keeping in mind that because their work will become part of the class PowerPoint, they should be working independently while also being open to collaborating with other groups to share data and resources.
- Remind students that they must use future computer lab time and free time to further their research, download photos and data, and save research on a CD for future use.





## References

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- Bunting, Eve. *So Far from the Sea*. New York: Clarion Books, 1998.
- Life Interrupted: Reunion and Remembrance in Arkansas*. Los Angeles: Frank H. Watase Media Arts Center, Japanese American National Museum, 2005. Film.

# Daily Life in "Camp"

## Part 1

Handout 2-1a

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

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



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

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



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

# Daily Life in "Camp"

## Part 2

Handout 2-1b

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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



Manzanar Relocation Center, Manzanar, California. Evacuees [sic] family of Japanese ancestry relax [sic] in front of their barrack room at the end of day. The father is a worker on the farm project at this War Relocation [sic] Authority center. Note the chair which was made of scrap lumber, and the wooden shoes known as Getas made by evacuees.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 537990/Local Identifier 210-G-C693



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

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



# Life in “Camp” from a Child’s Perspective

## Time

1 class period (45 minutes per period)

## Overview

Students are likely becoming more familiar with the topic, so this lesson allows them a chance to consider what the experience was like for young people like themselves.

## Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

## Objectives

- Students will understand what daily life was like for children in the World War II War Relocation Authority (WRA) camps.

## Guiding Question(s)

- What was daily life (including food, clothing, tools and technology, shelter, and transportation) like for a child in a World War II War Relocation Authority camp?
- Did children in camp go to school?
- What activities were children in camp permitted to do?

## Materials

- *Handouts 3-1a–d: Children in “Camp”*
- Reservations at the library and/or computer lab for student research
- Primary and secondary sources (magazines, textbook, and other resources)
- A copy of the children’s book *Baseball Saved Us* by Ken Mochizuki
- Student journals

## Activities

- Share *Handouts 3-1a–d: Children in “Camp”* and seek their feelings and reactions while guiding a discussion around the lesson’s guiding questions:
  - What was daily life (including food, clothing, tools and technology, shelter, and transportation) like for a child in a World War II War Relocation Authority camp?
  - Did children in camp go to school?
  - What activities were children in camp permitted to do?
- At the library or computer lab, ask groups to continue their research. Remind students that they must use future computer lab time and free time to continue to work together (both in groups and as a class) on their research.
- The group researching the children’s perspective might be encouraged to make video or audio recordings of students reading the letters (included in *Handout 3-1*) that young people in camp wrote to Miss Clara Breed, the children’s librarian at San Diego Public Library from 1929 to 1945. When Miss Breed’s young Japanese American patrons were forced into concentration camps with their families in 1942, Breed became their reliable correspondent, sending them books, assisting with requests for supplies, and through her actions, serving as a reminder of the possibility for decency and justice in a troubled world. Additional letters to Miss Breed can be downloaded from the Japanese American National Museum’s Clara Breed Online Collection: <http://www.janm.org/collections/clara-breed-collection/> (accessed September 6, 2009).
  - NOTE: Because school district policies require parental consent to record students, be sure to understand and follow the required procedures.
- At any time during Lesson 3, read aloud to the class *Baseball Saved Us* by Ken Mochizuki.
- After reading, ask students to write a reflection in their journals. These questions can guide their writing:
  - *How does this make you feel?*





- *Was the Constitution violated?*
- *How would you react if this had happened to you?*
- Other recommended children's books are found in the Selected Bibliography in the Appendix.

### References

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"Clara Breed Collection." Japanese American National Museum. <http://www.janm.org/collections/clara-breed-collection/> (accessed September 6, 2009).

Mochizuki, Ken. *Baseball Saved Us*. New York: Lee and Low Books, 1995.

# Children in "Camp"

## Part 1

Handout 3-1a

23

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, in fact 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. They started 5 PM.

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, in fact 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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# Children in "Camp"

## Part 2

Handout 3-1b

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Santa Anita Assembly Center  
Information Office  
Barrack 44, Unit 1, Avenue 7  
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.

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 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.

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.

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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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





# Children in "Camp"

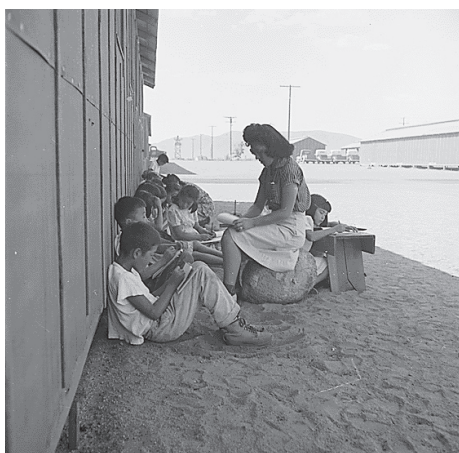
## Part 3

Handout 3-1c

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Gift of Kimie Nagai, Japanese American National Museum (92.125.12)  
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Manzanar Relocation Center, Manzanar, California. An elementary school with voluntary evacuee attendance has been established with volunteer evacuee teachers, most of whom are college graduates. No school equipment is as yet obtainable and available tables and benches are used. However, classes are often held in the shade of the barrack building at this War Relocation Authority center.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 537966/Local Identifier 210-G-C669



