

Middle School Activities

Grades 6-8

What would you have done?

A Document-Based Question Unit

Table of Contents

Introduction	1	“Do Now” Work.....	56
Historical Overview	3	Whole Group Document Analysis 1, 2a, 2b & Response Sheets.....	59
Day 1 Activities	8	Writing Rubric.....	65
Teacher Guide.....	8	Editing Checklist	66
Images for Stations 1, 2, and 3.....	10	Writing Graphic Organizer	67
Student Response Sheets for Stations 1, 2, and 3	15	Three Piece Evidence Response.....	68
Background Essay.....	17	Six Piece Evidence Response.....	69
Background Essay Questions.....	19	Nine Piece Evidence Response.....	71
Document Packet A: Daniel K. Inouye	22	Exit Ticket for Day 2.....	73
Document Packet B: Terry Nakanishi	30	Day 3 Activities	74
Document Packet C: Fred Korematsu	39	Teacher Guide.....	74
Bios from Document Packets A-C	49	“Do Now” Work.....	75
Exit Ticket for Day 1	53	Three Piece Evidence Letter	76
Day 2 Activities	54	Six Piece Evidence Letter.....	79
Teacher Guide.....	54	Nine Piece Evidence Letter	84
		Exit Ticket for Day 3.....	85

Introduction for Teachers

Created by J. Brian Mason from Fairfax County Public Schools, the National Veterans Network, and the Smithsonian Asian Pacific American Center, this Document-Based Question (DBQ) set dives into the journeys of three specific historical American figures who endured World War II: Daniel K. Inouye, Terry Nakanishi and Fred Korematsu. Their stories are included in the larger story about 120,000 Japanese Americans who were forced to endure imprisonment in America's concentration camps when Executive Order 9066 (EO 9066) was signed and enacted in 1942 by President Franklin Delano Roosevelt. Multi-generational American families were uprooted and displaced from their homes as a result of fear and racial discrimination. Children who spent their childhoods as American citizens, students, and friends among their peer groups were forced to start new lives in concentration camps located in isolated regions of the United States for an indistinguishable amount of time.

This DBQ set complements an online resource for teachers about the Nisei Soldier Congressional Gold Medal, and more broadly, the history around America's concentration camps during World War II. We encourage you to reference this online resource while using these activities in the classroom by visiting <http://cgm.smithsonianapa.org>. Included in this website are links to:

- Stories about 12 individual Japanese American service members
- A history about Japanese immigration and life in camps
- Videos and photographs to aid in classroom teaching
- Links to community organizations preserving stories about life before, during and after camp

As a set, these activities will take students on a journey from the time EO9066 was signed in 1942 to three pathways that faced many Japanese Americans during this time: volunteering to join the military, volunteering to join a military service without seeing combat, and resistance. This set invites middle school teachers and students to think about what they would have done in 1942, while analyzing why American historical figures made the choices that they did.

This set is recommended for middle school-level social studies and history units about World War II. The time recommendation for this DBQ is three days, with each day using a 90-minute block of classroom instruction. In the next few pages you will find the following for yourself, the teacher, and your students:

- Teacher guides for each day of instruction for this set
- Historical photographs
- Student response worksheets
- Writing rubric and guidelines
- Graphic organizers for essays
- Links to multimedia and resources

Historical Overview

These next few pages provide background information about America's concentration camps during World War II and why Japanese Americans were forced to evacuate their homes. A map of where camps were located can be referenced at the end of this historical overview essay. All of this information can be found on the Congressional Gold Medal website: <http://cgm.smithsonianapa.org>.

Life in American Concentration Camps

What would you do if your government—even the president—wanted to remove you your family from your home, claiming your national ancestry was a threat to national security? Would you fight the decision, or would you try to prove that you were loyal to your country?

On February 19, 1942, President Franklin Roosevelt signed **Executive Order** 9066, which allowed for the mass incarceration of more than 110,000 Japanese Americans during World War II. **The Western Defense Command** created a **military exclusion zone** along the West Coast of the United States. Every person Japanese ancestry who lived within that zone was under curfew and eventually had to leave or be removed. Japanese immigrants could not become citizens. There were no elected representatives of Japanese ancestry. Laws were continually introduced limit their success in farming and fishing. All national organizations, except for the religious Quakers, abandoned Japanese Americans. There seemed little choice but to sell their belongings and leave their homes.

Definitions:

Executive order- a rule or order issued by the president to an executive branch of the government and having the force of law.

The Western Defense Command, established on March 17, 1941, was the Army command charged with the defense of the western portion of the United States, including the Pacific Coast. Under the leadership of its first Commanding General, John L. DeWitt, the WDC advocated for the mass forced removal of Japanese Americans from the West Coast, and its leaders successfully persuaded the War Department and president to adopt that view; the WDC also went on to implement that forced removal.

Military exclusion zone- exclusion zones are areas described in each Civilian Exclusion Order from which all Japanese Americans were removed. Civilian Exclusion Orders were issued by the Western Defense Command and Fourth Army to implement the provisions of Executive Order 9066.

Supreme Court Cases

Not all agreed to comply with the curfew or presidential order. Three young **Nisei** men, Gordon Hirabayashi, Fred Korematsu, and Min Yasui, living in different parts of the West Coast, refused to abide by the order under constitutional grounds. What would you have done?

Ten American **concentration camps** under the War Relocation Authority were created in deserts and swamplands to hold the families. They could only bring what they could carry. In the beginning, people had to live in unfinished barracks with only blankets to divide the space. The bathrooms were open with no doors. Instead of eating together around a dining table, families had to eat in mess halls every day.

Loyalty Questionnaire

Under these circumstances, the government imposed a **loyalty questionnaire** on every incarcerated adult. Two questions divided the community:

Question 27: Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?

Question 28: Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power or organization?

Some people were incensed. Why should they agree to forswear any loyalty to the Emperor of Japan when they never held any feelings like that in the first place? And what was the segregated military unit they kept hearing rumors about? A total of 6,700 of 75,000 decided to answer “no, no” to those two questions. They eventually were segregated at the Tule Lake concentration camp in Northern California.

Nisei- American-born children of Japanese immigrants; second-generation Japanese Americans

Concentration camps- why are we using this terminology? Euphemistically called “relocation centers” by the War Relocation Authority, concentration camps are places where people are imprisoned not because of any crimes they committed but simply because of who they are. During World War II, America’s concentration camps were clearly distinguishable from Nazi Germany’s. Refer to the Japanese American Citizen League’s Power of Words handbook at <http://jacl.org/wordpress/wp-content/uploads/2015/08/Power-of-Words-Rev.-Term.-Handbook.pdf>

Loyalty questionnaire- a euphemism for the “Application for Leave Clearance” issued by the War Department and the War Relocation Authority in February 1943. It was generally understood to be a loyalty questionnaire because it “tested” whether individuals of Japanese descent were “loyal” or “disloyal” to the US. Every resident held in an American concentration camp was required to complete one of two questionnaires issued: the first for draft-age Nisei men and the second for all others.

Enlistment in the US Army

In 1943, Japanese Americans were finally eligible to serve in the US military. Some young men couldn't wait to enlist. By the end of World War II, nearly 33,000 enlisted in the US Army including the Occupation of Japan. Many volunteered from the camp to prove their loyalty to American while they left loved ones behind—under armed guards and behind barbed wire fences. In 1944, Nisei, like other American men, were eligible to be drafted under the Selective Service.

When Pearl Harbor was attacked, there were already some Japanese Americans serving in the US military; in Hawaii, many served in the Territorial Guard and were immediately mobilized. But prejudice and paranoia led to active service members having their weapons taken away and deactivated. Soon, the draft status of all American men of Japanese ancestry was demoted to IV-C, or enemy alien, and ineligible for duty.

In 1942, an all-Japanese American battalion made up mostly of men from Hawaii was formed. The 100th Infantry Battalion (Separate) went through basic training at Camp Shelby, Mississippi and were deployed to Italy in 1943. Meanwhile, the United States Army began requesting volunteers for a segregated Japanese American unit, including from the concentration camps; those who answered this call formed the core of the 442nd Regimental Combat Team. Soon, the 442nd joined the 100th, and the two were combined. Over 18,000 served in the European Theater. Sent into some of the fiercest combat in Italy and France, the 100th and 442nd suffered considerable casualties, but also gained the respect and confidence of their fellow soldiers. The unit was awarded seven Presidential Unit Citations, 21 Medal of Honor and numerous awards of valor.

In addition to facing the enemy in Europe, Japanese Americans served throughout the Pacific Theater as interpreters, translators, and interrogators with the Military Intelligence Service. The intelligence they gathered gave the Allies a distinct strategic advantage. Many continued on to the Occupation of Japan and served a crucial role as cultural and linguistic mediators between the Occupiers and the Japanese. Some Japanese Americans also served in other units deployed abroad. Others also served in units assigned for stateside duties.

In November 2011, the United States Congress awarded the Congressional Gold Medal, the highest civilian honor, to the 100th Infantry Battalion, 442nd RCT and Military Intelligence Service in honor of their extraordinary service and patriotism. To learn more about their stories, visit <http://cgm.smithsonianapa.org>.

Resisters

Some didn't feel that the government should draft Japanese Americans incarcerated behind barbed wire. Three hundred Nisei resisted Selective Service orders in eight of the ten camps. Stating that the incarceration was unconstitutional, the **Heart Mountain Fair Play Committee** said that they would not fight in the US Army unless their civil rights were restored. 63 draft resisters—aside from the 27 in the Tule Lake concentration camp—were tried, convicted, and sent to federal penitentiaries.

Heart Mountain Fair Play Committee- a membership organization of draft-age Nisei men at the Heart Mountain Relocation Center that advocated for a restoration of Nisei civil rights as a precondition for compliance with the military draft and counseled noncompliance with the draft in order to create a test case of the lawfulness of conscripting the incarcerated Nisei

What would you do if your government put you in an American concentration camp and then said that you had to fight on behalf of the same government? Would you fight to show your allegiance on behalf of your family and community? Or would you resist the draft? When Nisei men and women were leaving camp for the military service, the mothers of the soldiers placed Blue Stars on the windows of their barracks. Women also sewed thousand-stitch belts to keep these young soldiers safe on the battlefield. Japanese immigrant parents took special language classes so they could write letters in English to their children. Some had to attend funerals of their sons killed in action.

