

# Topaz

## Time

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8 class periods (45 minutes per period)

## Objectives

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- Students will understand the varying reactions that Japanese Americans had after the attack on Pearl Harbor.
- Students will understand the impact of Executive Order 9066 and Civilian Exclusion Order No. 43 on the Japanese American community.
- Students will be able to locate Topaz on a map of Utah.
- Students will learn about daily life in Topaz “Relocation Camp.”

## Enduring Understanding

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Diversity in the United States helps democracy to function.

## Essential Questions

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- Who is the “We” in “We, the People”?
- How does racism affect the American experience?
- Is it more important to have safety or liberty?
- What is the Topaz “Relocation Camp”?

## Materials

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- Daily journal for each student
- Craft supplies
  - Butcher paper
  - Art paper and poster board
  - Pens, crayons
  - Strings and hole punch for identification tags
- Books (bibliographic information is included in the “References” section, with many resources available from the Davis School District)
  - Teacher copy of *The Bracelet* by Yoshiko Uchida
  - Teacher copy of *Journey to Topaz: A Story of the Japanese American Evacuation* by Yoshiko Uchida
  - Teacher copy of *The Children of Topaz: The Story of a Japanese-American Internment Camp* by Michael O.

- Tunnell and George W. Chilcoat (optional)
- Teacher copy of *Baseball Saved Us* by Ken Mochizuki
- *Topaz* DVD. This DVD should be available from the Davis School District, and it can also be ordered at <http://www.kued.org/?area=productions&action=details&id=34> (accessed August 18, 2009).
- Handouts
  - *Handout 2-1: T-List*
  - *Handout 2-2: Reactions by Japanese Americans to the Attack on Pearl Harbor*
  - *Handout 2-3: Chronology of Events Relating to the Japanese Americans During World War II (optional)*
  - *Handout 3-1: \_\_\_ Elementary Executive Order*
  - *Handout 4-1: Civilian Exclusion Order No. 43*
  - *Handout 5-1a-f: Photographs Showing the Removal of Japanese Americans from Their Homes During World War II*
  - *Handout 5-2a-f: Packing Your Bags*
  - *Handout 5-3: Family Tags*
  - *Handout 7-1: Daily Life in Topaz*
- President Franklin D. Roosevelt’s Executive Order 9066 (transcript) must be downloaded from the Our Documents Web site at <http://www.ourdocuments.gov/doc.php?doc=74&page=transcript> (accessed August 18, 2009)
- Map of Utah

## Assessments

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- Students will specifically answer the four Essential Questions throughout the unit in their journal writing. Students will complete a daily journal reflecting their thoughts, feelings, and understanding of the Japanese American experience during World War II.

## Background

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The teacher should become familiar with the video and media, books, and optional readings used in this unit. Especially important to review prior to teaching are *Journey to Topaz* by Yoshiko Uchida and the Web sites listed in *Handout 7-1*.

## Instructional Strategies/Skills

### Day 1: With Liberty and Justice for All

- As an introduction to this unit, ask students to respond to this question: *Who is the “We” in “We the People”?* First point out this question’s reference to the preamble to the U.S. Constitution. Then, as a group, have students write their thoughts pertaining to the question in their journals.
- As a class, make a poster-sized Know-Want to Know-Learned (KWL) chart on the Japanese American experience during World War II. Keep this chart posted throughout the unit, asking for input from the whole class, and add to the chart as the unit progresses.
- Read aloud to the class *The Bracelet*. Recite the Pledge of Allegiance. After the Japanese Americans were placed in Topaz, some students would end the pledge with these words: “. . . with liberty and justice for all . . . except for us.” Discuss why they would have said that.
- Ask students to bring any new understandings to their responses in their journals to this question: *Who is the “We” in “We the People”?*

### Day 2: Pearl Harbor

- Show a video clip of the attack on Pearl Harbor from the *Topaz* DVD; this clip runs from 1:14 to 1:50.
- Discuss what Japanese Americans might have been thinking, feeling, and doing following the attack on Pearl Harbor.
- Ask students to imagine that the United States was attacked today by \_\_\_ graders like themselves. If the attackers were \_\_\_ graders, then suddenly the nation’s eyes might be on all \_\_\_ graders. What would their feelings, thoughts, and reactions be?
- Instruct the students to complete *Handout 2-1: T-List*. This can be done as a whole group, individually, or a combination of both. Read aloud the text from *Handout 2-2: Reactions by Japanese Americans to the Attack on Pearl Harbor*. Notes about the reactions of Japanese Americans should be listed on the right side of the T-List; notes from the class/individuals/small groups

should be listed on the left side. Ask students to compare their lists and discuss similarities and differences.

