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### Deaf Japanese-Americans during World War II

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Deaf Japanese-Americans during World War II

MSSE Master's Project

Submitted to the Faculty  
Of the Master of Science Program in Secondary Education  
Of Students who are Deaf or Hard of Hearing

National Technical Institute for the Deaf  
ROCHESTER INSTITUTE OF TECHNOLOGY

BY

Mikhael Rosenberg

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In Partial Fulfillment of the Requirements  
For the Degree of Master of Science

Rochester, New York

6.07.06 (date)

Approved: Christopher Kurz  
Project Advisor

Gerald Bateman  
Project Advisor

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6/8/06

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## **Abstract**

Many teachers are using primary source documents in their social studies classrooms to compliment the standard issued textbooks. Primary sources include, but are not limited to: government documents, pictures, posters, documentaries, and personal interviews. Research shows when teachers use primary sources in their instructions, their students become more engaged with the course. Research shows when teachers use primary sources in their instructions, their students become more engaged with the course. Furthermore, there is a positive correlation between student engagement in the course and student achievement in the class. When historical primary sources related to deaf individuals are used to supplement general historical events, deaf students are able to make personal connections to the information they are learning. Thus, in turn, helps the deaf students to become more engaged in what they are learning.

The purpose of this project is to develop a four-week curriculum unit on the topic of “American-Japanese Internment,” using primary sources. Furthermore, this curriculum unit identifies and addresses deaf-related issues, by incorporating deaf experiences into the same topic. Throughout this curriculum unit, the students will analyze the perspectives and experiences of different individuals, both hearing and deaf, on the event of Pearl Harbor, and the subsequent aftermath thereof, of Japanese-Americans. Also, the students will be able to make personal connections, to individuals and events of Internment, through role-playing scenarios. Finally, the students will be able synthesize information learned through this curriculum unit, by creating a newspaper project and presenting it to the class.

## **Introduction**

### **Purpose**

The purpose of this project is two-fold: (a) to develop a curriculum on the subject of Deaf Japanese-Americans during World War II and (b) to provide some preliminary information on a subject, that has been largely ignored, for future historical research.

The goal of this curriculum project is to provide information and instructional materials to all social studies educators, of the deaf, for the immediate use in the classroom on the topic. This is accomplished by focusing on the curriculum unit, and individual lesson plans, on the topic of the “Japanese Internment,” during World War II. Written copies of the curriculum contain an in-depth examination and copies of primary sources that are to be used in this curriculum project.

### **Importance of the Project**

This topic is important to me for a few reasons, as it is to the history of deaf Americans. First, this topic is a continuation of my previous undergraduate work in history. During my undergraduate study, I studied the internment of Japanese-Americans during World War II. It is part of a shameful history of our country that is often overlooked and or outrightly ignored by social studies educators.

There has been little or no known research conducted on the fate of deaf Japanese-Americans as a whole, during World War II. In the history of hearing Japanese-Americans interned during World War II; children of Japanese-Americans followed their parents to internment camps throughout the United States. These children received their education in the camps themselves. There are many questions to be explored and answered on the fate of deaf Japanese-Americans. Questions include, but are not limited to: a) What happened to deaf

Japanese-American children, during World War II?; b) Did they go to a residential school?; c) Were they forced into an internment camp with their parents or were they allowed to continue their education at a residential school?; d) What is the fate of deaf Japanese-American adults?; e) Were all the deaf Japanese-American adults placed in the same camp?; f) Were they given access to an interpreter?; g) How did they communicate with others around them?; and h) Were deaf Japanese-Americans exempted from Executive Order 9066, the presidential order that forced the interment of Japanese-Americans? All these questions, and many more not listed, need to be examined as part of American and Deaf history.

Deaf history is inseparable from American history. Events that impact this country also impact the Deaf community. This curriculum development project examines the facts, opinions, and experiences held by hearing Americans and Japanese-Americans, as well as deaf Americans and deaf Japanese-Americans. The deaf community is a minority community in the United States. It is composed of many different ethnic groups; some of these ethnic groups are a minority within the Deaf community. Each of which may possess views and or experiences, on certain events, which may differ than those of the majority group. All of these are valid and contribute to the full history of Deaf culture and American history.

Scholarly literature on deaf Japanese-Americans interned during World War II, is almost non-existent. This curriculum development is based on the use of primary and secondary sources as a teaching tool. Therefore, the focus of this literature review is on the positive effects of using (a) primary sources, (b) Document Based Questioning (DBQ), and (c) Socratic thinking, or higher order questioning, to enhance teaching effectiveness in social studies classroom.

## **Review of Literature**

### *Attitude Towards Social Studies*

Research has shown that student's attitudes are related to achievement in the classroom (Weller, 1999; Goodlad, 1984). Yet, when it comes to social studies how much does this attitude influence achievement in students? Furthermore, what kinds of teaching styles promote more positive learning attitudes and achievement in students? For most students social studies is a boring content course. Students from K-12 schools in general dislike social studies more than any other subject (Weller, 1999; Goodlad, 1984). They conclude that students dislike social studies because the topics become removed from intrinsically human character and the student's learning is reduced to simple rote memorization. Students that are reduced to learning social studies with rote memorization are more likely to be taught by teachers that employ teaching methods that rely on simple understanding (Weller, 1999; Goodlad, 1984). Social studies is a content course that contains many dates and facts, whereby the students must remember them. But, when the teachers require students to only use basic knowledge and simple understanding by memorizing facts and dates and then regurgitating them back to the teacher, the students become removed from the content of the course. As a result, the students become bored and dislike social studies (Weller, 1999). What kind of teaching strategies can be employed to create student interest in social studies?

### *Socratic Thinking, or Higher Order Thinking*

Two types of teaching strategies employed are deep-thinking and cause-and-effect questioning. These have had positive influences on students' attitudes in social studies (Newman, 1990). These two strategies, also known as "higher order" or Socratic thinking, leads to more student engagement in the content of the course. These types of higher-order questions require



students to employ analysis, problem-solving techniques to the course related materials. Newman (1990) finds that the more thoughtful the lessons that teachers give to students at a higher order of thinking, the students showed more engagement in the course. Evidence has shown that, when the students are actively engaged with the course the more interest they show and better the achievement in the course (Newman, 1990). Woolsey, Harrison, and Gardner (2004) state academic engagement can be observed over different activities, in different arrangements, and with different teachers, such as students' participation in group discussions. Analyzing and understanding the variables associated with high levels of student engagement can lead to improved academic outcomes for students. If the students' engagement can be attributed to the type of teaching done by educators, like simple rote memorization or Socratic questioning and higher order of thinking, then educators may play a role in the type of engagement that the students conduct.