Supreme Court Ruling

On December 18, 1944, the Supreme Court ruled on another case challenging the incarceration. This time, the plaintiff, Mitsuye Endo, a Nisei woman, won the right to return to the West Coast. A day before the ruling, the Roosevelt administration rescinded the exclusion orders. All Japanese Americans in every camp except for those segregated in Tule Lake could apply to return home in January 1945.

In the 1980s, declassified documents revealed that the US government knew that the mass incarceration of Japanese Americans was not a military necessity. This evidence was suppressed in the Supreme Court cases in the 1940s. As a result, the court cases of Gordon Hirabayashi, Fred Korematsu, and Minoru Yasui were reconsidered.

The respective federal convictions of all three were vacated and overturned. The Supreme Court, however, has never ruled that the mass incarceration of people based on their ethnicity is unconstitutional. As a result, what happened to Japanese Americans during World War II could legally happen again. Yet through citizen action, Congress and the president offered an apology and compensation through the passages of the ***Civil Liberties Act of 1988***.

The Civil Liberties Act of 1988- this federal act (Public Law 100-383) granted redress of \$20,000 and a formal presidential apology to every surviving US citizen or legal resident immigrant of Japanese ancestry incarcerated during World War II. First introduced in Congress as the Civil Liberties Act of 1987 (H.R. 442) and signed into law on August 10, 1988, by President Ronald Reagan, the act cited “racial prejudice, wartime hysteria and a lack of political leadership” as causes for the incarceration as a result of formal recommendations by the Commission on Wartime Relocation and Internment of Civilians, a body appointed by Congress in 1980 to make findings on and suggest remedies for the incarceration.

Locations of America's Concentration Camps



Teacher Guide for Day 1

90-Minute Block Schedule

Materials:

- Gallery walk images and student response sheet
- Background essay and student response sheet
- Document packets a, b and c, and student response sheets

Setup:

1. Print and hang the gallery walk images in 3 stations using these categories:
 - a. Station 1: Rights of Citizens
 - b. Station 2: Responsibilities of Citizens
 - c. Station 3: Japanese American Citizens
2. Print gallery walk student response sheet
3. Print background essays (a class copy or one for each student) and the response sheet (one for each student)
4. Print document packets a, b and c and the document question sheets (one set for each student)

Lesson

“Do now” Work: 5 Minutes (plus transition time)

The questions below can be projected or written on a board. Students should be given between 3-5 minutes to answer these questions in notebooks silently as they enter the room. The purpose of this “do now” work is to activate thinking about what it means to be American:

1. What are some words you would use to describe American values?
2. What do we expect our government to provide for us, as citizens?
3. How might you react if the government was not providing for you?

After 3-5 minute have passed, ask students to share answers, which will hopefully generate a rich discussion on rights of citizens, the role of government and how citizens can respond if there is a lack of rights.

Hook Activity: 15 Minutes

Students participating in this DBQ set should be in a unit about WWII, its causes, conflicts, and reasons for US entry into the war, and treatment of African Americans during this time period. You will hand out the gallery walk response sheets to all students and explain to them that they are going to imagine they are seeing the gallery walk images as if it is the year 1942 (the middle of WWII). Students will answer the questions on the response sheet after viewing the gallery walk images at each of the three stations.

Give students 4 minutes at each station and as students are completing each station, you will rotate each group and help students stay focused to grasp main points on the response sheets. After students have visited every gallery walk station, you will lead a short discussion reviewing what students saw in each station.

Background Essay: 30 Minutes

You will pass out a copy of the background essay to students along with the student response sheet. Students will work in groups of 3 to 4 to read and answer the questions on the response sheet, while you emphasize that students should be using evidence from the text to support their answers. Students should be given 20-30 minutes to read and answer questions from the background essay, as you circulate the room to help students as needed.

You can choose to review answers as a whole group or ensure completion and correctness with individual groups depending on the needs of the student population.

Introducing the Historical Figures and Document Packets: 10 Minutes

You will explain to students that they will be examining documents as if they were a Japanese American citizen living on the west coast in 1942 and that they will have to make a decision based on the question, “what would you do?” Would you volunteer to serve like Daniel K. Inouye? Contribute in other areas of the military like Terry Nakanishi? Or, would you resist like Fred T. Korematsu?

You may then share the document packets for each of these three figures in American history. Students will then be given time to look over the document packets, scan the documents and talk about what path they may want to choose. Students will select one of the three packets and group themselves with others who have made the same choice. To review, the three group choices students have to be to:

- Volunteer to serve in combat, like Daniel K. Inouye
- Volunteer to serve in a non-combat role, like Terry Nakanishi
- Resist the Executive Order, like Fred Korematsu

After students have selected a document packet and found their groups, review document analysis steps using the recommendations below.

Document Analysis: 15 Minutes

Below are the recommended procedures for modeling document analysis with your students as they begin to work on their document packet responses. If you would like additional resources on document analysis, we recommend using worksheets produced by the National Archives, which can be found by following this link: <https://www.archives.gov/education/lessons/worksheets>.

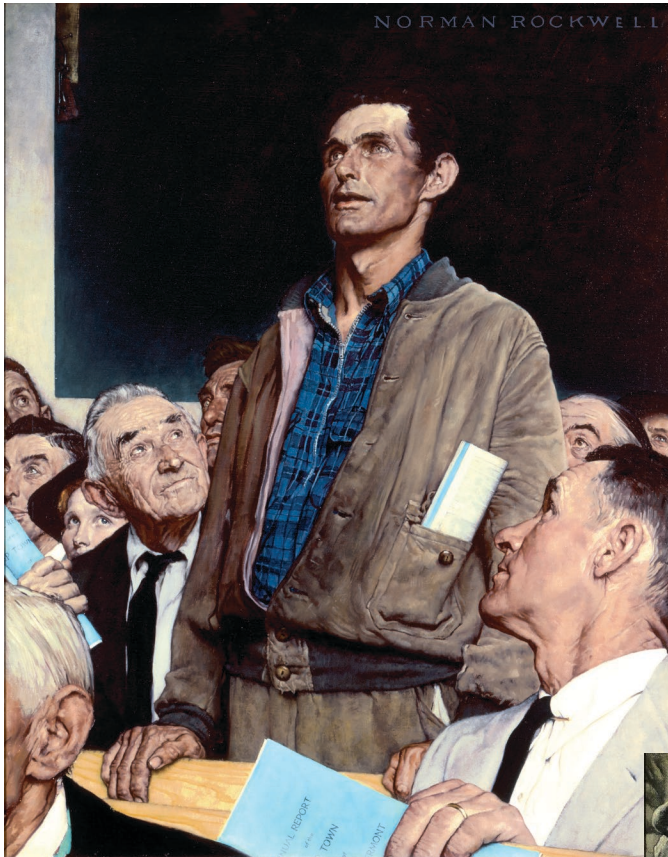
- “I do,” You will lead a “think aloud” in examining sample documents
- “We do,” You will assist table groups of 3-5 students in examining documents
 - Each choice will have its own specific documents
- “You do,” you will assist individuals or partners in the examination of the final documents.

The goal by the end of Day 1 is to have at least one or two of documents in each document packet analyzed by students. Each document packet includes 4 documents, which include newspaper articles, historic photographs, and transcribed oral history interviews. These will be common documents that all three groups will use in their packets.

Wrap-Up: 5 Minutes

Using the exit tickets, students will write or discuss the question, “Imagining you are a Japanese American citizen in 1942, how might you feel about your country right now?”

Station 1: Rights as Citizens

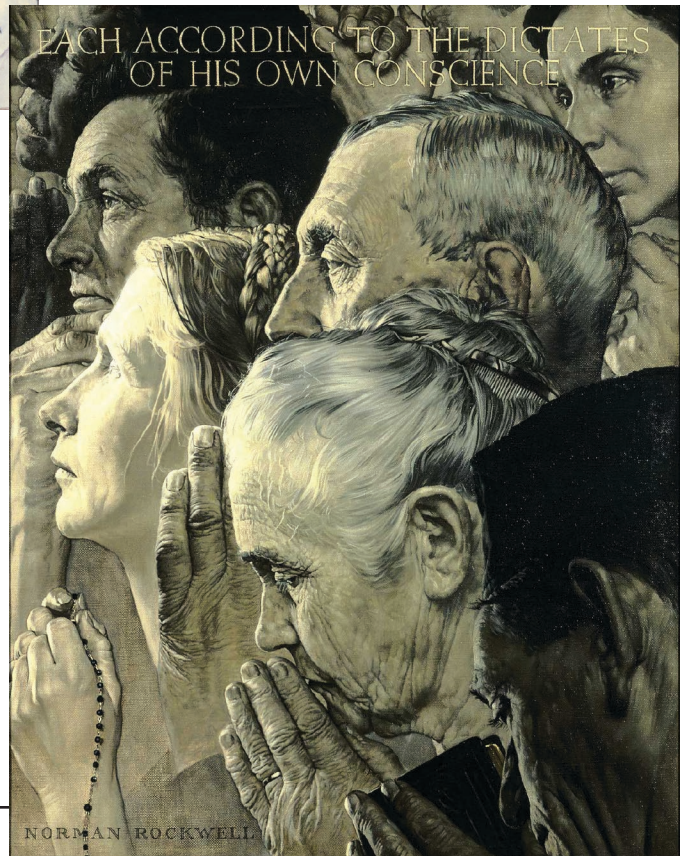


Norman Rockwell, Freedom of Speech, 1943, offset color lithograph on paper, Smithsonian American Art Museum, Gift of Holly and Nick Ruffin, 2011.34.1 (LL)

A tall white man wearing a blue plaid shirt and a brown jacket stands among a crowd of his peers, mostly older white men wearing button up shirts and ties. He is at the center of the painting and his upper half is highlighted against a plain dark background as he looks toward the upper left, poised to speak.

Norman Rockwell, Freedom of Worship, 1943, offset color lithograph on paper, Smithsonian American Art Museum, Gift of Holly and Nick Ruffin, 2011.34.2 (LL)

A group of white men and women of varying ages are shown in profile facing left, their hands raised in prayer. They are depicted in black and white, and a young woman near the center of the composition is holding a rosary and gazing toward a light. Text along the top edge reads "Each according to the dictates of his own conscience."



Station 1: Rights as Citizens



Norman Rockwell, Freedom from Want, 1943, offset color lithograph on paper, Smithsonian American Art Museum, Gift of Holly and Nick Ruffin, 2011.34.3 (LL)

A white family is gathered around a large, central table set with gleaming dishware for a meal. Family members of different generations peek in from either side of the frame, smiling at one another as an older man and woman stand at the head of the table serving turkey.