- Explain that the class will have a chance to hear the story of an 11-year-old named Yuki whose family was impacted by the attack on Pearl Harbor. Read aloud *Journey to Topaz*, Chapters 1 and 2. Tell the class that over the course of the next few lessons, they will continue to hear more about Yuki and her family. In their journals, have students respond to one of two questions:
  - Who is the “We” in “We the People”?
  - How does racism affect the American experience?
- If time permits, read through *Handout 2-3: Chronology of the Japanese American Experience in World War II (optional)* as a whole group to allow for questions and answers. Students/small groups will create their own time line of events.

### Day 3: Executive Order 9066

- Read aloud the text from *Handout 3-1: \_\_\_ Elementary Executive Order* as if it had been recently issued by the President. Discuss the students’ reactions. Explain that an Executive Order is a President’s or Governor’s declaration that has the force of law; these orders are usually based on existing statutory powers and require no action by Congress or state legislatures.
- Executive Order 9066 was issued by President Franklin D. Roosevelt on February 19, 1942. Distribute the downloaded transcripts of Executive Order 9066 to the students.
- For fifth- and sixth-grade classrooms, conduct a jigsaw activity to analyze Executive Order 9066. Divide the class into six groups to read assigned sections. Have groups make posters summarizing their assigned section and present the information to the class.
- Read aloud *Journey to Topaz*, Chapters 3 and 4.
- In their journals, have students respond to this Essential Question: *How does racism affect the American experience?*

#### Day 4: Civilian Exclusion Order No. 43

- Explain that the class will be doing an activity called “Where Do I Stand.” Students will stand in a continuum to show how they feel about different topics: one end of the line represents “I strongly agree” with the statement while the opposite end represents “I strongly disagree.” Explain that while there aren’t any right or wrong answers for where they choose to stand on the continuum, they may be asked to explain their positions.
  - Practice the activity a few times. For example, use the statement, “I like pizza.” Students who like it very much should stand on one end and those who strongly dislike pizza will stand at the other end. Those who are indifferent about pizza will stand in the middle. Select a few students to explain their positions.
  - Then use the statement, “I like America.” Ask a few students to explain their positions. Then tell them that no matter where the Japanese Americans on the West Coast may have stood on this continuum, they had to leave their homes.
- Distribute copies of *Handout 4-1: Civilian Exclusion Order No. 43*. Review it with students and explain that it was issued following Executive Order 9066. It ordered all people of Japanese descent to be removed from their homes on the West Coast. Discuss the climate of fear and uncertainty in America following the Japanese attack on Pearl Harbor. Explain why many people thought that this order was necessary.
- In their journals, have students respond to this Essential Question based on what they have just learned: *Is it more important to have safety or liberty?*

#### Day 5: Leaving Home for Tanforan

- Review *Handout 4-1: Civilian Exclusion Order No. 43*. Remind the students that in today’s lesson they will be forced out of their homes and that they must leave their pets behind.
- Share *Handouts 5-1a–f: Photographs Showing the Removal of Japanese Americans from Their Homes During World War II*. These photos were taken as Japanese

Americans were being forced to leave their homes. Ask students to describe what is happening in the photos and what the people in the photos might have been thinking and feeling. If time permits, read aloud *The Children of Topaz*, beginning on Page 8, Paragraph 2, and ending on Page 9, Paragraph 3, and show an excerpt from the *Topaz* DVD (from 12:44 to 16:44). These materials provide additional information about the process Japanese Americans experienced as they were being forced to leave their homes.

- Divide into six “families” and distribute *Handout 5-2a–f: Packing Your Bags*. This handout contains profiles of their “families” and packing instructions. These family profiles were developed by the unit’s authors and are based on oral histories and research.
- Pass out the blank tags found on *Handout 5-3: Family Tags*. Students should make tags that they are to wear for the rest of the school day. They should be prepared to answer questions about their tag and their “family.”
- Read aloud *Journey to Topaz*, Chapters 5 through 9.
- In their journals, have students respond to this Essential Question based on what they have just learned: *How does racism affect the American experience?*

#### Day 6: What is the Topaz “Relocation Camp”?

- With a map of Utah, ask the class to locate Topaz. To give students more of a context for where it was located, ask them how far Topaz was from Delta? From Salt Lake City? From their hometown?
- Explain that the class will now collectively write a poem that answers the question “What is Topaz?”
  - Ask students to write down three words or a phrase that sums up what Topaz is to them.
  - Once everybody has finished writing, go around the room and have students call out a word or phrase. Words can only be used once in the poem, so they have to listen carefully to ensure that their word has not yet been used. To be most effective this should go rapidly, without pauses.
  - The first and last words of the poem should be read by the teacher, and they should both be “Topaz.”

