



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 1: History of Japanese Americans

How does war affect America's identity?

Objective:

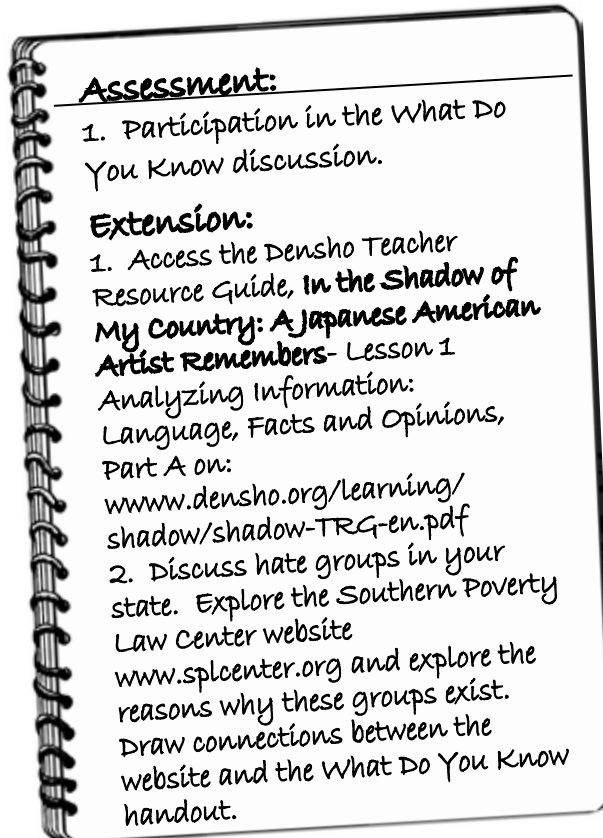
Students begin to explore the context surrounding the World War II internment of Japanese Americans.

Procedure:

- ✔ Pass out the What Do You Know handout (located in the Lesson 3 Activity 1 Resources section) and give students five minutes to fill it out individually. You may read the What Do You Know statements to the class and have them raise their hands to decide if they think the statement is true or false.
- ✔ Conduct a classroom discussion based on stereotypes and wording within the What Do You Know handout.

In the guide, the word "Americans" is used. Define Americans. Do all Japanese Americans have a single culture or identity? Do they appear to be grouped together in the What Do You Know handout?

- ✔ Encourage students to verify his/her answers throughout the lessons. At the end of the lessons, check the What Do You Know handout again and see if all the questions have been answered. If they haven't been answered, break the statements up and have students find the answers.



Grade Level: 10 & 11

Time: 20 minutes

Materials:

What Do You Know? handout

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade English/Language Arts Writing

1.5

History-Social Science 10.8.6

11th Grade English/Language Arts Writing

2.2 2.3

History-Social Science 11.7.5

Activity 1: **History of Japanese Americans***What Do You Know?**America's Treatment of People of Japanese Ancestry***Directions:**

Read each statement below. If you think a statement is true, circle T. If you think it is false, circle F.

- T F 1. *Japanese Americans were prohibited by law from marrying Caucasians in California during the early 20th Century.*
- T F 2. *It was illegal for Japanese and other Asian immigrants to become naturalized citizens during the first half of the 20th century.*
- T F 3. *During World War II, most Japanese Americans were loyal to Japan and were a threat to their fellow Americans.*
- T F 4. *Japanese Americans who were removed from their homes and sent to relocation centers were always treated by their government, the media and the public with great dignity and respect.*
- T F 5. *All Japanese Americans refused to join the U.S. Army to fight in World War II.*
- T F 6. *During World War II, some Chinese Americans wore buttons that read "I am Chinese" to distinguish themselves from Japanese Americans and to avoid discrimination.*
- T F 7. *No Japanese Americans were convicted of acts of espionage and sabotage against the United States government during World War II.*
- T F 8. *Japanese Americans who lost property while they were interned in relocation centers were repaid in full for all their losses as soon as the war was over.*
- T F 9. *After World War II was over, all Japanese Americans who had been in the relocation centers were welcomed back to their homes and communities.*



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 2: War

How does war affect America's identity?

Objective:

Students explore the issues that led to World War II.

Procedure:

- ✓ Briefly discuss world events prior to the United States entering World War II, such as immigration laws, racism, the Great Depression and the war in Europe and Asia.