Norman Rockwell, Freedom from Fear, 1943, offset color lithograph on paper, Smithsonian American Art Museum, Gift of Holly and Nick Ruffin, 2011.34.4 (LL)

A white, heterosexual couple is shown in profile tucking their two sleeping children into bed. The man, wearing slacks with a shirt and tie, stands in the center of the painting and looks down as his wife, wearing a housedress, stands behind him and adjusts a white blanket. The man holds a newspaper with the words "bombings" and "horror" visible, and a girl's doll lies at his feet.



Station 2: Responsibilities as Citizens



[Artist Unknown], "Do With Less So They'll Have Enough' Poster," 1943, National Museum of American History, 303735.17

A white soldier is shown wearing a military uniform and helmet against a plain light background. He smiles and holds up a metal cup. Bold text at the top reads, "Do with less- so they'll have enough!" Text in a red bar along the bottom reads, "Rationing gives you your fair share."



J. Howard Miller, "We Can Do It!," c. 1942, paper, National Museum of American History, 1985.0851.05

A white woman is shown from the waist up against a bright yellow background, looking at the viewer as she rolls up her sleeve to flex her arm. She wears red lipstick and eye makeup with a blue jumpsuit, her hair is tied back in a red bandana with white polka dots. Large text in a speech bubble above her reads, "We Can Do It!"



Alexander Liberman, "United We Win," 1943, Printed by the Government Printing Office for the War Manpower Commission, NARA Still Picture Branch, (NWDNS-44-PA-370)

The top half of the image shows an American flag in color. The bottom half shows a photograph of a black man on the left and a white man on the right, both wearing worker's clothes, working together on a piece of equipment. Large text at the bottom reads "United We Win."

Station 2: Responsibilities as Citizens



James Montgomery Flagg, "I Want You for U.S. Army," 1917, chromolithograph on paper, Smithsonian American Art Museum, Gift of Barry and Melissa Vilkin, 1995.84.53

At the center is a bust-length illustration of 'Uncle Sam,' an older white man wearing a blue suit jacket, a red bowtie, and a white top hat with a blue and white starred band. He looks straight ahead and points at the viewer. Bold black and red text beneath him reads, "I Want YOU For US Army: Nearest Recruiting Station"



[artist unknown], "Plant a Victory Garden: Our Food is Fighting," Office of War Information poster, no. 34. 1943. 28 x 22, New Hampshire State Library

In the center is a cartoon-ish style painting of three people gardening. A woman, wearing a skirt and tights, and a man, wearing a hat and overalls, hold gardening tools and stoop to pick produce from the ground. In the foreground, a young boy wearing a military-style cap holds a basket full of vegetables. The red text at the top reads, "Plant a Victory Garden." The text in blue at the bottom reads, "Our Food is Fighting: A Garden Will Make Your Rations Go Further."



Louis R. Samish, "Stop This Grab, Buy Bonds," c. 1942

A furry, clawed hand dripping with blood reaches from the right toward a globe labeled "Civilization." Its shirt cuff shows the Rising Sun Flag and a Nazi swastika pin. It is being grabbed at the wrist by a human hand, with the United States' flag on its cuff and the words "War Bonds" on its sleeve. Large red text at the top reads "Stop This Grab," and text at the bottom reads, "Buy Bonds."

Station 3: Japanese American Citizens



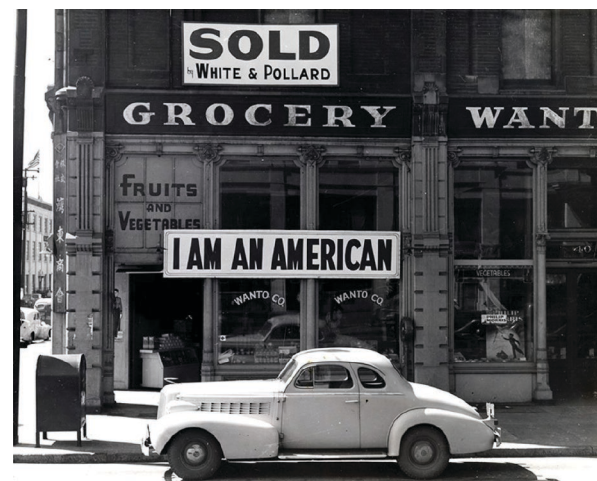
A three-year-old awaiting transportation to detention camp in Los Angeles, April 1942.



Anti-Japanese sign posted on the entrance to a hotel.



Dorothea Lange, "Closed Japanese American Store," 1942. Courtesy of the National Archives and Records Administration <http://ddr.densho.org/ddr-densho-151-43/>



Japanese American business owner posts sign "I AM AN AMERICAN"

Name _____ Period _____ Date _____

Station 1: Rights as Citizens

1 What are some rights you have as a citizen?

2 What evidence do you see in the posters?

Station 2: Responsibilities of Citizens

1 What are your responsibilities as a citizen?

2 What evidence do you see in the posters?

Name _____

Station 3: Japanese American Citizens

1 Imagine that you are a Japanese American citizen in these images. What are some of the emotions you would feel?

2 As a modern-day American, what do you think about now as you see these images?

Background Essay

“There is a certain enthusiasm in liberty, that makes human nature rise above itself, in acts of bravery and heroism”

- Alexander Hamilton, Founding Father that helped create our government

“No one should ever be locked away simply because they share the same race, ethnicity, or religion as a spy or terrorist. If that principle was not learned from the internment of Japanese Americans, then these are very dangerous times for our democracy.”

- Fred T. Korematsu, Japanese American that sued the Government during World War II

Since its revolutionary beginning America has made advances toward applying the ideal of “all men are created equal” to every citizen. The 19th and 20th centuries would see voting rights expanded to people of all economic statuses, races, and genders, while the 14th Amendment would go on to give all “equal protection under the law.”

However, too many living during these centuries, promises did not match reality. African American communities were forced to endure the horrific inequalities of Jim Crow, European immigrants confronted discrimination based on language, religion, and struggles with assimilation. On the west coast, immigrants from many Asian countries were subjected to harsh immigration laws starting with the Naturalization Act of 1790 (where Asians could not become citizens) and continuing with the 1882 Chinese Exclusion Act, which almost ended immigration from China.

During these same centuries, life in China and Japan was economically challenging if you were born into lower social classes. Meanwhile, the United States and the Nation of Hawai'i offered many economic opportunities. In Hawai'i, sugarcane plantation owners recruited Japanese men to work in the fields and by 1891, Japanese immigrants began coming to the US to work as tenant farmers. As Japan began to modernize, the economy needed more resources and markets to sell their goods but isolationist policies by other nations shut Japan out, causing some rulers in Japan to use their military prowess for expansion.

By the 1930s, Japan had expanded into China, Mongolia, the Korean Peninsula, and islands in Southeast Asia. Japan aligned itself with Germany at the start of WWII in order to gain more land, resources, and power. In the early part of World War II, Japan quickly gained control of more territory as the United States tried to respond with diplomacy and economic embargoes. Why didn't the US just go to war? Too many Americans wanted to

remain neutral after the horrors of WWI and because of the popular belief that war was “over there”.

All of this began to change in 1941 as Japan continued its aggressive expansion into parts of Southeast Asia. The United States government was faced with the reality that the Allied Powers might not survive without their intervention. Top Japanese Imperial leadership also saw the increasing likelihood of US involvement and were now facing a decision of their own. Should Japan wait to see what the United States would do or should they strike first, knocking the US out before they could fight back?

The decision was made to strike the US and the attack on Pearl Harbor in Hawai'i happened on December, 7th 1941. While the attack devastated the American Pacific fleet, it did not cripple the US's ability to enter the war. The US declared war on Japan and the other Axis Powers on December 8th, throwing the US into the biggest war in modern history.

Questions remained after the attack on Pearl Harbor. Could Japan strike again and could they use the hundreds of thousands of Japanese American citizens living in the US and its territories to work against the United States? Many in the government, and in our country, believed the answer to this question was “yes” and felt that steps needed to be taken to ensure the security of the western United States. President Franklin D Roosevelt issued Executive Order 9066 which ordered the forced removal of Japanese Americans from their homes and to concentration camps throughout the US. One Roosevelt advisor justified it by citing the ability to “preserve national safety, not for the purpose of punishing those whose liberty may be temporarily affected by such action, but for the purpose of protecting the freedom of the nation, which may be long impaired, if not permanently lost, by nonaction.”

Name _____

4 Using evidence from the text, what were some push and pull factors for immigrants from Japan?

Push factors (why they left)	Pull factors (why they came to the US)

5 What happened to Japanese and American relations after WWI?

6 Why did the Imperial Japanese Navy attack Pearl Harbor?

Name _____

7 How did the attack on Pearl Harbor change public opinion on the war in America?

8 If you were a Japanese American, what might you be thinking in December of 1941?

9 If you were a non-Japanese American, what might you be feeling in December of 1941?



Courtesy of Daniel K. Inouye Institute

Daniel K. Inouye

COMBAT





Daniel K. Inouye, also known as “Dan” is known for his political leadership, public service, and compassion stemming from his birth and upbringing on the islands of **Hawai’i**. His Japanese immigrant parents were from **plantation** families. His mother, Kame, was briefly cared for by a native Hawaiian family and raised by a Methodist minister and his family. Dan was the oldest of four children. Dan’s mother was a guiding force. She passed down the concept of **on**, the Japanese sense of obligation and honor. Education and their Methodist beliefs were important. After graduating from high school, Dan studied pre-med at the University of Hawai’i with the goal of becoming a surgeon. He also volunteered with the **Red Cross**. The bombing of **Pearl Harbor**, located

just miles from his university, changed everything. Only 17, Dan was one of the first to provide aid to the wounded. At first, Japanese Americans were classified by the military as **4C, or enemy aliens**, and were not allowed to join the US Armed Forces. When that changed in 1943 by Presidential Executive Order, Dan and his friends ran two miles from the university to enlist. Dan was turned down because of school and work, so he quit school. Dan became the second-to-last volunteer to be accepted into the **442nd Regimental Combat Team**.

Word Bank: Hawai’i, plantation, on, Red Cross, Pearl Harbor, 4C, 442nd Regimental Combat Team.

- 1** Using the reading and your own background knowledge, how might have his family’s views have been shaped by living on plantations?
- 2** What personal sacrifices did Dan have to make to serve his country?