- String the words or phrases together and post the class poem.
- Read aloud *Journey to Topaz*, Chapters 10 through 12.
- In their journals, have students respond to this Essential Question based on what they have just learned: *What is the Topaz “Relocation Camp”?*

#### Day 7: Daily Life in Topaz

- Read aloud *Baseball Saved Us*. As a class, reflect on the lives of the children living in Topaz.
- Instruct students to create collages of one aspect of daily life in Topaz; they will use the images downloaded from various Web sites listed in *Handout 7-1: Daily Life in Topaz*. They must select and arrange images and prepare to present their creations to the class the following day.
- Read aloud *Journey to Topaz*, Chapters 13 through 16.
- In their journals, have students respond to this Essential Question based on what they have just learned: *What is the Topaz “Relocation Camp”?*

#### Day 8: Conclusion

- Ask students to present their collages about daily life in Topaz.
- Read aloud *Journey to Topaz*, Chapter 17.
- In their journals, have students respond to any of the four Essential Questions posed in this unit:
  - Who is the “We” in “We, the People”?
  - How does racism affect the American experience?
  - Is it more important to have safety or liberty?
  - What is the Topaz “Relocation Camp”?

#### Extensions

- Download the podcasts of oral histories of Utahns from the Davis School District’s History Underscores Belief Web Site: [http://hubtours.org/HUB\\_Tours/Topaz.html](http://hubtours.org/HUB_Tours/Topaz.html) (accessed August 18, 2009)
- Identify a speaker who could share with students his/her memories of World War II. Explain to this person what your class is studying and invite him/her to visit

#### References

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- Uchida, Yoshiko. *The Bracelet*. New York: Putnam Berkeley Group, Inc., 1993.
- . *Journey to Topaz: A Story of the Japanese American Evacuation*. Berkeley, Calif.: Heyday Press, 2004.

# T-List

Handout 2-1

Name \_\_\_\_\_

Compare the thoughts and feelings of Japanese Americans after the attack on Pearl Harbor with your thoughts and feelings if the United States had been attacked by \_\_\_\_ graders today.

Me/Class	Japanese Americans

# Reactions by Japanese Americans to the Attack on Pearl Harbor

Handout 2-2

14

## 1. Jeanne Wakatsuki Houston

Streaming video of this interview is available on the “Discover Nikkei” Web site: <http://www.discovernikkei.org/en/interviews/profiles/61/> (accessed August 18, 2009)

I can remember that term, “Pearl Harbor,” because I didn’t know what it was. I’m trying to put myself into that mind of a child, of what was happening. A lot of it was confusing, a lot of confusion, wondered where my dad was. It was pretty harrowing when I think of it now because our family...we were a very tight family. Family was everything, and my father was such the powerful center of it, and then for him to just suddenly be taken away was very disconcerting and, you know, terrifying, because he was a very strong and outspoken man. He could speak English very well. He spoke with a British accent because he studied in Japan where they spoke with a British accent. He was a very proud person, so, you know, you felt safe with him, and then suddenly he’s gone.

## 2. Barbara Kawakami

Streaming video of this interview is available on the “Discover Nikkei” Web site: <http://www.discovernikkei.org/en/interviews/clips/266/> (accessed August 18, 2009)

While we were talking, we saw the Japanese plane with the *hinomaru*, the “rising sun” insignia, and the American plane. And we thought—your Auntie thought—it was a maneuver, but it got so dangerous when the [sic] shell started falling on the ground from the anti-aircraft. She thought, “Gee, the maneuvers are dangerous. You better rush home.” And so when I left her gate and went out, and 20 feet away, one of the shell fell right near me—about 20 feet away—and it opened a huge crater in that *haole*—we call it *haole*—*haole* house in the backyard. And so I jumped up. Just the impact made me jump, you know, the vibration. And so that’s when I ran down the hill, and [...] my

brother was pruning the grapevine, and I was telling him the story. Just then, two planes—one with the red insignia and one American plane—they were just shooting each other. And one of the shells hit the next-door roof. And if that neighbor was taking a nap that morning, he would have been killed. But the [sic] shell ricocheted through my mother’s laundry room; she was doing laundry, and it missed her just by a couple of inches. So she ran out because it just shook her. She ran out, and all the neighbors ran out. And then we thought it was so real. So the next-door neighbor came and told my brother that, “Oh, Kazuma, this is real. They just announced over the radio that this is real. Japan attacked Pearl Harbor.”