One activity that effective teachers used to engage students in social studies was the project-based inquiry. In this activity, students are given authentic and interesting problems of the present to relate with the past for example, immigration (De La Paz & Mac Arthur, 2003). The approach that the students used to create this project was the compare and contrast strategy. The students used deep reasoning skills to apply or to relate to historical issues, like immigration, to current issues. They compare and contrast the lives of people of the past with those of the present. This type of reasoning has a positive effect on students' engagement in social studies. De La Paz and Mac Arthur (2003) found, comparing students with disabilities and without disabilities, that both groups made significant gains in historical knowledge and historical reasoning, although the students without disabilities made bigger gains. Both groups of students made gains in self-efficacy for learning social studies.

### *Engaging Activities and Document Based Questions (DBQs)*

Engaging activities is one of the important factors found throughout literature. Newman (1990) found that teachers who engage the students in more thoughtful (using deep-reasoning skills) activities rely less on the standard text book and more on primary sources and other types of reading materials. He also found that teachers rely less on lectures and recitations and more on student-centered discussions. These discussions were more likely to challenge the students to go beyond the information that was given, as in primary sources, to use multiple sources of information. Furthermore, the use of primary sources and document based questions (DBQs), subjects the students to more higher-order thinking, as opposed to the use of textbooks (Newman, 1990).

The research has shown that the use of primary sources, document-based questions, and Socratic questioning activities, had a positive effect on students' engagement in social studies (De La Paz and Mac Arthur, 2003; Newman, 1990). The quantity of students that became engaged in the course increased, as well as the overall quality of their engagement.

### *Deaf Identity*

Furthermore, by incorporating deaf identity to subject contents, deaf students would eagerly show engagement in the subjects. Teacher should create a classroom environment which promotes the cultural identities of their students (Welch, 2000). By infusing deaf history into the mainstream curriculum, teachers would be promoting their students' cultural identities as well as providing connections that deaf students could make to the subjects. Robert Panara (1974) wrote: "It is time that the deaf are studied as human beings that they are—as the living representation of everyman in his journey through life" (p.15). Panara believes that deaf people should be studied because they are a part of the world's history. Barbara Gerner de Garcia (2000) wrote, "The

educational needs of deaf students will be better met when all educators of the deaf recognize that we all are responsible for all of our students... We [teacher for the deaf] must continue to expand our knowledge base adding information about new cultures, learning a new language, becoming more skilled in ASL, involving ourselves in the diverse Deaf Community and the communities of our students and our families. There are no simple answers or ready-made curricula that will meet the diverse needs of the students we will face” (p.182). This statement by Gerner de Garcia shows the importance of adding information, such as information about deafness or deaf culture, to subjects that are generally reserved for the hearing mainstream. By incorporating actual deaf experiences from World War II into this curriculum the teacher will be able to make connections between the deaf perspective and the actual events that took place, perking the students’ interest in topics that they wouldn’t normally find interesting on their own.

In conclusion, this curriculum development focuses on the infusion of primary sources, document-based questions, Socratic questioning, and engaging activities into each lesson plan, thus promoting the deepest possible engagement by the students. Furthermore, incorporation of deaf experiences to mainstream events will allow deaf students to make personal connections to this unit, thereby encouraging the maximum possible engagement for students that would otherwise feel detached to this topic.

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**Overview:**

This curriculum development is designed to supplement social studies text books in any setting (mainstream, day-program, or residential school). The surprise attack on Pearl Harbor begins this unit. The Pearl Harbor incident was a trigger that led to a series of events in the United States, including its entry into World War II. However, Pearl Harbor is used in this curriculum as the building block for future United States actions against its own citizens: Japanese-Americans. The history of internment of Japanese-Americans, during World War II, can be traced long before the bombing of Pearl Harbor. It was this specific event which laid the corner-stone for internment.

Prior knowledge of world events leading up to World War II is imperative before beginning this unit. At the very minimum, the students should bring to the classroom knowledge of United States' involvement in World War I, and the concept of the Axis and Allies. Equally important is the knowledge of World War II prior to the United States' entrance into the war. Students should have some knowledge of the policies established by the government of the United States: Neutrality Act and the policy of Lend-Lease. Furthermore, it is desirable that the students have prior knowledge of the Holocaust and the Jewish relocation since references and comparisons are directly made to the Holocaust in this curriculum unit.

Certain prior knowledge of events within the United States is desirable, but not mandatory to implement this unit. From the aspect of racial discrimination, students should know the importance of Jim Crow Laws, racial segregation, and racial discrimination. More specifically towards Japanese-Americans, knowledge of the Alien Exclusion Act, Alien Land Act, and the court case of *Ozawa .v United States*, all of which implied that foreign aliens do not have the right to become American citizens. While these information are not necessary to

implement the unit, they are, and can be, used to bridge the gaps of America's acceptance of racial exclusion.

As stated earlier, this unit begins with the event of the surprise attack of Pearl Harbor. The students will learn the impact of that event through a parallel perspective of hearing and deaf eyes. The unit continues with propaganda: how and why it was used to portray Japanese, and the effects of propaganda on the American public. The students will analyze fiery and rhetorical speeches from Franklin D. Roosevelt's "A Date Which Will Live in Infamy" to George W. Bush's "9/11 and the War on Terror" and how these speeches affected America's perceptions of Japanese/Japanese-Americans and Muslims/Muslim-Americans.

After the study on propaganda, the students will then analyze different laws and reports by conducting internet searches, presentations, and role-playing activities for their stances in supporting and/or opposing the use of internment. The students will watch a video of a deaf man (Ron Hirano), explaining how internment was implemented, along with the arrest of his father. The students will compare this video with the statements from an oral interview of a deaf Japanese-American, who was interned herself. The students will learn the names, types, and locations of various internment camps throughout the United States. The students will compare and contrast internment camps to concentration camps employed by Germany during World War II. The students will learn about American government's actions to rectify the ills of internment by apologizing and paying reparations to Japanese-American citizens. Finally, the students will learn of the continuance use of internment camps in our life by identifying and comparing internment camps in other parts of the world, such as Kosovo, Darfur, and Guantanamo Bay.

This curriculum will incorporate various types of summative and cumulative assessments. Several types of assessments that will be utilized are: a) teacher observations of

student roundtable discussions, b) checklist of student performance during group activities, c) sampling of student work, d) rubrics of major assignments/projects, and e) a final summative assessment that will take place in the form of a unit examination.