Document 3a

From Inouye's Perspective



[My] first reaction as a young man was anger. To think that my future was destroyed because of the stupid act of the Japanese.

1

Why do you think Dan's first reaction was anger?

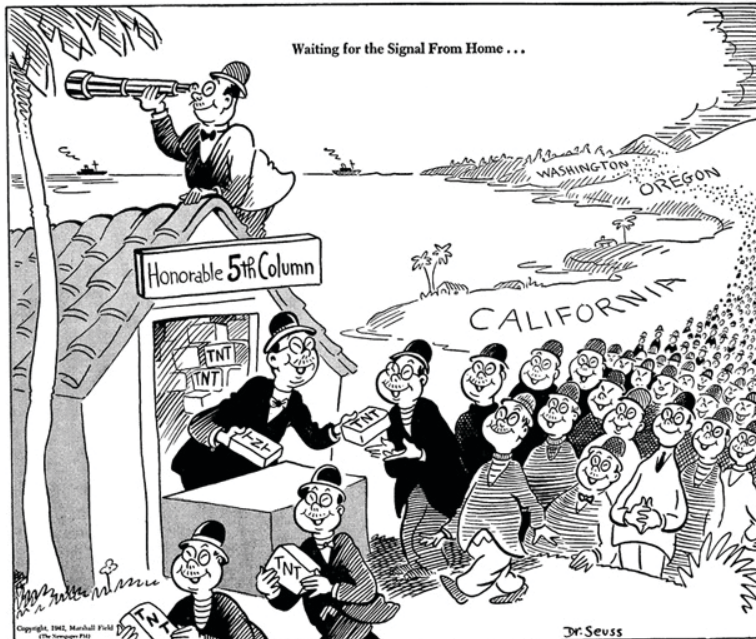
2

What do you think this quote says about his views on loyalty?

Document 4a

From the US Government's Perspective

Fear



Dr. Seuss (Theodor Seuss Geisel), "Waiting for the signal from home...", 13 February 1942, PM Magazine, Special Collections & Archives, UC San Diego, La Jolla, 92093-0175 ([link](#))

Reality



Soldiers from the 442nd receiving awards
Courtesy of Daniel K. Inouye Institute

- 1 Using the graphic on the left, what were the perceptions of Japanese Americans going into World War II?

2 What does the graphic on the right say about Japanese American service during WWII?

3 If you were Dan, what different reactions might you have while reading this document?

Document 5a

From the Family and Community's Perspective

“

"This country has been good to you. If you have to give your life for it, do it and do so with honor... Whatever you do, don't dishonor the country or dishonor the family."

- Hyotaro Inouye, before Dan left for war.

The Hawaiian Nisei had the confidence of being part of the majority on the islands. The mainlanders, as ethnic minorities, had to deal with the sting of racism. The soldiers were sent to visit two concentration camps in Arkansas. Dad was shocked to see families held in barracks under armed guards.

1 What were some of the reasons Dan's family and community members wanted him to give his best in the army?

2 According to the document, how would Dan's experience have been different than Japanese Americans who lived in California?

- 3** If you were Dan, what would have been your primary motivation to fight in the United States army?

Document 6a

About the Actions They Took



Photo of 442nd gathered at Iolani Palace in Honolulu

1 What is the photo meant to show about the service of Hawaiian subjects of Japanese ancestry and Japanese Americans?

2 Based on the reading, why would the idea of loyalty or patriotism be even more complex for those of Japanese ancestry from Hawaii?

3 If you were Dan and someone asked you to “describe how Japanese Americans felt” why might this be difficult?

Sources: Congressional Gold Medal: cgm.smithsonianapa.org/stories/dan-inouye.html
Hawaiian Kingdom history: hawaiiankingdom.org/info-nationals.shtml



Photo courtesy of Terry Nakanishi & family

Terry Nakanishi

NON-COMBAT ROLE





Photo courtesy of Terry Nakanishi and family

Terry Toyome Nakanishi was born in 1921 and grew up in Montana, where her Japanese immigrant stepfather worked for the **Union Pacific Railroad**. She was raised in a strict bilingual household and disliked having to go to Japanese language school every day after school. Terry was 20 years old when **Pearl Harbor** was attacked on December 7, 1941. After this, her stepfather lost his job and the family was thrown out of their rented house and were forced to live in a car all because of their Japanese ancestry. They were taken in by friends in Idaho and Terry and her family worked in the potato fields to pay rent. Because they lived outside of the **military exclusion zone**, they were not forced into concentration camps like other people of Japanese ancestry. One day, Terry saw a recruiting flyer for the **Women's Army Corps** (WAC). She decided to sign

up but was initially denied because of her ethnicity. When the WAC recruitment office opened enlistment to Nisei women, Terry was free to enter.

In May 1942, Congress passed a bill that allowed women to support the military by founding the **Women's Army Auxiliary Corps** (WAAC). On July 1, 1943, the status of WAAC was raised to become a part of the army, the **Women's Army Corps** (WAC). However, Japanese American women were still not eligible to serve in the WAC at this time.

Word Bank (from the introduction and throughout the document):

Union Pacific Railroad, Pearl Harbor, military exclusion zone, Women's Army Corps, Women's Army Auxiliary Corps, Densho, Nisei, Military Intelligence Service Language School

- 1** How was Terry's family impacted by the events on and after December 7th, 1941?

- 2** Despite these impacts what did Terry decide to do for her country?

From WAC's Perspective

“ They just felt that I shouldn’t be doing something like that, and going so far away from home. But I told them that I just couldn’t stay home and do housework. I wasn’t accomplishing anything I said. [Harada’s brother had already joined the 442nd Regimental Combat Team.] I said [to my parents] “There is a war going on and he can’t do it alone.” ...I said what I would be doing is replacing all these men to help end the war. I tried to talk with my parents into letting me go, and finally, they released me and signed the consent for me to go in.

- 1 Based on the reading, what were the societal/cultural expectations for women at that time?
- 2 What reasons did she use to persuade her parents to let her go?
- 3 What else might her parents have been thinking as another child wanted to go off to war?

Document 4b

From the US Government's Perspective

This is from text on **Densho** Encyclopedia, describing the experiences of Japanese American women serving in the Women's Army Corps. Densho is an organization that preserves the stories of Japanese Americans who were unjustly incarcerated during World War 2. This segment follows Grace Harada's narrative from Document 6c:



*Since the opportunities of Japanese American women were limited at the time, Nisei women thought that serving in the U.S. military would provide them with travel and adventure. Furthermore, they would be able to gain education and job skills that they could use after their service. The U.S. military authorities expected that many **Nisei** women would eagerly volunteer. However, the quota of Japanese American women for the WAC, set at five hundred, was never reached. By October 1945, the total number of Japanese American women who volunteered for the WAC was 142.*

*Military administrators rationalized the idea of accepting women, especially Japanese American women, using gendered and racialized reasoning. The WACs were given assignments that did not transcend the domestic sphere—in other words, the majority of them were engaged in clerical work. In addition, they were expected to emphasize their femininity; many photographs show Nisei WACs smiling with red-rouged lips and wearing uniforms with short skirts. Furthermore, Nisei WACs were not only expected to be American women, but also to retain their linguistic heritage. However, not all of the Nisei WACs had sufficient knowledge of Japanese, and moreover, the Japanese language skills that were needed were not for general conversation, but comprehension of military-related documents. Nevertheless, some of them were trained in the **Military Intelligence Service Language School** at Fort Snelling, Minnesota, in order to be translators because of their Japanese ancestry.*

1

Based on the reading, what did the US military expect when opening up the recruitment of Japanese American women?

2 What was expected of Japanese Americans in the Women's Army Corps?

3 If you were a Japanese American woman serving in the Women's Army Corps at this time, how would you feel meeting—simultaneously—all of the gender, cultural and military requirements demanded of you?

Document 5b

From the Family and Community's Perspective

This text from the Densho Encyclopedia describes the experiences of Japanese American women serving in the Women's Army Corps. This segment follows Grace Harada's narrative from Document 6c:

“

As Harada's narrative shows, the decision of Nisei women to join the U.S. military was not necessarily accepted by their family and community. Family reactions ranged from total objection to proud acceptance. Reactions of the community were often negative...Nisei service women [were serving] in a highly gendered and overwhelmingly male-dominated nature of the military and the fact that it had just started to accept female volunteers at the time.

- 1 What were some of the various reactions family and community members had to Nisei women serving?
- 2 How did serving potentially affect the personal reputations of those who chose to serve their country? Was their treatment fair or unfair? Why?

- 3** If you were Nakanishi or Harada, what might you have done to fight prejudice in the military?

Document 6b

About the Actions they Took

NEW WACS AT SNELLING

Fort Snelling now has a detachment of pretty, bright Japanese-American WACS, the first to set foot in Minnesota for military service. The young women, whose group will be enlarged, are assigned to clerical and stenographic posts at the fort. They live in special quarters on the reservation; their lives are no different from those of other members of the Women's Army Corps. Several of them will experience their first snowstorm this Winter, and all are looking forward to their stay. (Story on Page 13.)



Pfc. Toyome Uyeno has a brother overseas, as do several others. She is an excellent typist.

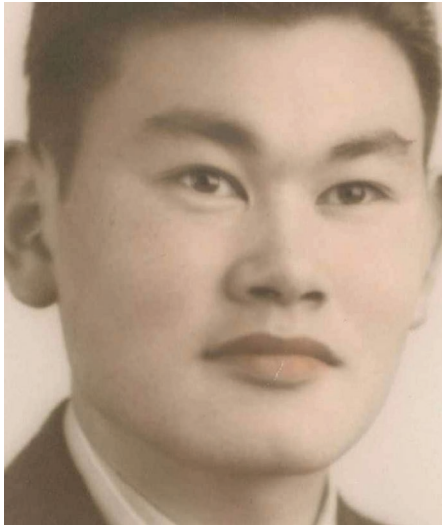
- 1** Based on the reading and previous documents, why is there a contrast between what the women were expected to look like and what job responsibilities they had?
- 2** What does the text tell us about what perceptions the general public may have had about Nisei women serving in the military?

- 3** What does the caption say about Japanese Americans' sense of responsibility to their country as American citizens?