## 3. George Azumano

Streaming video of this interview is available on the “Discover Nikkei” Web site: <http://www.discovernikkei.org/en/interviews/clips/475/> (accessed August 18, 2009)

I was in the service of the United States Army on December 7, that was the station on Angel Island in San Francisco Bay. And the...but in February, actually on February 14, 1942, I was discharged. I was transferred to the reserve court because I was Japanese. And I had a letter to that effect from the commanding officer, saying that if the Army let Japanese back in together. He would be glad to take me back in. I was very disappointed to be released. Very much so. Some of the Nisei were transferred to inland posts if you remember, but others were released. I was the one among those that were released.

*Interviewer: When you released, then where did you go? Came home.*

*Interviewer: Came home. Yes.*

*Interviewer: And what was it like when you got home?*

My father had just been taken by FBI that day. The very morning that I came home, he was taken by FBI. One of the...what do you call it...“enemy alien,” enemy alien status. Taken to...eventually taken to Missoula, Montana.

*Interviewer: Was your mother frightened?*

Oh, yes. Oh yes. She was pretty much upset. And we had the store still open, even though I wasn't doing much business. Store was open. I came home to that situation, and eventually we sold the store.

#### 4. Wakako Nakamura Yamauchi

Streaming video of this interview is available on the “Discover Nikkei” Web site: <http://www.discovernikkei.org/en/interviews/clips/318/> (accessed August 18, 2009)

I was 17; I was a senior in high school. We were making ready; this was in...Pearl Harbor happened in December. And in January all the Japanese kids stopped going to school. I do remember that, because I went to my civics class, and...this was the Monday after Pearl Harbor, and the teacher in our civics class was talking about “the Japs” bombing Pearl Harbor. And you felt like you did the bombing because, as far as they were concerned, *you* were a “Jap.”

# Chronology of Events Relating to the Japanese Americans During World War II

Handout 2-3 (optional)

16

**August 18, 1941** In a letter to President Roosevelt, Representative John Dingell of Michigan suggests incarcerating 10,000 Hawaiian Japanese Americans as hostages to ensure “good behavior” on the part of Japan.

**November 12, 1941** Fifteen Japanese American businessmen and community leaders in Los Angeles’s Little Tokyo are picked up in an FBI raid. Records and membership lists for organizations such as the Japanese Chamber of Commerce and the Central Japanese Association are seized. The 15 would cooperate with authorities, while a spokesman for the Central Japanese Association states: “We teach the fundamental principles of America and the high ideals of American democracy. We want to live here in peace and harmony. Our people are 100 percent loyal to America.”

**December 7, 1941** The attack on Pearl Harbor. Local authorities and the FBI begin to round up the Issei leadership of the Japanese American communities in Hawai‘i and on the mainland. By 6:30 a.m. the following morning, 736 Issei are in custody; within 48 hours the number would be 1,291. Caught by surprise for the most part, these men are held under no formal charges and family members are forbidden from seeing them. Most would spend the war years in “enemy alien internment camps” run by the Justice Department.

**February 19, 1942** President Franklin D. Roosevelt signs Executive Order 9066, which allows military authorities to exclude anyone from anywhere without trial or hearings. Though the subject of only limited interest at the time, this order in effect set the stage for the entire forced removal and incarceration of Japanese Americans.

**September 11, 1942** The first inmates arrive at the camp in Central Utah, which came to be known as Topaz.

**October 20, 1942** President Roosevelt calls the “relocation centers” “concentration camps” at a press conference. The War Relocation Authority (WRA) had consistently denied that the sites were “concentration camps.”

**December 10, 1942** The WRA establishes a prison for recalcitrant inmates at Moab, Utah.

**January 29, 1943** A War Department press release announces the registration program for both recruitment and leave clearance of Japanese Americans.

**February 1, 1943** The 442nd Regimental Combat Team is activated.

**April 11, 1943** James Hatsuki Wakasa, a 63-year-old chef, is shot to death by a sentry at Topaz while allegedly trying to escape through a fence. It is later determined that Wakasa had been inside the fence and facing the sentry when shot. The sentry would stand a general court-martial on April 28 at Fort Douglas, Utah, and be found “not guilty.”

**April 13, 1943** “A Jap’s a Jap. There is no way to determine their loyalty. . . . This coast is too vulnerable. No Jap should come back to this coast except on a permit from my office.” General John L. DeWitt, head of Western Defense Command speaking before the House Naval Affairs Subcommittee.