## **Project Objectives- New York State Learning Standards**

### **Social Studies**

#### **Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

- Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- Discuss several schemes for periodizing the history of New York State and the United States
- Develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues
- Compare and contrast the experiences of different groups in the United States
- Analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies
- Compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture
- Research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)
- Prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history
- Understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom)
- Analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors perspectives
- Consider different historians analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations

#### **Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.



- Analyze historic events from around the world by examining accounts written from different perspectives
- Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras
- Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place
- Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes
- Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities
- Interpret and analyze documents and artifacts related to significant developments and events in world history
- Plan and organize historical research projects related to regional or global interdependence
- Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes
- Investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions

### **Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

- Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- Describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities
- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world
- Analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (Taken from National Geography Standards, 1994)
- Plan, organize, and present geographic research projects
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information
- Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information

- Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from National Geography Standards, 1994)
- Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry
- Present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
- Interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems

#### **Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

- Analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
- Compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture
- Analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world
- Describe how citizenship is defined by the Constitution and important laws
- Explore how citizens influence public policy in a representative democracy
- Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from The National Standards for Civics and Government, 1994)
- Consider the need to respect the rights of others, to respect others points of view (Adapted from The National Standards for Civics and Government, 1996)
- Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States

Understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority

## **Unit Plan**

### **Week 1: Days of Infamy: Pearl Harbor**

#### **Weekly Objectives:**

- The students will synthesize the cause and effects of Japanese Internment. Synthesis will be demonstrated by creating a weekly newspaper capturing headlines of the week.
- The students will identify and define the vocabulary of the week.
- The students will identify the events that led up to the bombing of Pearl Harbor.
- The students will analyze the different reactions in America, comparing and contrasting reactions of deaf Americans with hearing Americans, on the bombing of Pearl Harbor, by completing a graphic organizer and listing characteristics for each topic area.
- The students will develop intrapersonal skills by role-playing various characters that participated in Pearl Harbor, by acting-out at least two different emotions/ feelings when portraying their Pearl Harbor character, during their skit.
- The students will analyze the attitudes of the American public after the bombing of Pearl Harbor by describing characteristics of propaganda.

#### **Monday: Events Before Pearl Harbor**

##### **I. Materials:**

- Overhead
- Construction Paper
- Overhead markers
- Reaction Journals

##### **II. Activities/ Procedures:**

1. Students record the vocabulary words into their Reaction Journals (5 min):

- Dive-Bomb
- Infamy
- Franklin Delano Roosevelt
- Civilian
- Solicitation
- Premeditated
- Unprovoked
- Dastardly
- Deliberately
- kamikaze
- Island
- Hawaii
- Pearl Harbor
- Honolulu
- Jap/ Japs

### -Propaganda

2. The teacher reviews world events, and events in the United States, leading up to the bombing of Pearl Harbor (20 min).
  - Suggested world events should include World War 2, Holocaust, American's Neutrality Act, and Lend-Lease.
  - Events within the United States should include Jim Crow Laws, Alien Exclusion Act, Ozawa v. U.S., Great Depression.
3. Break the students into two groups: one group creates a timeline of world events, and another group creates a timeline of events that had taken place in the United States (27 min).
  - The students discuss and map-out important world events up-to the bombing of Pearl Harbor.
  - The students discuss and map-out important events/ laws in the United States, leading up to the bombing of Pearl Harbor.
  - Student's time line will be on display

#### III. Evaluation Tools:

- Conducted through classroom observation and discussions.

#### IV. Continuing the experience outside the classroom:

- Student defines their vocabulary words, using a dictionary or textbook, in their "Reaction Journals".

### **Tuesday: The Bombing Begins**

#### I: Materials:

- Television with closed caption
- DVD player
- VHS
- Documentary: *Pacific Lost Evidence Pearl Harbor*, or any Pearl Harbor documentary with closed caption.

#### II: Activities/ Procedures:

- The teacher will play the video of Pearl Harbor (50 Min.)

#### III: Evaluation Tools:

- The teacher will use a sample of the student's homework as a tool of assessment.

#### IV: Continuing the experience outside the classroom:

- The students answer a worksheet with a list of questions pertaining to the video.

### **Wednesday: Deaf Reactions**

#### I: Materials:

- Jack Gannon's *The Deaf Heritage*, Chapter 10
- Overhead
- Graphic organizer
- Pictures of the bombing of Pearl Harbor
- Excerpt of Bill Sugiyama's story in *Deaf Heritage*.

## II: Activities/ Procedures:

1. The teacher discusses highlights from the previous day video (10 min).
  - What were the reactions of the sailors, marines, and soldiers to the bombing at Pearl Harbor?
  - Why were we surprised by the attack?
  - How did the American service men feel when they were attacked?
  - What did they see and do during the bombing?
  - What did they do after the attack was finished?
2. The students read an excerpt from, *The Deaf Heritage*, on the overhead, and translate the excerpt in ASL (15 min.).
3. The students participate in a roundtable discussion, with the teacher, comparing and contrasting the experiences from individuals in the *Deaf Heritage*, with those in the video from the previous day (20 min).
 

Based on your experience as a deaf person, what do you think:

  - How did the deaf students respond to the attack?
  - How did they feel when they were attacked?
  - What did the students/ school do after the attack?
  - What were they afraid of after the attack was finished?
  - What were the reactions of the deaf students at Gallaudet?
4. The teacher passes out instructions and describes the role-playing activity to the students for the next day's activity (7 min). (See Appendix J)

## III: Evaluation Tools:

- Conducted student's responses and translations in ASL, of the Pearl Harbor bombing, in *Deaf Heritage*.
- The teacher will use a sample of the student's homework as a tool of assessment.

## IV: Continuing the Experience outside the Classroom:

- The students are given a graphic organizer to complete, comparing and contrasting deaf people's experiences, with the experiences learned from the previous day video.

## Thursday: Pearl Harbor Through the Eyes of Individuals

### I: Materials:

- Index cards with character names and facts
- Desks

- White board
- Pen
- Paper
- Reaction Journals

## II: Activities/ Procedures

1. The students analyze the surprise attack on Pearl Harbor by role-playing the “Pearl Harbor through the individual eyes” (42 min).
  - The teacher creates a list of 9 characters (or the appropriate number of characters for the class this unit plan is implemented for). Each character is given a name and facts, on their role during Pearl Harbor (preferably actual figures that participated in the event, such as: (FDR, Admiral Yamamoto, Admiral Kimmel, Kazuo Fuchida (Japanese pilot), Doris Miller (USS West Virginia), Bill Sugiyama (Deaf Student), Helen Gooding (Army Nurse), Ronald Hokatio (Japanese-American), John Patterson (Postal worker)).
  - The students read their index cards and create a character monologue depicting the role their character played during Pearl Harbor (10 min).
  - The students are given 3 to 4 minutes to role-play their skit (32 min).
2. The students conduct a roundtable discussion on the similarities and differences on the role-play and Pearl Harbor bombing itself (10 min).
  - How did you identify with your character?
  - How are you and your character similar and different?
  - What impacted you most about you and your character?

## III: Evaluation Tools

- Conducted through teacher observations of the role-play experience.
- The teacher will use a sample of the student’s homework as a tool of assessment.

## IV: Continuing the experience outside the classroom

- The students write an essay in their reaction journals related to the role-playing experience.