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

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



# Children in "Camp"

## Part 4

Handout 3-1d

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### BORN IN AMACHE

Mr. & Mrs. Terry Uyemoto, 7H-11A, a boy,	Mr. & Mrs. Matsunosuke Ishihara, 10E-12D,
Theodore Tetsuki	a girl, Katsuko Sharon
Mr. & Mrs. Kazuichi Nakamura, 9E-11F, a	Mrs. Miharū Matsumoto, 7H-12C, a boy,
girl, Carolyn Kazuye	Eiki
Mr. & Mrs. James H. Yamaguchi, 7E-1A, a	Mr. & Mrs. John Yasuda, 11E-2B, a girl,
boy, James Hajime Jr.	Caroline
Dr. & Mrs. Benjamin Higa, EE-11D, a girl,	Mr. & Mrs. Masa Nakano, 11F-11D, a boy,
Barbara Keiko	Dennis Masaji
Mrs. Richard Ono, 8G-2C, a girl, Vivian	Mr. & Mrs. William Hideo Shirai, 12F-12D,
Chiyeiko	a boy, Kiyoshi Robert
Mr. & Mrs. Flu Inaba, 7E-6A, a girl, Sha-	Mr. & Mrs. Joe Iwao Ota, 9E-4F, a boy,
ronlee Etsuko	Zenaho
Mr. & Mrs. Senosuke Kimura, 12G-12A, a	Mr. & Mrs. Suda Masaki Ozawa, 9H-7C, a
boy, Roger Akira	girl, Lianne Emi
Mr. & Mrs. Nisayoshi Nagai, 11H-11B, a	Mr. & Mrs. Kiyoshi Miyagawa, 6H-12C, a
girl, Yukiko	boy, Donald Takeshi
Mr. & Mrs. Takao Kawashima, 7H-3F, Hideko	Mr. & Mrs. Kiyomi Kawamoto, 7F-8C, a boy,
Mr. & Mrs. Masari Mack Yamashita, 9K-3E,	Hiroshi
twins, Charlene and Charlotte	Mr. & Mrs. James Yoshino, 11E-11C, a boy,
Mr. & Mrs. Paul Otani, 11F-9F, a boy, Ken-	James Jr.
neth Isao	Mr. & Mrs. Masashi Moto, 12F-10F, a boy,
Mr. & Mrs. George Ozeki, 12H-2F, a boy,	Johnny Atsuo
Daniel Masayuki	Mr. & Mrs. George Otani, 11F-7F, a boy,
Mr. & Mrs. Tadao Murai, 8F-9E, a girl,	Terumi
Jane Yoshiko	Mr. & Mrs. Frank Masao Okune, 6H-12D, a
Mr. & Mrs. Yoshio Tadamaru, 10H-6C, a boy,	girl, Joyce
Harold Eugene	Mr. & Mrs. Tadaaki Nakagawa, 10H-8C, a
Mr. & Mrs. Kaoru Yukihiro, 12G-3A, a	boy, Ronald
boy, Henry Masao	Mr. & Mrs. Takashi Tanaka, 6H-11F, a girl,
Mr. & Mrs. Kazuo Funai, 7H-12D, a girl,	Carol Masako
Hironi Helen	
Mr. & Mrs. Ikuto Suzuki, 8F-4F, a boy,	
Toshio Kenneth	
Mr. & Mrs. Yoshitada Nakatani, 7E-5D, a	
boy, Yoshiaki Frederick	
Mr. & Mrs. Isami Nakano, 6H-8F, a girl,	
Beverly Jean Kinuyo	
Mr. & Mrs. Ichiro Morizono, 11E-9A, a	
boy, Tetsutaro David	
Mr. & Mrs. Masakazu Yoshihara, 11H-8C, a	
boy, Shoji	
Mr. & Mrs. George Kazumi Uyeda, 9K-2A, a	
girl, Janice	
Mr. & Mrs. Susumu Iwanaga, 7K-11E, a boy,	
Musumi	
Mr. & Mrs. Tadaichi Okuhara, 9K-1B, a	
girl, Jean Harumi	
Mr. & Mrs. Terry M. Sasachika, 12K-2B, a	
boy, Hiroshi	
Mr. & Mrs. Hichiro Inagawa, 11F-12C, a	
boy, Chris Tomio	

### DEATH

Mrs. Kiyo Yoshioka.....11F-12F
Mrs. Lillian Noguchi.....7E-3F
Konosuke Kinoshita.....7F-8E
Kohei Watanabe.....12H-12C
Tosaburo Yamada.....6F-11F
Mrs. Kimi Unoki.....7K-3D
Mrs. Fuji Oniki.....9L-7C
Mrs. Ei Yoshiwara.....9E-4B
Toyogiro Nakamura.....9H-9C
Kanichi Oshita.....7G-8E
Mrs. Yasuye Yamamoto.....7H-1D
Kazumi Honda.....7F-3A
Taneshiro Fukusawa.....
Ryozo Sato.....