Japanese Aerial Photograph of the Attack on Pearl Harbor, Hawaii December 7, 1941
U.S. Navy Photographic Collections

- ✓ Have students choose an issue that brought the U.S. into World War II. Offer students time in the library or on the internet for the preliminary research. For homework, have each student further research the topic and put together a 3-5 minute presentation on the topic/issue. Encourage your students to use props for their programs. Sample topics: cartoons or other drawings, journalist's perspectives, citizenship laws, the "Yellow Peril," invasions of China and Poland, etc.
- ✓ Students develop and deliver presentations to the class. The presentations will allow students to start to explore fear, hysteria, racism, governmental concerns and controversy before World War II.
- ✓ Begin reading *Farewell to Manzanar* by Jeanne Wakatsuki Houston & James D. Houston. The first chapter titled, "What is Pearl Harbor?" will take you directly into the war and how it began. Continue reading the book throughout the remaining lessons to learn about the wartime experiences of Jeanne and her family.

Assessment:

1. Student involvement in the pre-World War II discussion.
2. Research and presentation on pre-World War II issues.

Extension:

1. Discuss how other groups were treated during World War II: African Americans in the military, Jewish people in Europe, Chinese in Nanking, prisoners of war, the U.S. internment of Germans and Italians, etc.

Grade Level: 10 & 11
Time: 2 hours (class)
 90 minutes (home)
Materials:
Farewell to Manzanar by Jeanne Wakatsuki Houston & James D. Houston
 Internet or library access

Concepts Covered:

Read for detail.

Discuss broad concepts and **establish** context.

CDE Standards:

10th Grade English/Language Arts Reading

1.1 2.3

Listening & Speaking

1.1

History-Social Science

10.8.1 10.8.5 10.8.6

11th Grade English/Language Arts Reading

2.1 2.3

Listening & Speaking

1.2

History-Social Science

11.7.1 11.7.3 11.7.5



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 3: Introducing War Hysteria

How does war affect America's identity?

Objective:

Students learn how fear and hysteria in American society affected Japanese Americans during World War II and eventually led to their internment.

Procedure:

- ✔ Show pictures of Pearl Harbor on December 7, 1941. Images can be found on the USS Arizona Memorial website located at www.nps.gov/usar. On the left side of the website click on Photos and Multimedia. In the middle of the page click on Photo Gallery, December 7, 1941, to examine the photos.
- ✔ Have students share descriptions of what they see, what they associate with the images and what fears arise. Ask students: *What would it be like if this happened today? Do you see any comparisons between the events of December 7, 1941 and the events of September 11, 2001? Do you remember that day? How did you feel?*
- ✔ Return the discussion to the events of December 7, 1941 and ask the following questions: *How would you feel if you encountered a Japanese American on a street in Los Angeles the day after Pearl Harbor? How would you feel if you were a Japanese American the day after Pearl Harbor? How would your fears be similar or different?*
- ✔ Share the Densho website (www.densho.org) with the class. Pearl Harbor interviews are found under the Archive section, Topics, Pearl Harbor and Aftermath and choose any of the options under this section. Click on Personal Recollections to find videotaped oral history interviews with Japanese Americans describing the events. Access the documents as well. Interviews paint a vivid picture of fear, hysteria and the uncertainty that many people felt after the bombing. Another location is the Library of Congress <http://www.loc.gov/rr/program/journey/pearlharbor.html>. Click on Read a Transcript to read quotes from interviews recorded on the streets of Washington, D.C., December 8, 1941.
- ✔ Distribute President Franklin D. Roosevelt's speech titled, "A Date Which Will Live In Infamy," and/or play a recording or video of the speech for the class. The speech is available on the National Archives website <http://www.archives.gov/education/lessons/day-of-infamy/>
- ✔ Ask students to reflect on FDR's speech and pose the following questions. *What does it mean? Is war part of America's identity? How does war affect people's lives and actions?*
- ✔ Discuss fear and hysteria along with the following: *How do you experience fear? How has a current or previous war affected you? Do you think clearly when you are afraid?*

Grade Level: 10 & 11

Time: 2 hours (class)
1 hour (home)

Materials:

Glossary handout
Historic Evacuation poster
Teenager Evacuation poster
Student journals
Internet access
Executive Order 9066 handout
Densho member login

Concepts Covered:

Learn about cause and effect.

Relate to important events of the past.