## Friday: When Infamy Started

### I: Materials:

- Computer
- Reaction journals
- PowerPoint/ slide show
- Computer projector/ Smart Board
- Newspaper articles
- Pictures of American people reading newspapers, and reacting to the bombing of Pearl Harbor (see Appendix C for some examples)
- Overhead

## II: Activities/Procedures:

1. The teacher asks the students about the purpose of propaganda (10 min).
  - What is propaganda?
  - How is used?
  - Why is it used?
  - Can you tell me where there is propaganda today?
2. The teacher presents a PowerPoint presentation using pictures of American citizens' reactions and the media's reaction to the bombing of Pearl Harbor (25 min.).
3. The teacher leads a classroom discussion on America's, and the media's reaction to the bombing of Pearl Harbor (17 min.). Suggested questions:
  - Look at the pictures:
    - How are they Japanese portrayed?
    - What is a Jap?
    - Why do people call Japanese-Americans "Japs"?
    - How are Japanese portrayed in the media?
    - What does it mean to be inhuman?
    - Why do we try to portray other people as being inhuman?
    - How do you think this affected American people?
    - How did it affect Japanese-Americans?
    - Do we still try to portray people as being inhuman today?

## III: Evaluation Tools

- Through teacher observations and students comments in the classroom discussions
- The teacher will use a sample of the student's homework as a tool of assessment.

## IV: Continuing the Experience outside the Classroom

- The students complete propaganda worksheet. (see Appendix: E)

## Week 2: "How Internment Happened"

### Weekly Objectives:

- The students will review and define the vocabulary for the week.
- The students will identify common use of word choice, themes, and purposes between FDR's speech: "A Date Which Will Live in Infamy" and GW Bush's "9/11" speech.
- The students will analyze the president's speeches with public attitudes by completing a graphic organizer.
- The students will identify different laws and reports advocating and opposing interment of Japanese-Americans, by conducting a web-quest of certain laws.
- The students will analyze different laws and reports, supporting and opposing interment of Japanese-Americans, by conducting a mock trial and debating the implementation of interment camps.
- The students will identify government's use of search and seizures by watching a video of Ron Hirano and looking at government pictures.

### Monday: America's Reaction

#### I: Materials:

- Overhead
- Whiteboard
- Markers
- Overhead of Franklin D. Roosevelt's "A Date Which Will Live in Infamy" speech.  
<http://www.history.navy.mil/branches/teach/pearl/infamy/infamy6.htm>
- Overhead of G.W. Bush's "9/11" speech.  
<http://www.whitehouse.gov/news/releases/2001/09/20010911-16.html>
- Graphic Organizer

#### II: Activities/ Procedures:

1. The teacher introduces the students to the vocabulary word *Internment*: (5 min).
  - What is Internment mean?
  - How does it happen?
  - Where has it happened before? (i.e. Germany, holocaust)
  - Has it happened in the United States before?
2. The students record the vocabulary words into reaction journals (5 min):
  - Internment
  - Executive Order
  - Exclusion
  - Restricted
  - Evacuation
  - Concentration Camp
  - Proclamation
  - Constitution
  - Bill of Rights



- Ancestry
- Issei
- Nisei
- Kibei
- Curtis B. Munson
- General John L. DeWitt
- Devil's advocate

3. The students read FDR's speech and discuss reaction to the bombing of Pearl Harbor (15 min).
4. The students read and discuss G.W. Bush's "9/11" speech and his reaction to the "War on Terror" (15 min).
5. The students participate in a roundtable discussion, comparing and contrasting both speeches with propaganda, reactions, and feelings exhibited by American people in both eras (12 min):

- How did FDR's speech inspire American people to react?
  - Why do these headlines use the word "Jap"?
  - What is a Jap?
  - Is the term "Jap" considered to be derogatory?
  - Is it still used to today?
  - Why are Japanese people portrayed as inhuman?
  - How do you think American people treated Japanese-Americans? Why?
  - How did G.W. Bush speech inspire American people to react?
  - How did American people react towards Muslim-Americans?
  - How are Muslims portrayed in our media today?
  - How was Osama bin Laden and terrorists portrayed in our media today?
  - How are the terrorists treated today?

### III: Evaluation Tool:

- Conducted through teacher's observations
- Through student's responses to discussions
- The teacher will use a sample of the student's homework as a tool of assessment.

### IV: Continuing the experience outside the classroom

- The students define and or summarize their vocabulary words, using a dictionary or textbook, for the week.
- The student complete a graphic organizer, comparing and contrasting FDR's speech with G.W. Bush's speech

## Tuesday: Case for Internment

### I: Materials

- Computer
- Internet
- Printer and paper
- List of websites
- List of Laws (see Appendix D)
- Reaction Journals

### II: Activities/ Procedures

1. The teacher discusses with the students how propaganda and public opinion influence officials and laws (10 min) (tying in from the previous day).
2. The teacher discusses the word “devil’s advocate” and explains the mock trial project of the week (7 min).
3. The teacher divides the class into two groups, preferably volunteers for each group, for the rest of the week’s activities (5 min).
4. The students, as a group, conduct a web-quest (internet search), for the group of laws/ reports, that support or oppose the use, of Internment camps. (15 min).
  - The students are divided into two groups. One group supports the placement of Japanese-Americans in internment camps. Another group is opposed to the placement of Japanese-Americans in internment camps (preferably allow each student to make the choice of which group they want to belong to. Divide the class equally). The same groups should continue to work together throughout the week.
  - The group supporting internment should search for Executive Order 9066 and Civilian Exclusion Order #5
  - The second group opposing internment should search for the Munson Report and 1<sup>st</sup> and 4<sup>th</sup> Amendments to the U.S. Constitution.
5. The students discuss and analyze the different laws applicable for their group (15 min).

### III: Evaluation Tools

- Conducted through teacher’s observations.
- Through students participation in classroom discussions.
- The teacher will use a sample of the student’s homework as a tool of assessment

### IV: Continuing the Experience outside the Classroom

- The students write a summary of the laws/ reports in their reaction journals.

## **Wednesday: Laws of Internment**

### **I: Materials**

- Whiteboard
- Markers

### **II: Procedures**

1. The students present their findings from the previous web-quest to the classroom (30 min).
- Have one group of students present their findings, by listing 5 major points from each law/ report, from the previous day web-quest. The other group takes notes and asks questions related to the findings of that group (15 min).
- Switch the groups and have the second group present their findings, by listing 5 major points from each law/ report, from the previous day web-quest. The first group takes notes and asks questions related to the findings of that group (15 min).
2. The teacher leads in a discussion tying in both of the groups' findings, with the actual events of the U.S. government (15 min).
3. The students are to be given a sheet of instruction to prepare for their mock trial (see Appendix K)(7 min).

### **III: Evaluation Tools**

- Conducted through teacher's observations
- The teacher will use a sample of the student's homework as a tool of assessment.

### **IV: Continuing the Experience outside the Classroom**

- The students list four major reasons why/ why not internment should be implemented, using the laws/ reports as evidence, in their reaction journals.