Sources:

Congressional Gold Medal Website: cgm.smithsonianapa.org/stories/terry-nakanishi.html

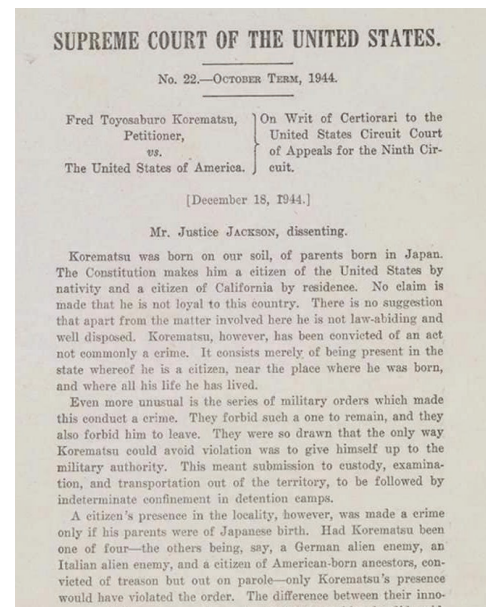
Densho Encyclopedia: encyclopedia.densho.org/Japanese_American_women_in_military

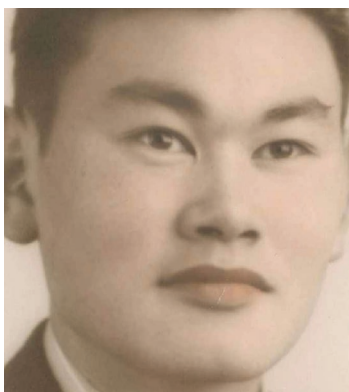


Fred T. Korematsu

RESISTOR

"If you have the feeling that something is wrong,
Don't be afraid to speak up."





Fred T. Korematsu was born in Oakland, California in 1919, the son of Japanese immigrants. His family operated a floral nursery in Oakland. Korematsu worked as a shipyard welder and foreman until one day he was suddenly fired from his job because of his Japanese ancestry. After the bombing of Pearl Harbor, Korematsu found it increasingly difficult to find a job because of his race. When **Executive Order 9066** was issued on February 19, 1942, Korematsu **defied** the order and continued to live his life as an American citizen. On May 30, 1942, he was arrested on a street corner and taken to a San Francisco county jail. While imprisoned, he was visited by a man who represented the San Francisco **American Civil Liberties Union** office. He asked Korematsu if he would be willing to become a test case to challenge the **constitutionality** of the imprisonment of Japanese Americans. On September 8, 1942, Korematsu was **convicted** in federal court for violating the orders of Executive Order 9066 and placed on a five-year probation. He was then sent to a permanent **concentration camp** in Topaz, Utah.

Word Bank: Executive Order 9066, Defied, American Civil Liberties Union, Constitutionality, Convicted Concentration Camp

- 1** Using the reading and making an inference, why would Korematsu be considered a resistor?

- 2** What consequences did he and his family face during this time?

Document 3c

From Korematsu's Perspective

From an interview on Densho from 1983:



Q: Could you tell us about when you decided that you were going to resist the evacuation order, and any plans you kind of made, or discussions?

FK: Oh. No, I didn't plan to resist the order, did you say? You mean fight the evacuation order? When I was in prison, I knew that I was gonna have a hearing of some sort. And I felt that knew I was an American citizen, but with everybody against you, the government against you, and no one to help you, I just figured it was just a slim chance, but you know, I was going to see what I can do and see what happened. Until I got, the guard called me and told me that I had a visitor, and I didn't think he could help me either, whoever it was, coming down to see me. And since everybody was in camp or in the military, my friends were either in the military or in camp, I didn't know who it was, and I assumed it was either a church group, someone representing the church group or something like that, or you know... but not to help me fight the case. Even though when he did introduce himself as an American Civil Liberties representative, I didn't even know what that was. And then until, after he told me, and if I would be interested in fighting the case. And he said he would help me, that his organization consists of lawyers and so forth. And that's when I decided to go ahead with it.

1

What did Korematsu say about his “resistance plan?”

2

Why was he surprised to have a visitor? And, making an inference, what type of group is the ACLU?

3 If you were Korematsu what would you have thought about your citizenship in 1942?

4 In your opinion, and based on reading, do think Korematsu had more personal reasons or was resisting to help the greater good?



Document 4c

From the US Government's Perspective (on resisters)

Evacuation of Japs Upheld by Court

SAN FRANCISCO, Dec. 3.—(AP) —The United States Circuit Court of appeals has upheld the legality of the evacuation of the Japanese from the critical West Coast areas.

The ruling was made yesterday in the case of Fred T. Korematsu, 23-year-old Japanese who remained in San Leandro, Calif., after he was ordered to leave.

The court decided that the United States government while prosecuting a war had the power to do everything necessary to carry it on successfully, even though in the exercise of those powers the government "temporarily infringes upon the rights and liberties of individual citizens."

1 Why did the court decide to rule against Korematsu and for the US government?

2 Why was the government concerned about protecting the west coast? How could the meaning of the term "critical areas" impact the number of citizens affected?

3 While the court said this power was “temporary,” why might organizations like the ACLU have a problem with that term?

4 If you were Fred Korematsu, what could be your last hope after reading this article?

Document 5c

From the Family and Community's Perspective

From an interview on Densho from 1983:



Q: Fred, could you talk about what kind of support or what other Japanese Americans said? Did you have any help in making a decision?

FK: Well, while I was in camp, the first time I was in camp, my brother, he was involved in various Japanese activities. And he thought it might be a good idea for me to get some suggestions and opinions regarding to, if I should fight the case or not. So I obeyed because I wanted to know their opinion, if I should fight it or not. So that night, he had a gathering of about thirty young people there, in a room, and they were discussing it to themselves or in little groups. And I stood around and waited for someone to speak, but no one actually came up to speak to me. Finally one did, and he said, "Fred, we're all in camp," and they're undecided on if I should fight the case or not, because... or if it, there's no way that they can help me. So therefore it was up to me to decide on what to do. And I assume that one of the main reason is their families are in camp already, and they don't want to make any more disturbance. Well, they didn't do any disturbance, but anything to upset the parents right at this time because they were too upset already being, just being in camp. So I think that was one of the reasons why decided to not say anything.

Q: I heard that other Japanese Americans view your stand, do people see you as a troublemaker? Was there any support from Japanese American groups in the camp like JACL?

FK: No. They were very quiet about my actions. Maybe majority of 'em just avoided me, so I assume that I got myself in this problem, and therefore it was my problem and not theirs.

-
- 1** Why does Korematsu say the other “young people” may have been hesitant to talk to him about his decision to resist?

- 2** Why could have Fred Korematsu felt extremely isolated (alone) in making this decision?
- 3** What evidence is there that he felt a growing responsibility to speak out or resist?
- 4** If you could have spoken to him as if you were one of his friends, what would you have told him to do? Why?

Document 6c

About the Actions Korematsu Took



Q: Did you feel like other Japanese Americans could have taken a stronger stand, that they were perhaps too docile in reporting to the camps?

FK: Well... if they weren't in favor of it, I would think that I would be much happier that I had them backing me up on this. But to do, to do this by myself, I just wonder if I was doing wrong or not doing the right thing, or maybe putting them in shame by bringing the issue up again. And because the Japanese people, they liked to... they're peaceful people, and they like to leave things alone if they can, because they were in enough trouble as it is because of this Pearl Harbor attack. They sort of feel, and the country blamed them, so they feel they had this sort of a guilty complex, even though they had nothing to do with it.

1

What did Korematsu say about others who may have believed in him?

2

What evidence does he give on why many acted the way they did throughout his ordeal?

- 3** Knowing this interview was given 41 years after his imprisonment, what does his tone say about the contrast between his responsibility to resist and the feedback he was receiving from community members in camp?

Sources: Korematsu Institute: korematsuinstitute.org/fred-t-korematsu-lifetime
Smithsonian Institution National Portrait Gallery: si.edu/object/npg_NPG.2010.117 · si.edu/object/npg_NPG.2010.118
Densho Encyclopedia: encyclopedia.densho.org/wiki/Fred_Korematsu

What Would **You** Do?

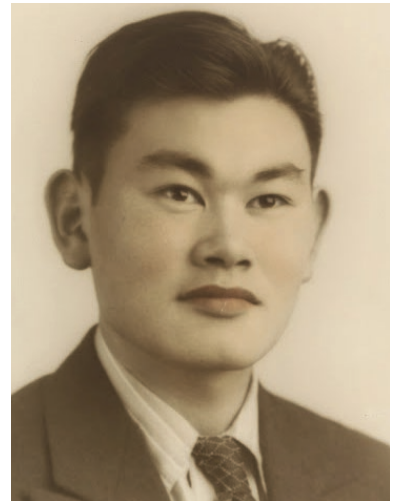
A DOCUMENT-BASED QUESTION ON THE JAPANESE AMERICAN
EXPERIENCE DURING WORLD WAR II



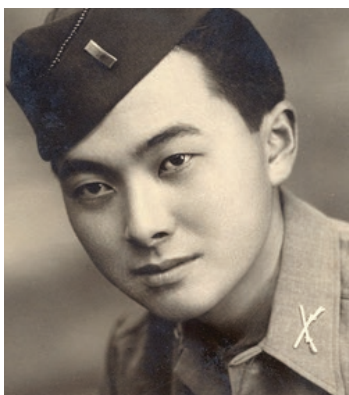
Soldier?



Service?



Resistor?



Daniel K. Inouye, also known as “Dan” is known for his political leadership, public service, and compassion stemming from his birth and upbringing on the islands of **Hawai’i**. His Japanese immigrant parents were from **plantation** families. His mother, Kame, was briefly cared for by a native Hawaiian family and raised by a Methodist minister and his family. Dan was the oldest of four children. Dan’s mother was a guiding force. She passed down the concept of **on**, the Japanese sense of obligation and honor. Education and their Methodist beliefs were important. After graduating from high school, Dan studied pre-med at the University of Hawai’i with the goal of becoming a surgeon. He also volunteered with the **Red Cross**. The bombing of **Pearl Harbor**, located

just miles from his university, changed everything. Only 17, Dan was one of the first to provide aid to the wounded. At first, Japanese Americans were classified by the military as **4C, or enemy aliens**, and were not allowed to join the US Armed Forces. When that changed in 1943 by Presidential Executive Order, Dan and his friends ran two miles from the university to enlist. Dan was turned down because of school and work, so he quit school. Dan became the second-to-last volunteer to be accepted into the **442nd Regimental Combat Team**.