**April 27, 1943** The WRA prison is moved from Moab, Utah, to Leupp, Arizona.

**September 13, 1943** The realignment of Tule Lake—a camp in Northern California—begins. After the loyalty questionnaire episode, “loyal” internees begin to depart to other camps from Tule Lake. Five days later, “disloyal” internees from other camps begin to arrive at Tule Lake.

**January 14, 1944** Nisei eligibility for the draft is restored. The reaction to this announcement in the camps is mixed.

**January 8, 1945** In Placer County, California, the packing shed of the Doi family is burned and dynamited, and shots are fired into their home. The family had been the first to return to California from the camp at Amache and the first to return to Placer County, having arrived three days earlier. Although several men are arrested and confess to the acts, all would be acquitted. Some 30 similar incidents would greet other Japanese Americans returning to the West Coast between January and June.

**May 7, 1945** The surrender of Germany ends the war in Europe.

**August 6, 1945** The atomic bomb is dropped on Hiroshima. Three days later, a second bomb is dropped on Nagasaki. The war would end on August 14.

**March 20, 1946** Tule Lake closes, culminating “an incredible mass evacuation in reverse.” In the month prior to the closing, some 5,000 internees were moved, many of them elderly, impoverished, or mentally ill and with no place to go. Of the 554 persons left there, 450 are moved to the camp at Crystal City, Texas; 60 are released; and the rest are “relocated.”

**July 15, 1946** The 442nd Regimental Combat Team is received on the White House lawn by President Harry S. Truman. “You fought not only the enemy but you fought prejudice—and you have won,” remarks the President.

**June 16, 1983** The Commission on Wartime Relocation and Internment of Civilians (CWRIC) issues its formal recommendations to Congress concerning redress for Japanese Americans interned during World War II, including a recommendation for a \$20,000 payment to each living individual who spent time in the concentration camps.

**August 10, 1988** HR 442 is signed into law by President Ronald Reagan. It provides for individual payments of \$20,000 to each surviving internee and a \$1.25 billion education fund, among other provisions.

Elementary

# Executive Order

Handout 3-1

18

Name \_\_\_\_\_

Whereas, to keep \_\_\_\_\_ Elementary safe against spies and dangerous acts, the principal of \_\_\_\_\_ Elementary has been given permission to do whatever is necessary by law as found in Section 4, Act of April 20, 1918, 40 Stat. 533 as amended by the Act of November 30, 1940, 54 Stat. 1220 and the Act of August 21, 1941, 55 Stat. 655 (USC, Title 50, Sec. 104):

Now, therefore by the authority I have as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Principal and other school officials, such as teachers, to do whatever the Principal thinks is necessary to keep the school safe. The Principal may select anyone to help to carry out orders.

All teachers, aides, staff, and parents are to obey the orders of the Principal and whomever the Principal selects to ensure the student and school safety.

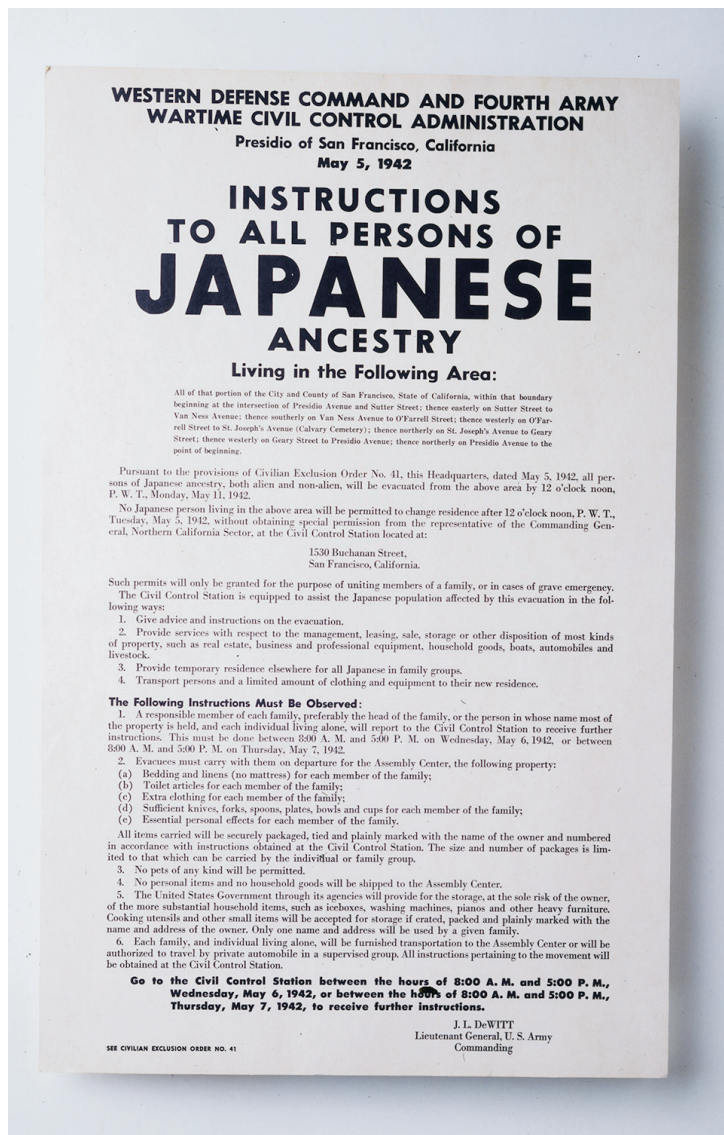
The Federal Bureau of Investigation (FBI) will still have all powers and support it needs to carry out its investigations of any acts of terrorism under Executive Order 8972, dated December 12, 1941, and under the Proclamation of December 7 and 8, 1941.