## **Thursday: The Debate on Internment**

### **I: Materials**

- Paper
- Pen
- Time clock
- Whiteboard

### **II: Activities/ Procedures**

1. The students role-play a mock trial "Classroom Court: Should there be Internment?"(37 min).
- Use the same two groups from the previous day's activities. The group with the one extra person can allocate the extra person to play the role as classroom mediator or classroom judge, and act as the official time-keeper. This will create two equal groups.

- Each group discusses and comes to an agreement to present their main points from the previous day's reaction journal (5 min).
  - Each group presents their points (8 min each) on the whiteboard, supporting or opposing internment. (16 min).
  - The groups has 16 minutes for debate.
2. After the presentation the students cast vote supporting or opposing the use of internment camps (5min)
  3. The teacher conducts a lecture tying the student's findings to the actual events/ laws that led to the approval of internment by President Roosevelt (11 min).
    - What does internment mean?
    - Did Japanese-Americans break any laws?
    - Why were they imprisoned and not given a trial?
    - Do you think there was a debate in the government on internment, like there was in the classroom?
    - How do you think the government felt about interning American citizens?
    - How do you think the public felt about the internment of American citizens?

### III: Evaluation Tools:

- Conducted through teacher's observations of the role-playing scenario

### IV: Continuing the Experience outside the Classroom

- Student are to be given the topic of "Predict the reactions/ actions of the American people and government towards Japanese-Americans and Japanese people living here" to write about in their Reaction Journals.

## Friday: How Internment Happened

### I: Materials

- VCR
- Television
- Documentary: *Life Experiences of Ron Hirano, Asian-Pacific Islander*
- Overhead
- Excerpts of Hannah Holmes Interview (see Appendix B)
- Pen and markers
- Whiteboard

### II: Activities/ Procedures

1. The teacher leads in discussion asking the students (10 min):
  - How did Japanese-Americans get in the internment camps?
  - What happened to their businesses and possessions?
  - What do you think happened to those who refused to go to the camps?

2. The teacher shows and discusses a short clip, *Life Experiences of Ron Hirano*, which talks about his World War 2 experiences (20 min).

- What was Ron's dad?
- What was Ron's Dad labeled as?
- How was he treated in the Japanese-American community?
- How was Ron's father interned?
- Who came and got him?
- What happened to his business?

3. The teacher shows an overhead with excerpts of Hannah Holmes oral interview (15 min). Have the students read the excerpts and write down questions for discussion.

4. The students complete a graphic organizer with questions, comparing and contrasting, Ron Hirano's story to excerpts of Hannah Holmes interview (7 min).

### III: Evaluation Tools

- Conducted through student participation in classroom discussion questions.
- Teacher observations

### IV: Continuing the Experience outside the Classroom

- The students complete the graphic organizer they were given in class.

### **Week 3: Effects of Internment**

#### **Weekly Objectives:**

- The students will define the vocabulary for the week.
- The students will identify the names and locations of famous Japanese-American internment camps
- The students will identify different experiences of Japanese-Americans that were placed in internment camps.
- The students will analyze the differences between Deaf Japanese-Americans and hearing Japanese-Americans' experiences in internment camps.
- The students will identify different types of internment camps used today.
- The students will analyze the difference between internment, holocaust, and ethnic cleansing, by comparing and contrasting pictures of different types of camps.

#### **Monday: Where and What Internment Is**

##### **I: Materials:**

- Computer
- Printer
- PowerPoint
- Pictures of various camps
- Facts on various camps
- Construction paper

##### **II: Activities / Procedures**

1. The students copy their vocabulary words into their reaction journals (5 min).
  - Relocation
  - Isolation
  - Assembly
  - Manzanar
  - Tule Lake
  - Reparations
  - Concentration Camp
  - Liberated
  - Kosovo
  - Guantanamo
  - Darfur
  - Ethnic cleansing
2. The teacher presents a PowerPoint presentation describing the various types of Japanese-American Internment camps (15 min).
  - What kind of area are these camps located?
  - Why are they located where they are?
  - What were the major types of camps?

- What was the population of these camps?
- What kind of housing did the Japanese-Americans get at the camps?
- What kind of education did the children receive in the camps?
- Was this true for all children?
- What happened to the people who protested internment?

3. The students analyze the type, location, and population of camps, by creating a poster of various camps, using the pictures and stats provided by the teacher (32 min).

### III: Evaluation Tools:

- Conducted through teacher observations
- Conducted through student's responses to classroom discussion.

### IV: Continuing the Experience outside the Classroom

- The students define and describe, using a dictionary, internet, or atlas, the vocabulary words in their Reaction Journals.

## **Tuesday: The Internment Experience**

### I: Materials

- Overhead
- Pen
- Paper
- Interview excerpts of Hannah Holmes (see Appendix B)
- Letters of Internment victims:  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/letter\\_a.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_a.html)
- Graphic organizer

### II: Activities/ Procedures

1. The students read excerpts from Hannah Holmes interview from an overhead (25 min).
2. Students read letters written by interned Japanese-Americans, from an overhead (15 min).
3. The students participate in a roundtable discussion comparing and contrasting the excerpts of Hannah Holmes and letters written by Japanese-Americans (12 min).

### III: Evaluation Tools

- Conducted through teacher observations.
- Conducted by student's responses to classroom discussion.

### IV: Continuing the Experience outside the Classroom:

- The students complete a Venn diagram, comparing and contrasting Hannah Holmes' experience in the internment camps to letters written by hearing Japanese-Americans.

### **Wednesday: Internment v. Holocaust**

#### **I: Materials**

- Overhead
- PowerPoint/ pictures of internment camps and holocaust/ death camps (see Appendix G for some examples)
- Graphic Organizer

#### **II: Activities/ Procedures**

1. The teacher asks the students what they remember on the Holocaust (10 min).
  - What do you remember about the holocaust?
  - Why were Jewish people placed in those camps?
  - What happened to the people that were placed in the holocaust camps?
2. The teacher shows a PowerPoint slide presentation of pictures on internment and holocaust camps (25 min).
  - Looking at the pictures: What pictures looked the same between both camps?
  - How are the people shown in each camp?
  - How do you think they felt in the pictures?
  - What are the differences between both camps?
3. The students participate in a roundtable discussion comparing and contrasting the differences of both camps (17 min).
  - How is the holocaust different than internment?
  - How is the holocaust the same as internment?
  - Why were both groups placed in the camps?
  - Were both groups treated the same? If so how? If different how?