CDE Standards:

**10th Grade
History-Social Science**
10.8.6

**11th Grade
History-Social Science**
11.7.5

**9-12th Grade
History-Social Science**
Historical Interpretation

1 2 4
Chronological-Spatial Thinking

1
Historical Research
2



Activity 3: Introducing War Hysteria

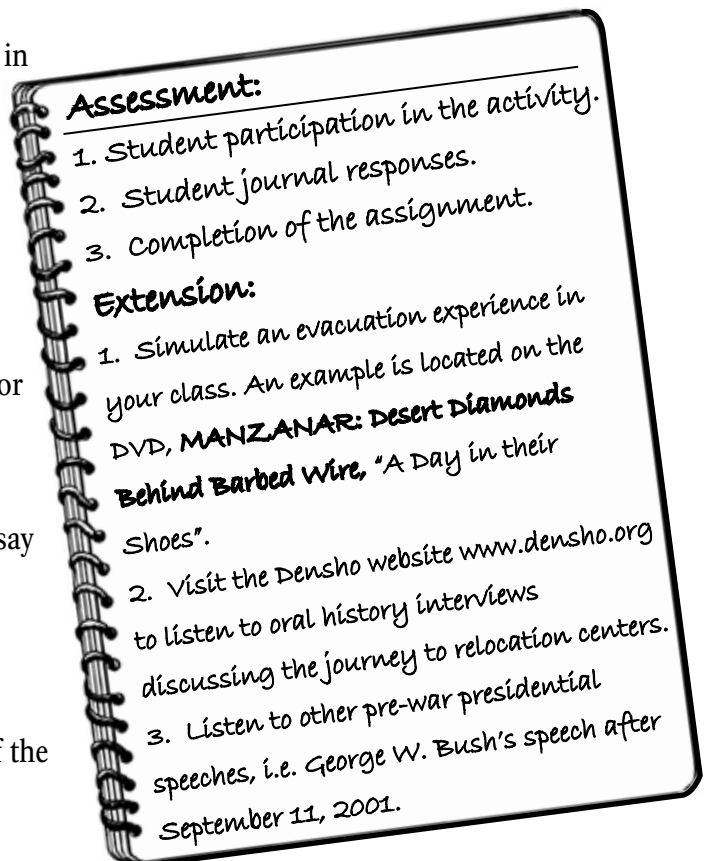
How does war affect America's identity?

Procedure (continued):

- ✓ Provide the Executive Order handout (located on the Educator Resources disc) to your students. Discuss Executive Order 9066 and what it meant. Talk about particular terms by dissecting them such as: espionage, sabotage, alien enemies, etc. What do the terms mean? Discuss the justifications for interning all Japanese Americans from the Exclusion Zone (for a map, see War Relocation Centers handout on the Educator Resource disc) and only certain Italian and German Americans and aliens throughout the United States. Discuss who was targeted after the events of September 11, 2001. Discuss similarities and differences between the Executive Order 9066 and the U.S.A. Patriot Act of 2001.
- ✓ Post the 1942 Evacuation poster in your classroom and around your school. Then, ask students to imagine what it would be like to be "evacuated" from their home. Use the statement below to help your students imagine the situation.

Imagine the Western Defense Command ordered your family to leave home in seven days. Japanese Americans interned at Manzanar could bring only what they could carry, usually two suitcases. Family pets and school friends were left behind. What items would you pack into those suitcases for a trip to an unknown destination and an uncertain future? The military has forbidden you to bring televisions, computers, phones, camera and video games into camp. What will you bring?

- ✓ Have your students close their eyes to visualize their home and all of its contents. Ask them to choose the items they would pack and have them write their answers in their journal.
- ✓ Read the Archie Miyatake ID booklet (located on the Educator Resources disc) to learn about how Archie's father smuggled an illegal camera lens into Manzanar. Discuss the items that could have been smuggled into camp and the motivations for bringing them.
- ✓ Post the Instructions To All Teenagers handout (located in Lesson 3 Activity 3 Resources section). Teachers can modify the poster locations, dates or criteria for the instruction group.
- ✓ Discuss and document the fears and reactions associated with the posters, the conversations that may have taken place in a community after an evacuation poster was posted (home, classrooms, grocery stores, baseball fields, buses, etc.) and the strategies to endure or resist an evacuation. Share the Supreme Court cases *Korematsu v. United States* and *Hirabayashi v. United States*, which demonstrate incidents of resistance. As a homework assignment, ask your students to write an essay on their reactions to the Instructions To All Teenagers handout.
- ✓ Provide the Glossary handout (located on the Educator Resource disc) to introduce students to the terms and conditions that will be addressed throughout the rest of the activities.