Word Bank: Hawai’i, plantation, on, Red Cross, Pearl Harbor, 4C, 442nd Regimental Combat Team.

- 1** Using the reading and your own background knowledge, how might have his family’s views have been shaped by living on plantations?
- 2** What personal sacrifices did Dan have to make to serve his country?



Photo courtesy of Terry Nakanishi and family

Terry Toyome Nakanishi was born in 1921 and grew up in Montana, where her Japanese immigrant stepfather worked for the **Union Pacific Railroad**. She was raised in a strict bilingual household and disliked having to go to Japanese language school every day after school. Terry was 20 years old when **Pearl Harbor** was attacked on December 7, 1941. After this, her stepfather lost his job and the family was thrown out of their rented house and were forced to live in a car all because of their Japanese ancestry. They were taken in by friends in Idaho and Terry and her family worked in the potato fields to pay rent. Because they lived outside of the **military exclusion zone**, they were not forced into concentration camps like other people of Japanese ancestry. One day, Terry saw a recruiting flyer for the **Women's Army Corps** (WAC). She decided to sign

up but was initially denied because of her ethnicity. When the WAC recruitment office opened enlistment to Nisei women, Terry was free to enter.

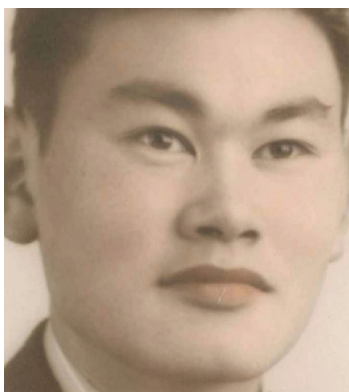
In May 1942, Congress passed a bill that allowed women to support the military by founding the **Women's Army Auxiliary Corps** (WAAC). On July 1, 1943, the status of WAAC was raised to become a part of the army, the **Women's Army Corps** (WAC). However, Japanese American women were still not eligible to serve in the WAC at this time.

Word Bank (from the introduction and throughout the document):

Union Pacific Railroad, Pearl Harbor, military exclusion zone, Women's Army Corps, Women's Army Auxiliary Corps, Densho, Nisei, Military Intelligence Service Language School

-
- 1** How was Terry's family impacted by the events on and after December 7th, 1941?

 - 2** Despite these impacts what did Terry decide to do for her country?



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Word Bank: Executive Order 9066, Defied, American Civil Liberties Union, Constitutionality, Convicted Concentration Camp

- 1** Using the reading and making an inference, why would Korematsu be considered a resistor?

- 2** What consequences did he and his family face during this time?

Name _____ Period _____ Date _____

Japanese American Experience **Day 1 Exit Ticket**

Imagining you are a Japanese American in 1942, how might you feel about your country? Why?

Teacher Guide for Day 2

90-minute Block Schedule

Materials:

- “Do now” activity with “Kenji” song lyrics and student response sheet
- Document packets a, b and c from Day 1
- Document response sheets a, b and c from Day 1 (response sheets are included in the packets)
- “Whole group” Document Analysis 1-2b handouts and student response sheets
- Writing Rubric
- Editing Checklist

Setup:

- Have song lyrics and student response sheets ready to hand out to each student as they enter the classroom
- Have Day 1 document packets ready to be picked up by students (you will keep the document packets and their corresponding response sheets in the classroom so they can be returned to students)
- Copies of document analysis writing activity handouts and student response sheets
- Copies of writing rubric and editing checklist

Lesson Plan

“Do Now” Work: 10 Minutes (including transition time)

As students enter the classroom you will pass out the lyrics to the song “Kenji” by Fort Minor, and a student response sheet. Students will then read the song lyrics and answer the questions silently. This process should take 10 minutes of class time, noting that students are working as they enter the classroom during transition time as well.

You will then lead a discussion in answering the questions about the song, with the purpose of helping students think about life for Japanese American citizens living in concentration camps during WWII.

Teacher-Led Document Analysis: 12 minutes

You will lead students through the second whole group document that includes maps of where concentration camps were located, and a segment of Executive Order 9066. Use the think aloud process and go over the necessary skills for document analysis. This process will model for the students and give them an exemplar to follow.

Student-Led Document Analysis: 53 minutes

Students will now work in their choice groups to analyze the documents for their selected pathway of combat, non-combat, or resistance. You can circulate or pull small groups to help gauge comprehension to reinforce DBQ-skills as needed. This process should take about 53 minutes and will allow all students to have a variety of perspectives on the pathway they have chosen.

Intro to Pre-writing: 10 minutes

You will explain what the final written assignment, to be written on Day 3, will look like. Students will have three options to choose from in the final written assignment:

- Three pieces of evidence response
- Six pieces of evidence response
- Nine pieces of evidence response

The purpose of the final written assignment is to convey why they made their choice, using evidence from the document packets and the students' own analysis. If time allows, students can begin the prewriting process towards the end of Day 2.

Wrap-Up: 5 minutes

Students will either write or discuss the question, "After analyzing documents, what questions would you ask the person you are becoming? Why?"

Fort Minor- “Kenji”

“My father, came from Japan, in 1905
He was fifteen when he, immigrated from
Japan
He, he, he worked until he was able to buy
To actually build a store”

Let me tell you a story in the form of a
dream

I don’t know why I have to tell it, but I
know what it means.

Close your eyes, just picture the scene
As I paint it for you

It was World War II

When this man named Kenji woke up
Ken was not a soldier, he was just a man
With a family who owned a store in L.A

That day, he crawled out of bed like he
always did

Bacon and eggs with wife and kids

He lived on the second floor of a little
store he ran

He moved to L.A. from Japan

They called him immigrant, in Japanese
He’d say he was called “issei”

That meant first generation
In the United States when

Everybody was afraid of the Germans,
afraid of the Japs

But most of all, afraid of a homeland
attack

And that morning, when Ken went out on
the doormat

His world went black, ‘cause

Right there, front page news

Three weeks before 1942

Pearl Harbor’s been bombed and “The
Japs are Coming”

Pictures of soldiers dying and running

Ken knew what it would lead to

And just like he guessed, the president
said

“The evil Japanese in our home country
Would be locked away”

They gave Ken a couple of days

To get his whole life packed in two bags
Just two bags, he couldn’t even pack his
clothes

And some folks didn’t even have a
suitcase

To pack anything in

So two trash bags, is all they gave them
And when the kids asked mom, “Where
are we going?”

Nobody even knew what to say to them

Ken didn’t wanna lie

He said, “The U.S. is looking for spies

Written on the walls and the floor

“Japs not welcome, anymore!”

And Kenji dropped both of his bags at his
sides

And just stood outside

So, we have to live in a place called
Manzanar

Where a lot of Japanese people are”

Stop it, don’t look at the gunmen

You don’t wanna get the soldiers
wondering

If you’re gonna run or not

‘Cause if you run, then you might get shot

Other than that, try not to think about it
Try not to worry 'bout it being so crowded
'Cause someday, we'll get out
Someday, someday
"Yeah, soon as war broke out, the FBI came
and
They just come through the house and,
you have to come
All the Japanese have to go
They took Mr. Ni, the people couldn't
understand
Why they had to take him because he's an
innocent laborer"
So now, they're in a town with soldiers
surrounding them
Every day, every night, looked down at
them
From watchtowers up on the wall
Ken couldn't really hate them, at all
They were just doing their job
And he wasn't gonna make any problems
He had a little garden
Vegetables and fruits that he gave to the
troops
In a basket his wife made
But in the back of his mind, he wanted his
family's life saved
Prisoners of war in their own damn
country, what for?
And time passed in the prison town
He wondered if he'd live it down
If and when they were free
The only way out was joining the Army,
and supposedly

Some men went out for the army, signed
on
And ended up flying to Japan with a bomb
That fifteen kiloton blast
Put an end to the war pretty fast
Two cities were blown to bits
The end of the war came quick
And Ken got out, big hopes of a normal life
With his kids and his wife, but
Then they got back to the home
And what they saw made him feel so
alone
These people had trashed every room
Smashed in the windows and bashed in
the doors
He looked at his wife without words to say
She looked back at him wiping tears away
And said someday, we'll be okay, someday
Now, the names have been changed, but
the story is true
My family was locked up, back in '42
My family was there, where it was dark and
damp
And they called it an internment camp
When we first got back from camp, uh
It was pretty, pretty bad
I-I remember, my husband said
Oh we're gonna stay 'til last
Then my husband died, before they closed
the camp

Name _____ Period _____ Date _____

1 Using evidence from the song, what was Kenji's life like before the concentration camps?

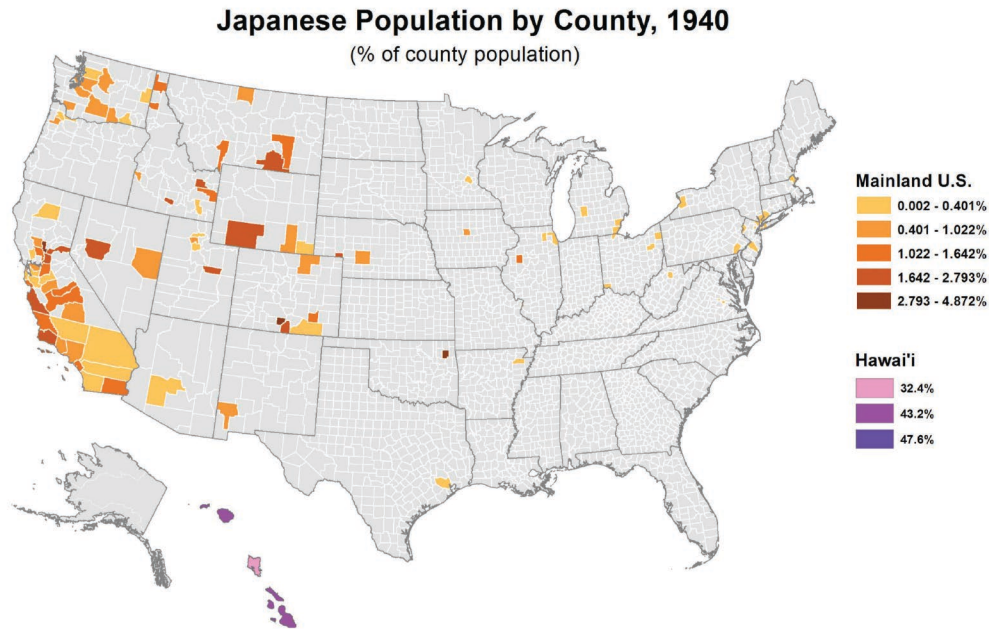
2 Using evidence from the song, how did he feel in the camps?