# Civilian Exclusion Order No. 43

Handout 4-1

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Name \_\_\_\_\_



All requests to publish or reproduce images in this collection must be submitted to the Hirasaki National Resource Center at the Japanese American National Museum. More information is available at <http://www.janm.org/nrc/>. Gift of Kiyoshi Toi, Japanese American National Museum (92.94.1)

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1a

20

Name \_\_\_\_\_



Oakland, California. Following evacuation orders, this store, at 13th and Franklin Streets, was closed. The owner, a University of California graduate of Japanese descent, placed the "I AM AN AMERICAN" sign on the store front on December 8, the day after Pearl Harbor. 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 537833/Local Identifier 210-G-C519

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1b

Name \_\_\_\_\_



Los Angeles, California. The evacuation of Japanese-Americans from West coast areas under United States Army war emergency order. Japanese try to sell their belongings.

Photographer: Russell Lee  
Library of Congress, Prints and Photographs Division  
FSA-OWI Collection, Reproduction number LC-USF34-072258-D DLC (b&w film neg.)

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1c

Name \_\_\_\_\_



San Francisco, California. In response to the Army's Exclusion Order Number 20, residents of Japanese ancestry appear at Civil Control Station at 2031 Bush Street for registration. The evacuees will be housed in War Relocation Authority centers for the duration.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 536409/Local Identifier 210-G-A517

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1d

23

Name \_\_\_\_\_



Hayward, California. Friends say good-bye as a family of Japanese ancestry awaits evacuation bus. Baggage of evacuees, mostly from small farms in Alameda County, was piled on sidewalk. Evacuees will be housed in War Relocation Authority centers for the duration.

Photographer: Dorothea Lange  
Courtesy of the National Archives and Records Administration  
ARC Identifier 537514/Local Identifier 210-G-C164

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1e

Name \_\_\_\_\_



Los Angeles, California. Japanese-American child who is being evacuated with his parents to Owens Valley.

Photographer: Russell Lee  
Library of Congress, Prints and Photographs Division  
FSA-OWI Collection, Reproduction Number LC-USF33-013297-M1 DLC (b&w film neg.)

# Photographs Showing the Removal of Japanese Americans from Their Homes During World War II

Handout 5-1f

25

Name \_\_\_\_\_



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

# Packing Your Bags—Group A Handout 5-2a

Name \_\_\_\_\_

## PART 1:

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13453

Uchida Family (pronounced *oo-chee-dah*)

Family Members:

Father Uchida \_\_\_\_\_ Age \_\_\_\_\_

Mother Uchida \_\_\_\_\_ Age \_\_\_\_\_

Son Uchida \_\_\_\_\_ Age \_\_\_\_\_

Son Uchida \_\_\_\_\_ Age \_\_\_\_\_

Daughter Uchida \_\_\_\_\_ Age \_\_\_\_\_

Daughter Uchida \_\_\_\_\_ Age \_\_\_\_\_

Father Uchida worked for a large Japanese firm. The family was comfortably wealthy, and they always tried to help others who were less fortunate. Since Father Uchida had a railroad pass, they enjoyed many trips away from their home in San Francisco. Once when they were in Connecticut, a lady complimented the Uchida children for speaking English so well. The children were puzzled, because they grew up speaking English.

Although Father and Mother Uchida were born in Japan, Father would proudly display the American flag on holidays. He also cherished his copies of the Declaration of Independence and the Constitution. Papa and Mama taught their children to be proud that they were Americans and to be good citizens.