#### **III: Evaluation Tools**

- Conducted through teacher observations
- Conducted through students responses to classroom discussions

#### **IV: Continuing the Experience outside the Classroom**

- The students complete a blank table comparing and contrasting concentration camps with internment camps. (see Appendix F)

### **Thursday: America Apologizes**

#### **I: Materials**



- Overhead/ PowerPoint
- Presidents Ford's Executive Order
- President Bush 's

## II: Activities/ Procedures

1. The students take turns reading selected sections of each document aloud. The teacher asks guided questions related to each section of the readings (30 min).
2. The students participate in a roundtable discussion reflecting on what they learned throughout the unit, with guided questions to keep the discussion flowing, to which the students give in-depth answers,  
Suggested questions:
  - Are financial reparations enough for the government to be forgiven?
  - Now having paid reparations is this enough for the government to wipe their hands clean? If not/so what should be done?
  - Has internment already been forgotten?
  - Should the internment of Japanese-Americans be forgotten now that reparations have been paid?
  - Should we even consider teaching this topic in the history books?
  - What more would you like to know about the interment of Japanese-Americans?

## III: Evaluation Tools

- Conducted through teacher observations
- Conducted with student's responses to classroom discussion.

## IV: Continuing the Experience outside the Classroom

- The students write in their reaction journals on the topic "Should internment be used in the "War on Terror?" Defend your answer by supporting your with the information you learned so far?"

## Friday: Internment of Today

### I: Materials

- Overhead
- PowerPoint with pictures of different camp
- Pen
- Whiteboard
- Computer
- Internet

### II: Procedures

1. The teacher asks the students to discuss and evaluate the current use of internment camps in today's era? (10 min).
  - Is there internment camps used today?

- Can you tell me where there might be internment camps today?
- Do governments have the right to use such camps?
- Why do we still use these camps today?
- Do such camps violate human rights?

2. The teacher shows a PowerPoint/ slide presentation of various pictures of internment during our contemporary generations (Kosovo, Guantanamo, and Darfur) (25 min).
3. The students participate in a discussion in a roundtable discussion comparing and contrasting different internment camps used by different countries today.

### III: Evaluation Tools

- Conducted through teacher's observations
- Conducted by students responses to discussion questions

### IV: Continuing the Experience outside the Classroom

- The students do a web-quest for information on internment camps currently, by listing two regions where internment is used today. The students write a summary of their web-quest.

## **Week 4: What We Learned?**

### **Weekly Objectives:**

- The students will demonstrate what they learned by doing an oral presentation of their weekly poster project.
- The students will demonstrate what they learned throughout this three week unit by taking a summative evaluation which includes multiple choice, fill-in the blank, short-answer, and essay questions.

## **Monday: What We Found**

### **I: Materials**

- Poster-board
- Whiteboard
- Pen/ markers

### **II: Procedures**

1. The students present their weekly newspaper poster project (45 min).
  - Each group displays their poster, with a summary of the weekly headlines for the week.
  - Each group has 10 minutes to give an oral presentation on the topic of their poster (30 min).
  - Each group has 5 minutes for a question and answer session related to their poster (15 min).
2. The students participate in a roundtable discussion on questions related to topics learned throughout the unit (7 min).
3. The students prepare for the summative evaluation, if the roundtable discussion finishes early (7 min).

### **III: Evaluation Tools**

- Conducted through teacher observation
- Conducted through a rubric of the student's presentation.

### **IV: Continuing the Experience outside the Classroom**

- The students prepare for the summative evaluation for the following day.

## **Tuesday: What We Learned**

### **I: Materials**

- Pen
- Paper
- Summative assessment evaluation

## II: Procedures

- The students complete a summative evaluation of the unit, which consists of multiple choice answers, fill-in the blanks, short-answers responses, and essay (52 min). (see Appendix H)

## III: Evaluation Tools

- Conducted through the student's summative evaluation.

### Suggested materials for curriculum

1. Gannon, J.R. (1981). Deaf Heritage: A Narrative History of deaf America. Silver Spring, MD: National Association of the Deaf.
2. Holmes, Hannah. Personal Interview. 27 Aug. 1981. by, Arthur A. Hansen, Professor Emeritus of History and Asian American Studies  
Director, Center for Oral and Public History,  
California State University Fullerton
3. Life experiences of Ron Hirano, Asian-Pacific Islander [videorecording] / National Multicultural Interpreter Project. El Paso, TX : National Multicultural Interpreter Project at El Paso Community College, (2000).

Pacific: The Lost Evidence Pearl Harbor. (2005) A&E Television Network.

## **Appendixes**

Appendix A: Newspaper Project Description

Appendix B: Excerpts of an Interview with Hanna Holmes

Appendix C: Examples of Propaganda

Appendix D: Examples of Primary Sources and Laws Related to Japanese Internment

Appendix E: Example of Propaganda Worksheet

Appendix F: Graphic Organizer: Compare/Contrast Internment v. Holocaust

Appendix G: Primary Sources of Internment and Holocaust

Appendix H: Example of Summative Assessment (Final Exam)

Appendix I: Example of Grading Rubric for Newspaper Project

Appendix J: Directions for Pearl Harbor Role-Playing Activity

Appendix K: Directions for Court Trial Role-Playing Activity

Appendix L: Internet Links to Primary Sources

## Appendix A

### Newspaper Project

The goal of this project is for the students to synthesize information learned throughout the unit. The students will be required to note and keep track of important information which was presented during the course of the week. The students will summarize information learned by synthesizing it to a new way, in a form of a weekly newspaper. The newspaper should contain information, from the daily activities, and present them as headlines and articles of a daily paper. The teacher will have flexibility in deciding the over scope of the project.

This newspaper headline activity can be created on any computer with specific computer software, such as, Clarity Newspaper Editor, or it can be created with a simple Microsoft Word program. What ever the teacher decides to use, the project should contain a big overall headline, such as "Japan Attack Pearl Harbor" or the "Debate of Internment". Under the banner of the big headline, should be smaller headlines and articles written for those headlines. The headlines and articles should be printed big enough to be displayed in the classroom and or school.

The newspaper articles should summarize a finished activity that was concluded in class. The articles should contain events, facts, analysis, pictures, and opinions of the writers. These articles can be brief one page summarizations of discussions, activities, or documents which were obtained in class. Again, flexibility is afforded to the teacher in determining the scope of this activity.

Finally, on the second to the last day of the unit, the students will give an oral presentation of their posters. There should be three groups of presenters, one for each week of materials. The students should give a presentation about their headlines and briefly summarize their articles, in ten minutes. The groups will be allotted five minutes for discussions after their presentations. After the first group is finished, the second group will present, followed by the third group. After the last group has presented, five to seven minutes will be allotted to the teacher, for any final thoughts or comments.

This activity is a prefect way for the students to synthesis the information learned throughout the week. The students will not identify and comprehend information which was presented in class; they analyze and synthesis information by applying it to a new product: a weekly newspaper. Furthermore, it is a great way for the students to review before the summative evaluation. Again, the teacher is afforded flexibility on the project and presentations, in regards to the composition of their class make-up.

## Appendix: B

### Excerpts from an Interview with Hannah Holmes

AH: This is an interview with Miss Hannah Tomiko Holmes on August 27, 1981, at 1:30 p.m. The interview is being held on the campus of California State University, Fullerton, in the Engineering Building, Room 210, which is the office of the Japanese American Oral History Project of the Oral History Program at California State University, Fullerton. The interviewer is Dr. Arthur A. Hansen.