3 Using evidence from the song, what was their life like after the camp?

Whole Group Document Analysis

Document 1: Maps

Map A



Map B



Whole Group Document Analysis

Document 2a: Executive Order 9066

EXECUTIVE ORDER

- - - - -

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined 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 (U. S. C., Title 50, Sec. 104):

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military

Whole Group Document Analysis

Editorial from the San Francisco News, March 6, 1942

Their Best Way to Show Loyalty

An Editorial

Japanese leaders in California who are counseling their people, both aliens and native-born, to co-operate with the Army in carrying out the evacuation plans are, in effect, offering the best possible way for all Japanese to demonstrate their loyalty to the United States.

Many aliens and practically all the native-born have been protesting their allegiance to this Government. Although their removal to inland districts outside the military zones may inconvenience them somewhat, even work serious hardships upon some, they must certainly recognize the necessity of clearing the coastal combat areas of all possible fifth columnists and saboteurs. Inasmuch as the presence of enemy agents cannot be detected readily when these areas are thronged by Japanese the only course left is to remove all persons of that race for the duration of the war.

That is a clear-cut policy easily understood. Its execution should be supported by all citizens of whatever racial background, but especially it presents an opportunity to the people of an enemy race to prove their spirit of co-operation and keep their relations with the rest of the population of this country on the firm ground of friendship.

Every indication has been given that the transfer will be made with the least possible hardship. General DeWitt's order was issued in such a way as to give those who can make private moving arrangements plenty of time to do so. All others will not be moved until arrangements can be made for places for them to go. They may have to be housed in temporary quarters until permanent ones can be provided for them, but during the summer months that does not mean they will be unduly uncomfortable.

Their property will be carefully protected by the Federal Government, their food and shelter will be provided to the extent they are not able to provide it for themselves, and they will be furnished plenty of entertainment and recreation. That is not according to the pattern of the European concentration camp by any means.

Real danger would exist for all Japanese if they remained in the combat area. The least act of sabotage might provoke angry reprisals that easily could balloon into bloody race riots.

We must avoid any chance of that sort of thing. The most sensible, the most humane way to insure against it is to move the Japanese out of harm's way and make it as easy as possible for them to go and to remain away until the war is over.

The San Francisco News

March 6, 1942

Name _____ Period _____ Date _____

Response Sheet to Document 2b

Please use Document 2b to answer the questions below.

1 According to the writer of this editorial, what are the dangers facing America on the West Coast?

2 Why does the writer of this editorial argue that the forced removal actually benefits Japanese Americans?

3 What do you think? What would you have thought about this headline if you saw it in 1942?

Writing Rubric

Category	4	3	2	1
Main idea	Well written and clearly explains what the paragraph will contain	Explains what the paragraph will contain	Attempts to explain what the paragraph will contain	Does not explain what the paragraph will contain
Evidence	Contains 3 or more pieces of evidence that clearly explain the topic	Contains 2 or more pieces of evidence that explains the topic	Contains 1 piece of evidence and/or evidence that doesn't explain the topic	Contains no evidence or the evidence doesn't explain the topic
Analysis	Clearly explains what all of the evidence means and why its are important	Explains what all of the evidence means and why it is important	Attempts to explain what the evidence means and why it is important	Does not explain what all of the evidence means and why it is important
Link/Conclusion	Well written and clearly explains what the paragraph contained	Explains what the paragraph contained	Attempts to explain what the paragraph contained	Does not explain what the paragraph contained
Proofreading	The paragraph contains no punctuation, grammatical, or spelling errors	The paragraph contains a few punctuation, grammatical, or spelling errors	The paragraph contains some punctuation, grammatical, or spelling errors	The paragraph contains many punctuation, grammatical, or spelling errors
Accuracy	-All statements are accurate -All writing connects with prompt	-Majority of the statements are accurate -Addresses prompt	-Includes inaccuracies that greatly affect meaning -Only addresses part of the prompt	-Statements are inaccurate -Doesn't address prompt

Editing Checklist for Students

First Edit

Body Paragraph 1

- It has 8 sentences
- The main idea restates the question and previews the three pieces of evidence
- There are three evidence sentences, on three different reasons, with cited evidence
- There are three analysis sentences that state why the evidence matters in relation to the main idea
- Does my conclusion restate my main idea?

Body Paragraph 2

- It has 8 sentences
- The main idea restates the question and previews the three pieces of evidence
- There are three evidence sentences, on three different reasons, with cited evidence
- There are three analysis sentences that state why the evidence matters in relation to the main idea
- Does my conclusion sentence wrap up the paragraph? Does it restate the main idea?

Body Paragraph 3

- It has 8 sentences
- The main idea restates the question and previews the three pieces of evidence
- There are three evidence sentences with cited evidence, that address the ideas in the outline
- There are three analysis sentences that state why the evidence matters, in relation to the main idea
- Does my conclusion sentence wrap up the paragraph? Does it restate the main idea?

Second Edit

Cited Evidence

- Did I list where each piece of evidence came from?
- Does the evidence address the main idea?

Analysis

- Does my analysis really say why the evidence matters?
- Did I explain why the evidence important find relation to the main idea/topic?
- Main Idea and transition?
- Does the topic sentence echo back the question?
- Does the conclusion statement restate the main idea?

Third Edit

Capitalization and Punctuation

- Am I using the correct punctuation and capitalization?

Spelling

- Is my writing free of spelling errors?

Clarity

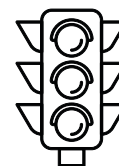
- Does what I am saying in each sentence make sense?

Abbreviations and Text Language

- Is my writing free of improper abbreviations and texting language?

Writing Graphic Organizer

My Question:



Main Idea (green)- Restate the question and preview your evidence...

Evidence 1 (yellow)- First piece of cited evidence...

Analysis 1 (red)- Why does this evidence matter?...

Evidence 2 (yellow)- Second piece of cited evidence...

Analysis 2 (red)- Why does this evidence matter...

Evidence 3 (yellow)- Third piece of cited evidence...

Analysis 3 (red)- Why does evidence support the main idea?...

Link/Conclusion (green)- The main idea for this paragraph was...

So far I am thinking....

The Japanese American Experience During World War II:

Which Path Would You Have Taken? • Three Pieces of Evidence

Congratulations! You have gained the necessary background knowledge, examined a variety of documents, and are now ready to explain the path you have chosen to the world. To do this you will create a letter, explaining the choice you have made as a Japanese American during World War II. Here is what you will need to do:

What am I writing about?

You will explain why you either chose to be a resistor, soldier or to serve in another role in the service of your country as a Japanese American during World War II.

Who do I write to?

You can write to a loved one, the local newspaper, or have it be an open letter to the American public.

How long should my letter be?

Your letter should be one paragraph (8 sentences) and should follow the format below. You can use the graphic organizer to help organize your thoughts.

1. Main idea- Tell the reader why you are writing to them
2. Evidence 1- What is one reason why you made this choice?
3. Analysis 1- Why is this reason important?
4. Evidence 2- What is the second factor for your decision?
5. Analysis 2- Why does this factor matter to you and the reader?
6. Evidence 3- What is a final consideration that led you down this path?
7. Analysis 3- Why is this crucial to understand?
8. Conclusion/link- Restate why you are where you are today

Where do I get my information?

Evidence should be taken from your document packet and each evidence sentence should cite which document(s) your information came from.

What should this look like and how will I know if I did well?

Your teacher will have an exemplar (great writing on a similar topic) and a grading rubric for you!

This seems overwhelming! Help!

Don't worry, your teacher has already given you a prewriting activity and will provide either outlines or graphic organizers, plus an editing checklist for you as well. You got this!

When is this due?

Your letter is due on _____ (ask your teacher for the due date).

Final thoughts:

Remember you are representing _____, _____, or _____. Do your best and make them proud!

The Japanese American Experience During World War II:

Which Path Would You Have Taken? • Six Pieces of Evidence

Congratulations! You have gained the necessary background knowledge, examined a variety of documents, and are now ready to explain the path you have chosen to the world. To do this you will create a letter, explaining the choice you have made as a Japanese American during World War II. Here is what you will need to do:

What am I writing about?

You will explain why you either chose to be a resistor, soldier or to serve in another role in the service of your country as a Japanese American during World War II.

Who do I write to?

You can write to a loved one, the local newspaper, or have it be an open letter to the American public.

How long should my letter be?

Your letter should be two paragraphs (eight sentences each) and should follow the format below:

Paragraph 1-

1. Main idea- What do see around you in wartime (what America is fighting for, what you see at home and how have you been affected?)
2. Evidence 1- What is America fighting for?
3. Analysis 1- Why are these causes important?
4. Evidence 2- How is America treating some minority groups at home?
5. Analysis 2- Why must this be understood?
6. Evidence 3- How have you and your family personally been affected?
7. Analysis 3- Why does this matter to you as you make your choice?
8. Conclusion- restate what you have covered in your first paragraph

Paragraph 2-

1. Main idea- What choice did you make and what are the impact and consequences?
2. Evidence 1- What is the choice you are making?
3. Analysis 1- Why is this important for your family to understand?
4. Evidence 2- What impact do you hope you and others like you will have?
5. Analysis 2- Why do you want your family to know this?
6. Evidence 3- Why might some question your choice?
7. Analysis 3- Why would this be important?
8. Conclusion- restate what you have covered in your second paragraph

Where do I get my information?

Evidence should be taken from your document packet and each evidence sentence should cite which document(s) your information came from.

What should this look like and how will I know if I did well?

Your teacher will have an exemplar (great writing on a similar topic) and a grading rubric for you!

This seems overwhelming! Help!

Don't worry, your teacher has already given you a prewriting activity and will provide either outlines or graphic organizers, plus an editing checklist for you as well. You got this!

When is this due?

Your letter is due on _____ (ask your teacher for the due date).

Final thoughts:

Remember you are representing _____, _____, or _____. Do your best and make them proud!

The Japanese American Experience During World War II: Which Path Would You Have Taken? • Nine Pieces of Evidence

Congratulations! You have gained the necessary background knowledge, examined a variety of documents, and are now ready to explain the path you have chosen to the world. To do this you will create a letter, explaining the choice you have made as a Japanese American during World War II. Here is what you will need to do:

What am I writing about?