After Pearl Harbor, while the family was out, the FBI entered their home. Papa thought burglars had broken in, so he called the police. When the police came, they brought FBI agents with them. Mother served the men tea and cookies. The agents searched the home, and when they left they took Father and all of Father’s important papers.

Civilian Exclusion Order No. 43 has just been issued, and Father hasn’t come home yet.

## PART 2:

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Packing Your Bags—Group B

Handout 5-2b

27

Name \_\_\_\_\_

## PART 1:

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13354

Oda (pronounced *oh-dah*)

Family Members:

Father Oda \_\_\_\_\_ Age \_\_\_\_\_

Mother Oda \_\_\_\_\_ Age \_\_\_\_\_

Son Oda \_\_\_\_\_ Age \_\_\_\_\_

Son Oda \_\_\_\_\_ Age \_\_\_\_\_

Daughter Oda \_\_\_\_\_ Age \_\_\_\_\_

Daughter Oda \_\_\_\_\_ Age \_\_\_\_\_

The Odas were a quite well-to-do family who owned three buildings in California. They were respected by business associates and friends.

Mother was born in Japan. Father was born in America and was an American citizen, but he worried about what could happen next in the name of national safety.

After Civilian Exclusion Order No. 43 was issued, the family made the difficult decision to sell their property for a fraction of what it was worth. They were fortunate to have friends who were willing to store some of their most precious things, such as silverware and dishes. They stored the rest of their belongings in a government warehouse and hoped that everything would still be there when they returned.

## PART 2:

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Packing Your Bags—Group C Handout 5-2c

Name \_\_\_\_\_

## PART 1:

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13905

Tanaka Family (pronounced *tah-nah-kah*)

Family Members:

Papa Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Mama Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Son Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Son Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Daughter Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Daughter Tanaka \_\_\_\_\_ Age \_\_\_\_\_

Mama had finally relented and let Papa Tanaka buy the fishing boat he had always wanted. After working hard during the week, he looked forward to weekends of fishing on his boat off the coast of California. After Pearl Harbor was attacked, the FBI came to take his boat away—they said it was for national security. Papa staunchly told the agents that even though he was born in Japan, he loved America. They took him anyway.

While the FBI agents were searching the home, Mama and the children sat in the living room. A playmate who wanted to see one of the Tanaka children rang the doorbell, but the agents wouldn’t let anyone in or out.

Papa still wasn’t home when Civilian Exclusion Order No. 43 was issued. Given only four days to pack their things and move out of their home, the Tanakas had to decide which of their valuables to leave behind. When they locked the door, they hoped that they would be back soon.

## PART 2:

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Packing Your Bags—Group D Handout 5-2d

Name \_\_\_\_\_

**PART 1:**

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13905

Okabe Family (pronounced *oh-kah-beh*)

Family Members:

Papa Okabe \_\_\_\_\_ Age \_\_\_\_\_

Mama Okabe \_\_\_\_\_ Age \_\_\_\_\_

Son Okabe \_\_\_\_\_ Age \_\_\_\_\_

Son Okabe \_\_\_\_\_ Age \_\_\_\_\_

Daughter Okabe \_\_\_\_\_ Age \_\_\_\_\_

Daughter Okabe \_\_\_\_\_ Age \_\_\_\_\_

Papa and Mama were born in Japan and immigrated to the United States when they were teenagers. They worked very hard and were saving money so that they could send their children to college.

The FBI came to take Papa away the very same day that Pearl Harbor was attacked. Papa asked how long he was going to be gone, but they couldn’t—or wouldn’t—answer that question; they at least let him grab his hat before they rushed him out of the house. The family had heard wild rumors that people like Papa were being taken so that they could be exchanged for American hostages being held by the Japanese government.

Since all of those born in Japan were considered “enemy aliens,” the Okabe’s bank accounts were frozen and they couldn’t get any money out. Later the government would let them withdraw small amounts of money for living expenses.

Civilian Exclusion Order No. 43 gave Mama 10 days to sell the house and pack, so she needed to get rid of everything quickly. She wanted to sell the refrigerator for fifty dollars but was only offered one dollar. Her pretty satin couch was worth two hundred dollars—she finally sold it for three dollars. Her set of porcelain dishes were priceless because Papa gave them to her on their wedding day, but she knew they could only take what they could carry.

On the day that someone offered her twenty-five cents for her beloved dishes, she chose not to sell them but instead smashed every single dish. As she broke all the dishes, her heart was breaking at having to lose everything.

