

## LESSON 2

# Illustrated Vocabulary for the Japanese American Experience during World War II

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### Time

1 to 2 class periods (45 minutes per period)

### Overview

This lesson provides students with an understanding of the terminology related to the Japanese American World War II experience.

### Objectives

- Students will be able to analyze the definition of their assigned term and demonstrate their understanding by creating an illustration of their term.
- Students will then present their illustration along with the definition to the class.

### Enduring Understanding

- Diversity in the United States helps democracy to function.

### Essential Questions

- What is the Topaz “Relocation Camp”?
- How do communities endure?

### Materials

- *Handout 2-1: Illustrated Vocabulary*
- Teacher Reference: *Illustrated Vocabulary—Terms and Definitions*
- Dictionary/text
- Large sheets of drawing paper
- Various art supplies

### Assessments

- *Handout 2-1: Illustrated Vocabulary*

### Background

Supplemental historical overviews, timelines, and maps about the Japanese American experience are found at the beginning of this unit, including an

article entitled “Terminology and the Japanese American Experience.”

### Instructional Strategies/Skills

- Distribute the vocabulary worksheet and ask students to place a small check mark next to any terms that they are familiar with.
- Ask volunteers to explain one word from the list that they believe they can define.
- Ask students to raise their hands if they know all of the words on the list. Explain to students that in order to understand many of the concepts that will be discussed in this unit, they must have a working knowledge of these terms.
- Explain to students that they will be assigned one of the terms from the vocabulary list to illustrate and share with the class.
  - Determine whether students will work in pairs or on their own.
  - Determine whether there will be a specific format for the mini-poster or whether students will be allowed to create their own formats. Either way, each mini-poster should include the vocabulary term in bold, the definition/description, and an illustration of the concept.
- Distribute paper and art supplies. Allow for work time.
- When students are ready to present their mini-posters to the class, ask them to state the term and read their definitions. As students present, all other students should be listening and completing *Handout 2-1: Illustrated Vocabulary*. Try to get students to write the definitions in their own words. If they are having difficulty, use the illustration as a guide.

### References

Niia, Brian, ed. *Japanese American History: An A–Z Reference from 1868 to the Present*. Los Angeles: Japanese American National Museum, 1993.



# Illustrated Vocabulary

Handout 2-1

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Name \_\_\_\_\_ Period \_\_\_\_\_

**Directions:** As you listen to your classmates review their illustrated vocabulary posters, define each of the terms below. Try to put the definitions in your own words.

Issei \_\_\_\_\_

Nisei \_\_\_\_\_

Sansei \_\_\_\_\_

Yonsei \_\_\_\_\_

Gosei \_\_\_\_\_

Nikkei \_\_\_\_\_

Kibei \_\_\_\_\_

Alien \_\_\_\_\_

Assembly centers \_\_\_\_\_

Concentration camp \_\_\_\_\_

\_\_\_\_\_

Discrimination \_\_\_\_\_

Executive Order 9066 \_\_\_\_\_

\_\_\_\_\_

Internment camp \_\_\_\_\_

Prejudice \_\_\_\_\_

Propaganda \_\_\_\_\_

Racism \_\_\_\_\_

## Teacher Reference:

# Illustrated Vocabulary

## Terms and Definitions Handout 2-1

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- Issei** . . . . . First-generation Japanese immigrants who left Japan to move to the United States. Many people in this generation were born during the late 1800s through the early 1900s.
- Nisei** . . . . . Second-generation, U.S.-born children of the Issei.
- Sansei** . . . . . Third-generation Japanese Americans.
- Yonsei** . . . . . Fourth-generation Japanese Americans.
- Gosei** . . . . . Fifth-generation Japanese Americans.
- Nikkei** . . . . . People of Japanese ancestry who live outside of Japan, including Japanese Americans, Japanese Peruvians, etc.
- Kibei** . . . . . American-born Nisei who lived to Japan during their childhood or teenage years and then returned to the U.S.
- Alien** . . . . . Foreign-born person; not a citizen.
- Assembly centers** . . . . . Guarded, temporary detention centers where Japanese Americans were held during World War II until more permanent camps could be established.
- Concentration camp** . . . . . Guarded compound for the imprisonment or detention of groups for political reasons. The concentration camps that confined Japanese Americans during World War II are sometimes euphemistically referred to as “internment camps” or “relocation centers.” When referring to the Holocaust, a “death camp” is sometimes euphemistically referred to as a “concentration camp.”
- Discrimination** . . . . . Treatment or consideration of a person or group based on prejudice rather than merit.
- Executive Order 9066** . . . . . Order issued by President Franklin D. Roosevelt on February 19, 1942, which gave authorities the power to exclude persons from designated areas; this ultimately resulted in the removal of persons of Japanese ancestry from the West Coast.
- Internment camp** . . . . . Euphemism for “concentration camp.”
- Prejudice**. . . . . An unfavorable opinion or feeling formed beforehand or without reason, knowledge, or thought.
- Propaganda** . . . . . Material that spreads ideas to intentionally help a cause or hurt an opposing cause.
- Racism**. . . . . Belief that one race is superior to another.