AH: Now tell us as much as you can about hearing of the news that you were going to have to leave Berkeley, and go somewhere else, wherever it happened to be, and how you reacted to it emotionally.

HH: I was not sure. I think I was the first Japanese American student to go, because my father came to pick me up.

AH: Was that the first time you heard about it? When your father came, or did a teacher tell you about the move?

HH: No, my father came.

AH: He just took you?

HH: I asked my father, why are you taking me home? And my father didn't want to tell me anything. He just wanted to leave. So I had to pack up my clothes in a hurry and I told my housekeeper, housemother, her name was Miss Lukens. She gave me a very sad face with her head shaking no. That was my last time that I remember her.

AH: Could your father sign?

HH: And I remember I heard some gossip that the father of my ex-boy friend Toru was arrested by the FBI in Southern California, and it bothered me.

AH: So [your] sister was already at home. When you got home did the family explain to you what was happening, insofar as they could make sense out of it?

HH: My sister explained to me. My father came and took me to Clarksberg where all the Japanese aliens and citizens were working on an asparagus farm. It is very close to Sacramento. A very short time, and then some Japanese old men made fun of me and my father got very angry, so he took me and my family and moved to Stockton.

AH: Stockton? What did you do in Stockton?

HH: Oh my God! We were really very scared when we heard that the Filipinos were trying to kill all Japanese, all "Japs." So we had to hide ourselves, and my sister had to use a hat to hide her eyes. We worked on a potato farm. My father picked potatoes on the farm. My mother was cooking in the barracks. My sister worked packing potatoes, and I stayed home and kept up with all of my newspapers.



AH: Please take the story up to the time that you got to Manzanar, and include as much detail as you can remember.

HH: My parents heard everything more than I did because I was deaf.

HH: After we worked on the potato farm we had to drive back to our old home in Elk Grove. It was a very short notice that we must leave, so we had to leave, so we had to leave everything, and all we could take was our suitcases, and all of our pictures of our relatives in Hiroshima and Peru.

AH: You are telling me about the way your family was doing certain things, but what I'm not getting is how you were feeling these particular things at the time.

HH: I was just following my parents.

AH: But when you were following, you could have been following it happily, or you could have been following it confusedly.

HH: Very confused. I remember that my sister said, you . . . I remember what my sister told me . . .

AH: Was she having bad dreams, was she crying?

HH: You can't be happy, something like that. My parents cried a lot. But I didn't.

HH: And the army didn't give us any numbers, you know.

AH: Who put you on the train?

HH: There was a sign, a poster, and they [Hannah's family] heard somebody say something.

AH: Where was the train headed?

HH: We just went and got on the train. Manzanar. I never forgot. My mother was crying and I saw many Japanese mothers and fathers crying.

For a full text of this interview (O.H. 1476), please contact:

Center for Oral and Public History,

California State University, Fullerton

P.O. Box 6846, Fullerton CA 92834-6846

714-278-3580

<http://ohp.fullerton.edu/ohphome.html>

## Appendix: C

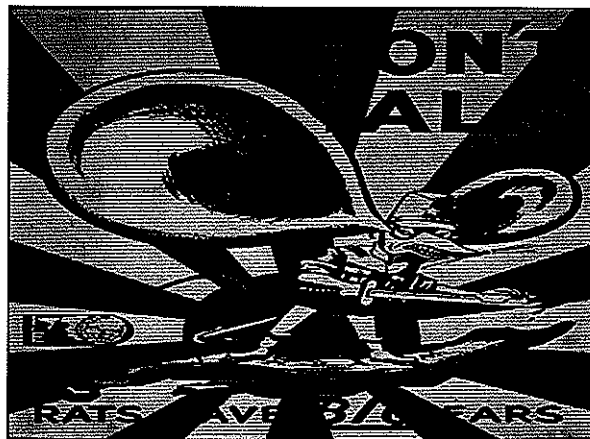
### Propaganda Examples



<http://bataanwashell.blog-city.com/>



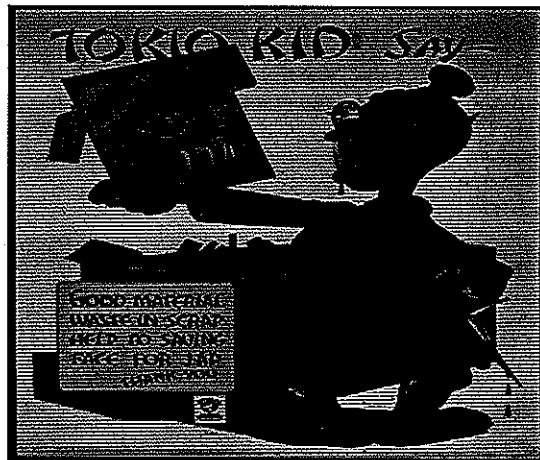
[http://www.english.uiuc.edu/maps/poets/q\\_l/haiku/photo.htm](http://www.english.uiuc.edu/maps/poets/q_l/haiku/photo.htm)



[www.clioweb.org/openseason/donttalk.html](http://www.clioweb.org/openseason/donttalk.html)



[http://members.tripod.com/intern\\_canada/Internment/Ppretelmjap.htm](http://members.tripod.com/intern_canada/Internment/Ppretelmjap.htm)



[mcel.pacificu.edu/.../propaganda/poster1.html](http://mcel.pacificu.edu/.../propaganda/poster1.html)



<http://japundit.com/images/image009.jpg>



[http://www.people.fas.harvard.edu/~bestor/US\\_anti-Japanese\\_propaganda\\_files/image007.jpg](http://www.people.fas.harvard.edu/~bestor/US_anti-Japanese_propaganda_files/image007.jpg)



[http://www.people.fas.harvard.edu/~bestor/US\\_anti-Japanese\\_propaganda\\_files/image011.jpg](http://www.people.fas.harvard.edu/~bestor/US_anti-Japanese_propaganda_files/image011.jpg)



[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/photo.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/photo.htm)

Appendix D

EXECUTIVE ORDER NO. 9066

*The President*

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 Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

FRANKLIN D. ROOSEVELT  
THE WHITE HOUSE,  
February 19, 1942

[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/9066.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/9066.htm)

**Civilian Exclusion Order No. 5**  
**WESTERN DEFENSE COMMAND AND FOURTH ARMY**  
**WARTIME CIVIL CONTROL ADMINISTRATION**  
Presidio of San Francisco, California  
April 1, 1942

**INSTRUCTIONS**  
**TO ALL PERSONS OF**  
**JAPANESE**  
**ANCESTRY**  
**LIVING IN THE FOLLOWING AREA:**

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon, Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a. m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue  
San Francisco, California

The Civil Control Station is equipped to assist the Japanese 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 including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

Revised by: Japanese American Citizens League  
Refused Compliance To Report The Emergency Relocation Act  
475 Bay Street  
1100 Park Street, Berkeley, Calif. 94702

(OVER)

[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/9066.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/9066.htm)

## The Munson Report

### The Munson Report

In October and November of 1941, Special Representative of the State Department Curtis B. Munson, under Roosevelt's orders, carried out an intelligence gathering investigation on the loyalty of Japanese Americans. What follows are excerpts from that report.