Activity 3: **Introducing War Hysteria**

**WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME
CIVIL CONTROL ADMINISTRATION
PRESIDIO OF SAN FRANCISCO, CALIFORNIA**

INSTRUCTIONS TO ALL

TEENAGERS

Living in the Following Areas:

All of that portion of the City of Los Angeles, State of California, including that portion known as the San Fernando Valley. All of that portion within the boundary of Los Angeles County and Orange County.

Pursuant to the provisions of Civilian Exclusion Order No. 33, this Headquarters, dated May 2, all persons ages 13 to 19, both alien and non-alien, will be evacuated from the above areas by 12 o'clock noon, P.D.T., Saturday, May 10.

No teenager living in the above areas will be permitted to change residence after 12 o'clock noon, P.D.T., Sunday, May 2, without obtaining special permission from the representative of the Commanding General, Southern California Sector, at the Civil Control Station located at:

Los Angeles Unified School District
Administrative Offices
333 Beaudry Street
Los Angeles, California 90051

Such permits will only be granted for the purpose of uniting teenage members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the teenage population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, educational supplies, textbooks, household goods, DVD players, ipods's, television sets, cell phones, hand held video games, automobiles, boats and animals.
3. Provide temporary residence elsewhere for all teenagers and teenage siblings.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

Activity 3: **Introducing War Hysteria**

The Following Instructions Must Be Observed:

1. A responsible teenager in each sibling group, preferably the oldest teenager, or the person in whose name most of the property is held, and each teenager living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A.M. and 5:00 P.M. on Monday, May 5, or between 8:00 A.M. and 5:00 P.M. on Tuesday, May 6.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

- (a) Bedding and linens (no mattress) for each teenager
- (b) Toilet articles for each person
- (c) Extra clothing for each person
- (d) Sufficient forks, spoons, plates, bowls and cups for each person
- (e) Essential personal effects for each person

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual teenager or sibling group.

3. No pets of any kind will be permitted.

4. No personal items and no household goods will be shipped to the Assembly Center.

5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as refrigerators, microwave ovens, washers and dryers, computers, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given teenager.

6. Each sibling group, and teenager living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A.M. and 5:00 P.M., Monday, May 5, or between the hours of 8:00 A.M. and 5:00 P.M., Tuesday, May 6, to receive further instructions.

G.A. Warren
Lieutenant General, U.S. Army
Commanding Officer



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How does war affect America's identity?

Objective:

Students reflect on what they have learned.

Procedure:

- Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have students create their own KWL charts in their journals.

What did you **know** about the correlation between fear and hysteria and government actions during times of war?

What did you **know** about the experiences of Japanese Americans during World War II?

What more do you **want** to know about the issues related to war?

What Japanese American experiences during World War II do you **want** to know more about?

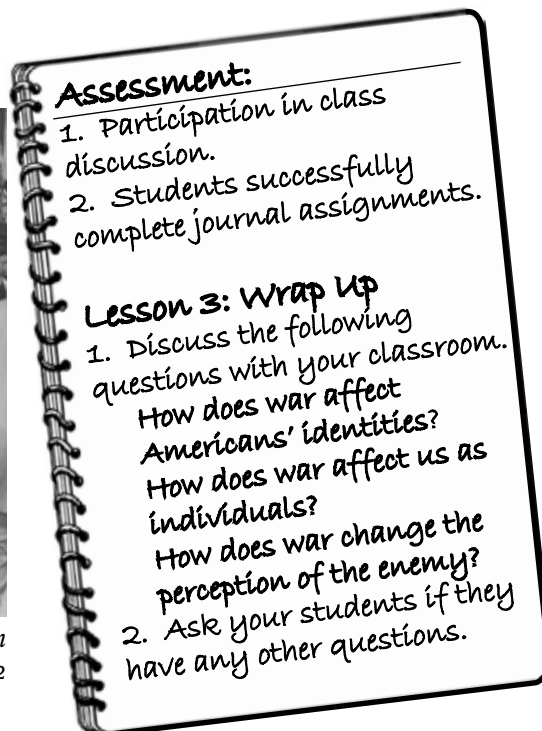
What did you **learn** about the circumstances that led to U.S. entry into World War II?

What did you **learn** about the lives of Japanese Americans prior to and during World War II?

- This information is shared with the entire class.



Men reading an evacuation poster written in Japanese in Los Angeles. Clem Albers, 1942



Grade Level: 10 & 11

Time: 20 minutes

Materials:

Student journals

KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade English/Language Arts Writing

2.3

History-Social Science 10.8.6

11th Grade English/Language Arts Writing

2.3

History-Social Science 11.7.5