**PART 2:**

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Packing Your Bags—Group E

Handout 5-2e

30

Name \_\_\_\_\_

## PART 1:

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13329

Teragawa Family (pronounced *teh-rah-gah-wah*)

Family Members:

Papa Teragawa \_\_\_\_\_ Age \_\_\_\_\_

Mama Teragawa \_\_\_\_\_ Age \_\_\_\_\_

Son Teragawa \_\_\_\_\_ Age \_\_\_\_\_

Son Teragawa \_\_\_\_\_ Age \_\_\_\_\_

Daughter Teragawa \_\_\_\_\_ Age \_\_\_\_\_

Daughter Teragawa \_\_\_\_\_ Age \_\_\_\_\_

It had been a few days since the FBI came and took Papa away. The family still hadn’t heard from him, and they were worried. One of the daughters wrote a letter to the FBI begging to let her father come home. She told them her father was a peace-loving Buddhist priest who loved America and would never do anything to harm anybody. “What has my father done that is so bad?” she asked, but she received no answer.

Papa finally called and asked for some fresh clothes and his shaving kit. He assured them he was doing fine and not to worry, but how could Mama not worry? She had to take care of the family while Papa is away, and she was not sure about all that had to be done.

One night, a loud knocking awakened Mama and the children. The voices behind the door said that they were FBI agents and that they needed to come inside. When Mama let them in, they attacked her and scared the children. Mama called the police, but they didn’t do anything—they told her it was difficult in times of war and warned her not to open the door to strangers.

Children at school no longer played with the Teragawa children. The Teragawa children were teased, hit, and called names by other kids: on the way home from school one day, the children were ambushed and left bruised and bleeding. They didn’t want to go to school anymore. Their wish came true when they had to pack up their things and go to a place called Tanforan.

## PART 2:

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Packing Your Bags—Group F Handout 5-2f

Name \_\_\_\_\_

## PART 1:

Here is the information about your “family.” As a group, decide who will play which role and put your names and ages in the blanks. Then read about your family.

Family #13057

Tatsuno Family (pronounced *tah-tsoo-noh*)

Family Members:

Father Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Mother Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Son Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Son Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Daughter Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Daughter Tatsuno \_\_\_\_\_ Age \_\_\_\_\_

Father owned a small sporting goods store. After the attack on Pearl Harbor all Japanese Americans were required to turn in all “contraband” (guns, binoculars, cameras, radios, etc), so Father called the police station and asked what he should do with his store’s firearms and bullets. They told him not to worry, but a few weeks later the police stormed his store and confiscated the firearms and ammunition.

Then the FBI took Father and held him for a week. When they let him go, he didn’t look the same—and he wasn’t the same. He had aged into an old man in a few days. When the family saw Civilian Exclusion Order No. 43, which said they were being removed from their home in California, the responsibility for packing and leaving fell to Mother and the oldest children.

## PART 2:

You are only allowed to take what you can carry. You don’t know where you will be sent or what kind of weather to prepare for. Everything else you have must be sold, given away, or put in storage at your own risk. Consult with your family members and decide what you will take. Use the back of this paper to draw or write a list of the items.

# Family Tags

Handout 5-3

Name \_\_\_\_\_

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# Daily Life in Topaz

Handout 7-1

33

Name \_\_\_\_\_

Browse through these Web sites to learn more about the daily life in Topaz. Select and arrange the images from these sites to create a collage about one aspect of daily life in Topaz.

## Denshō: The Japanese American Legacy Project

1. <http://www.densho.org> (accessed August 18, 2009).
2. Choose “Archive” from the menu at the top of the home page.
3. Choose “Enter the archive” from the menu on the left (a password is required).
4. On the left is a list of Photo/Document Collections’ [Q: is preceding correct, possessive “Collections’/?] Incarceration Facilities. Scroll down to “Incarceration Camps,” and from within that folder select “Topaz (Central Utah).”
5. Browse through the oral history interviews and photographs.

## History Underscores Belief: Topaz

1. [http://www.hubtours.org/HUB\\_Tours/Topaz.html](http://www.hubtours.org/HUB_Tours/Topaz.html) (accessed August 18, 2009).
2. Read the overview and listen to the podcasts.

## Japanese American National Museum’s Hisako Hibi Online Collection [Q: same query about wording of this]

1. <http://www.janm.org/collections/hisako-hibi-collection/> (accessed August 18, 2009).
2. Read the artist’s biography and browse through the paintings from Tanforan and Topaz.

## 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 “Topaz” in the search box.
4. To narrow the search, select “Online Items.”

## Topaz Museum

1. <http://topazmuseum.org/index.html> (accessed August 18, 2009).
2. Browse through the site, reading the overviews and viewing the maps and artifacts.