You will explain why you either chose to be a resistor, soldier or to serve in another role in the service of your country as a Japanese American during World War II.

Who do I write to?

You can write to a loved one, the local newspaper, or have it be an open letter to the American public.

How long should my letter be?

Your letter should be three paragraphs (eight sentences each) and should follow the format below:

Paragraph 1

1. *Main idea*

Tell the reader the first **reason** you made your choice

2. *Evidence 1*

What is one reason why you made this choice?

3. *Analysis 1*

Why is this reason important?

4. *Evidence 2*

What is a second factor for your decision?

5. *Analysis 2*

Why does this factor matter to you and the reader?

6. *Evidence 3*

What is a final basis that led you down this path?

7. *Analysis 3*

Why is this crucial to understand?

8. *Conclusion/link*

Restate why you are where you are today

Paragraph 2

1. *Main idea*

Tell the reader another **basis** for the choice you made

2. *Evidence 1*

What is one reason why you made this choice?

3. *Analysis 1*

Why is this reason important?

4. *Evidence 2*

What is a second factor for your decision?

5. *Analysis 2*

Why does this factor matter to you and the reader?

6. *Evidence 3*

What is a final basis that lead you down this path?

7. *Analysis 3*

Why is this crucial to understand?

8. *Conclusion/link*

Restate why you are where you are today

Paragraph 3

1. *Main idea*

Tell the reader the final **reason** you made your choice

2. *Evidence 1*

What is one reason why you made this choice?

3. *Analysis 1*

Why is this reason important?

4. *Evidence 2*

What is a second factor for your decision?

5. *Analysis 2*

Why does this factor matter to you and the reader?

6. *Evidence 3*

What is a final basis that lead you down this path?

7. *Analysis 3*

Why is this crucial to understand?

8. *Conclusion/link*

Restate why you are where you are today

Where do I get my information?

Evidence should be taken from your document packet and each evidence sentence should cite which document(s) your information came from.

What should this look like and how will I know if I did well?

Your teacher will have an exemplar (great writing on a similar topic) and a grading rubric for you!

This seems overwhelming! Help!

Don't worry, your teacher has already given you a prewriting activity and will provide either outlines or graphic organizers, plus an editing checklist for you as well. You got this!

When is this due?

Your letter is due on _____ (ask your teacher for the due date).

Final thoughts:

Remember you are representing _____, _____, or _____. Do your best and make them proud!

Name _____ Period _____ Date _____

Japanese American Experience **Day 2 Exit Ticket**

If you could meet the person you are becoming what would you ask them? Why?

Teacher Guide for Day 3

90-Minute Block Schedule

Materials:

- Internet access to the short video, “Letters From Camp” by Frank Chi. This film can be accessed through YouTube with this URL: <https://youtu.be/76WX0XUWTvs>
- Student response sheet for “Letters From Camp”
- Copies of pre-writing activity from Day 2
- Document packets a, b and c from Day 1-2
- Document packet a, b and c student response sheets from Day 1-2
- Writing materials, such as paper (templates are included in this booklet), computer access, or graphic organizers

Setup:

- Have the “Letters From Camp” video ready to play, and pass out the video response sheets to students as they enter the classroom
- Have the document packets a, b and c From Day 1-2 available for students to pick up and continue working on
- Prepare writing materials for students, either with paper, computer access, or use of graphic organizers.

Lesson

Writing Process Review: 10 minutes

You will review the expectations for the final written assignment (Three, Six, or Nine Pieces of Evidence options) and remind students they are using evidence and their own analysis to explain why their selected figure (Inoyue, Nakanishi, Korematsu) made the choice they did, and why students chose the pathway of combat, non-combat, or resistance if they were living in 1942. If desired, you can provide a due date for the completed assignment and if appropriate, include the grading rubric so students will understand how they will be assessed.

You can also review any of the writing aids they find applicable for their student’s population (i.e. pre-writing, graphic organizers, editing checklists)

Student Writing Time: 65 minutes

Students will write their final assignment, and while the writing can be done independently, they may also work with group members to help formulate ideas, choose appropriate evidence or to analyze the evidence. You can circulate or pull small groups together to help students with their writing process and review skills as needed with the students.

Wrap-Up: 5 Minutes

Students will reflect and discuss the biggest “a-ha” or take away they have gained from this DBQ experience overall.

A Letter “Home”

Why Did You Choose Your Path? • Three Pieces of Evidence Option

For today you are going to imagine you are one of the three historical figures we have studied and using the research you have done you are going to write “home” explaining why you chose your path. Your letter should include the following:

- Your perception of what America was fighting for in World War II
 - Your view of what was happening to Japanese Americans at the same time
 - Why you chose your path
 - What impact you hope your choice will have
 - Why might some people question your choice
-

1. **Main idea-** previews what you see in wartime, the path you chose/impact and why some might question your choice
2. **Evidence 1-** What is the contrast between what America is fighting for and how they are treating citizens?
3. **Analysis 1-** Why does this matter to Americans in the second World War?
4. **Evidence 2-** What path did you choose and what impact do you hope it will have?
5. **Analysis 2-** Why does this matter to you, your family, community, or country?
6. **Evidence 3-** Why might some people question your choice?
7. **Analysis 3-** Why would these opinions affect you?
8. **Conclusion-** restate what you have covered in your letter

Name _____

Main Idea (green)- Should preview what you see America and the world during war, the choice you are making (fight, resist, non-combat service or citizen in camp) and then why some might disagree with your choice.

Evidence 1 (yellow)- In wartime I look around and see.... (hint: contrast!)

Analysis 1 (red)- This matters to me and other Americans because

Evidence 2 (yellow)- The path I have chosen to follow is

Name _____

Analysis 2 (red)- It is crucial you understand this because

Evidence 3 (yellow)- Although I know some people will disagree because

Analysis 3 (red)- This would affect me because

Link/Conclusion (green)- In conclusion... (restate your main idea)

A Letter “Home”

Why Did You Choose Your Path? • Six Pieces of Evidence Option

For today you are going to imagine you are one of the three historical figures we have studied and using the research you have done you are going to write “home” explaining why you chose your path. Your letter should include the following:

- Your perception of what America was fighting for in World War II
 - Your view of what was happening to Japanese Americans at the same time
 - Why you chose your path
 - What impact you hope your choice will have
 - Why might some people question your choice
-

Paragraph 1

1. **Main idea-** What do you see around you in wartime (what America is fighting for, what you see at home and how have you been affected?)
2. **Evidence 1-** What is America fighting for?
3. **Analysis 1-** Why are these causes important?
4. **Evidence 2-** How is America treating some minority groups at home?
5. **Analysis 2-** Why must this be understood?
6. **Evidence 3-** How have you and your family personally been affected?
7. **Analysis 3-** Why does this matter to you as you make your choice?
8. **Conclusion-** restate what you have covered in your first paragraph

Paragraph 2

1. **Main idea-** What choice did you make and what are the impacts and consequences?
2. **Evidence 1-** What is the choice you are making?
3. **Analysis 1-** Why is this important for your family to understand?
4. **Evidence 2-** What impact do you hope you and others like you will have?
5. **Analysis 2-** Why do you want your family to know this?
6. **Evidence 3-** Why might some question your choice?
7. **Analysis 3-** Why would this be important?
8. **Conclusion-** restate what you have covered in your second paragraph

Name _____

Main Idea (green)- this is going to preview what America is fighting for, what you see in your community and how your family has been affected

Evidence 1 (yellow)- I know America is fighting for...

Analysis 1 (red)- This matters because...

Evidence 2 (yellow)- In my community I see...

Name _____

Analysis 2 (red)- This is important because...

Evidence 3 (yellow)- My family has been affected because...

Analysis 3 (red)- This is crucial to me because...

Link/Conclusion (green)- Restate your main idea...

Name _____

Main Idea (green)- This main idea sentence should preview what choice you made, the impact you hope it will have, but why some might disagree with your choice.

Evidence 1 (yellow)- The choice I made was...

Analysis 1 (red)- This is important to understand because...

Evidence 2 (yellow)- The impact I hope my choice will make is...

Name _____

Analysis 2 (red)- This needs to be understood because...

Evidence 3 (yellow)- People may question my choice because...

Analysis 3 (red)- This would matter to me because...

Link/Conclusion (green)- Restate your main idea...

A Letter “Home”

Why Did You Choose Your Path? • Nine Pieces of Evidence Option

For today you are going to imagine you are one of the three historical figures we have studied and using the research you have done you are going to write “home” explaining why you chose your path. Your letter should include the following:

- Your perception of what America was fighting for in World War II
 - Your view of what was happening to Japanese Americans at the same time
 - Why you chose your path
 - What impact you hope your choice will have
 - Why might some people question your choice
-

Paragraph 1

1. **Main Idea-** What do you see around you in wartime (what America is fighting for, what you see at home and how have you been affected?)
2. **Evidence 1-** What is America fighting for?
3. **Analysis 1-** Why are these causes important?
4. **Evidence 2-** How is America treating some minority groups at home?
5. **Analysis 2-** Why must this be understood?
6. **Evidence 3-** How have you and your family personally been affected?
7. **Analysis 3-** Why does this matter to you as you make your choice?
8. **Conclusion-** restate what you have covered in your first paragraph

Paragraph 2

1. **Main Idea-** What choice did you make and what are the impacts and consequences?
2. **Evidence 1-** What is the choice you are making?
3. **Analysis 1-** Why is this important for your family to understand?
4. **Evidence 2-** What impact do you hope you and others like you will have?
5. **Analysis 2-** Why do you want your family to know this?
6. **Evidence 3-** What do you hope non-Japanese Americans will see in your choice?
7. **Analysis 3-** Why would this be important?
8. **Conclusion-** restate what you have covered in your second paragraph

Paragraph 3

1. **Main Idea-** Why do you think some will question your choice (country, community and family)?
2. **Evidence 1-** What might people across the country question about your choice?
3. **Analysis 1-** Why is this important for you to understand?
4. **Evidence 2-** Why might people within your community not support you on your path?
5. **Analysis 2-** Why is this crucial to understand?
6. **Evidence 3-** Why might your family have a difficult time with what you have chosen?
7. **Analysis 3-** Why would this matter to you?
8. **Conclusion-** restate what you have covered in your third paragraph

Name _____ Period _____ Date _____

Japanese American Experience **Day 3 Exit Ticket**

What do you think is the most important lesson you learned from this experience? Why?



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