Gift of Moriso and Asako Nishihara, Japanese American National Museum (91.91.22)

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# Redress

## Time

1 class period (45 minutes per period)

## Overview

The Civil Liberties Act of 1988 granted monetary redress and an apology to the living Japanese Americans who were incarcerated during World War II. This is a very critical aspect to understanding the Japanese American experience because the process allowed Japanese Americans the unique opportunity to unite, find a collective voice, and begin to heal. One of the goals of the redress movement was to ensure that injustices that occurred during World War II never be allowed to happen again.

NOTE: Careful planning should be used with ESL/ bilingual students to clarify the prefix *re-* in the word “redress.”

## Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

## Objectives

- Students will understand the definition and concept of the term “redress” as related to the Japanese American experience.

## Guiding Question(s)

- What does *redress* mean?
- Do you feel that redress was owed to Japanese Americans?
- Do you feel that more was owed to Japanese Americans in addition to redress?

## Materials

- *Handouts 4-1a–b: Japanese American Redress*

- Reservations at the library and/or computer lab for student research
- Primary and secondary sources (magazines, textbook, and other resources)

## Activities

- Share *Handouts 4-1a–b: Japanese American Redress* and seek students’ feelings and reactions while guiding a discussion around the lesson’s guiding questions:
  - *What does redress mean?*
  - *Do you feel that redress was owed to Japanese Americans?*
  - *Do you feel that more was owed to Japanese Americans in addition to redress?*
- At the library or computer lab, ask groups to continue their research. Remind students that they must use future computer lab time and free time to continue to work together (both in groups and as a class) on their research.
- The group researching redress might be encouraged to develop a timeline of the redress movement. Check the computer lab to see if software, such as Timeliner, is available.
- Also note that the Japanese American National Museum has video footage from its July 2008 National Conference, “Whose America? Who’s American? Diversity, Civil Liberties, and Social Justice,” including a keynote address by former U.S. Secretary of Transportation Federico Peña, who discussed the redress movement. This footage can be viewed at <http://www.youtube.com/user/janmdotorg> (accessed September 6, 2009).



# Remarks on Signing the Bill Providing Restitution for the Wartime Internment of Japanese-American Civilians

Handout 4-1a

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

# Letter from President George H. W. Bush

Handout 4-1b

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THE WHITE HOUSE  
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,

A handwritten signature in blue ink, reading "G. Bush".

GEORGE BUSH  
PRESIDENT OF THE UNITED STATES

OCTOBER 1990

Gift of Bob and Rumi Uragami, Japanese American National Museum (93.179.2)  
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# Class PowerPoint Presentation

## Time

1 class period (45 minutes per period)

After this, approximately three weeks of library and/or computer lab time must be dedicated to completing the project.

## Overview

This lesson concludes the unit with the class PowerPoint presentation and a chance to reflect on the unit's essential question.

## Essential Question

- Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?

## Objectives

- Students will work in groups to synthesize their research into a class PowerPoint presentation.
- Students will present their portions of the PowerPoint presentation and will use a rubric to assess the class's work as a whole.

## Guiding Question(s)

- (See essential question.)

## Materials

- Reservations at the library and/or computer lab for student research
- Primary and secondary sources (magazines, textbook, and other resources)
- LCD projector, screen, and computer to run PowerPoint
- *Handout 1-3: PowerPoint Grading Rubric*
- Student journals

## Activities

- Using the writing process, students will develop a script synthesizing their research and resources in a logical and original manner. The teacher will proof-read the scripts for content accuracy and grammatical errors.
- Each group will work independently but will collaborate with the other groups by sharing data, photographs, and other primary sources to develop their presentation.
- Once all scripts are prepared, each group will import their slides into the class PowerPoint presentation.
- With the teacher's assistance, final preparation for the presentations can be made to create the finished product.
- Using the LCD projector, show the completed presentation to the class. Each student will use *Handout 1-3: PowerPoint Grading Rubric* to assess the group's project.
- After viewing and assessing the class PowerPoint, as a group discuss the unit's essential question: *Does the U.S. Constitution, which sets out to “secure the Blessings of Liberty to ourselves and our Posterity,” protect all Americans?*
- Ask students to use their journals to answer this final question: *What can we do to make sure that the blessings of liberty are always there for all Americans?*