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*"1. The ISSEI -- First generation of Japanese. Entire cultural background Japanese. Probably loyal romantically to Japan. They must be considered, however, as other races. They have made this their home. They have brought up children here, their wealth accumulated by hard labor is here, and many would have become American citizens had they been allowed to do so. They are for the most part simple people. Their age group is largely 55 to 65, fairly old for a hard-working Japanese."*

*"The Issei, or first generation, is considerably weakened in their loyalty to Japan by the fact that they have chosen to make this their home and have brought up their children here. They expect to die here. They are quite fearful of being put in a concentration camp. Many would take out American citizenship if allowed to do so. The haste of this report does not allow us to go into this more fully. The Issei have to break with their religion, their god and Emperor, their family, their ancestors and their after-life in order to be loyal to the United States. They are also still legally Japanese. Yet they do break, and send their boys off to the Army with pride and tears. They are good neighbors. They are old men fifty-five to sixty-five, for the most part simple and dignified. Roughly they were Japanese lower middle class, about analogous to the pilgrim fathers."*

---

*"2. The NISEI -- Second generation who have received their whole education in the United States and usually, in spite of discrimination against them and a certain amount of insults accumulated through the years from irresponsible elements, show a pathetic eagerness to be Americans. They are in constant conflict with the orthodox, well disciplined family life of their elders. Age group -- 1 to 30 years."*

*"There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. Many things indicate that very many joints in the Japanese set-up show age, and many elements are not what they used to be. The weakest from a Japanese standpoint are the Nisei. They are universally estimated from 90 to 98 percent loyal to the United States if the Japanese-educated element of the Kibei is excluded. The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized. The Japanese American Citizens League should be encouraged, the while an eye is kept open, to see that Tokio does not get its finger in this pie -- which it has in a few cases attempted to do. The loyal Nisei hardly knows where to turn. Some gesture of protection or wholehearted acceptance of this group would go a long way to swinging them away from any last romantic hankering after old Japan. They are not oriental or mysterious, they are very American and are of a proud,*

*self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them."*

---

*"3. The KIBEI -- This is an important division of the NISEI. This is the term used by the Japanese to signify those American born Japanese who received part or all of their education in Japan. In any consideration of the KIBEI they should be again divided into two classes, i.e. those who received their education in Japan from childhood to about 17 years of age and those who received their early formative education in the United States and returned to Japan for four or five years Japanese education. The Kibei are considered the most dangerous element and closer to the Issei with special reference to those who received their early education in Japan. It must be noted, however, that many of those who visited Japan subsequent to their early American education come back with added loyalty to the United States. In fact it is a saying that all a Nisei needs is a trip to Japan to make a loyal American out of him. The American educated Japanese is a boor in Japan and treated as a foreigner..."*

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*"4. The SANSEI -- The Third generation of Japanese is a baby and may be disregarded for the purpose of our survey."*

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*"...the Hawaiian Japanese does not suffer from the same inferiority complex or feel the same mistrust of the whites that he does on the mainland. While it is seldom on the mainland that you find even a college-educated Japanese-American citizen who talks to you wholly openly until you have gained his confidence, this is far from the case in Hawaii. Many young Japanese there are fully as open and frank and at ease with a white as white boys are. In a word, Hawaii is more of a melting pot because there are more brown skins to melt -- Japanese, Hawaiian, Chinese and Filipino. It is interesting to note that there has been absolutely no bad feeling between the Japanese and the Chinese in the islands due to the Japanese-Chinese war. Why should they be any worse toward us?"*

*"Due to the preponderance of Japanese in the population of the Islands, a much greater proportion of Japanese have been called to the draft than on the mainland. As on the mainland they are inclined to enlist before being drafted. The Army is extremely high in its praise of them as recruits... They are beginning to feel that they are going to get a square deal and some of them are really almost pathetically exuberant."*

---

*"The story was all the same. There is no Japanese 'problem' on the Coast. There will be no armed uprising of Japanese. There will undoubtedly be some sabotage financed by Japan and executed largely by imported agents... In each Naval District there are about 250 to 300 suspects under surveillance. It is easy to get on the suspect list, merely a speech in favor of Japan at some banquet being sufficient to land one there. The Intelligence Services are generous with the title of suspect and are taking no chances. Privately, they believe that only 50 or 60 in each district can be classed as really dangerous. The Japanese are hampered as saboteurs because of their easily recognized*



*physical appearance. It will be hard for them to get near anything to blow up if it is guarded. There is far more danger from Communists and people of the Bridges type on the Coast than there is from Japanese. The Japanese here is almost exclusively a farmer, a fisherman or a small businessman. He has no entree to plants or intricate machinery."*

*"In case we have not made it apparent, the aim of this report is that all Japanese Nationals in the continental United States and property owned and operated by them within the country be immediately placed under absolute Federal control. The aim of this will be to squeeze control from the hands of the Japanese Nationals into the hands of the loyal Nisei who are American citizens... It is the aim that the Nisei should police themselves, and as a result police their parents."*

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Michi Weglyn, *Years of Infamy*, Morrow Quill Paperbacks, New York, ©1976, p. 33-53.

<http://www.geocities.com/Athens/8420/generations.html?20064>

The first and fourth amendments can be found in text books or online.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Homework Assignment: Propaganda



1. What is propaganda?

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2. How was propaganda used during WWII?

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Looking at the first poster, describe how the artist depicted the Japanese soldier.

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Looking at the second poster, describe how the poster depicts the character of Japanese men.

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3. Looking at the third poster, describe how Adolf Hitler and Hideki Tojo are depicted to the viewer:

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Appendix: F

Name: \_\_\_\_\_

Date: \_\_\_\_\_

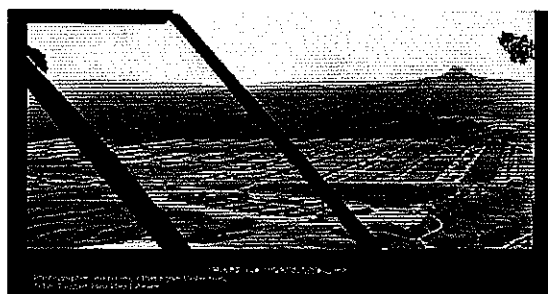
# **Homework Assignment: Compare and Contrast Concentration Camps with Internment Camps**

Concentration Camp v. Internment Camp	List the purpose for each type of camp?	Describe the locations, types of setting of each camp?	Describe all the people that were placed in each camp?	What happened to the people in the camps?
Concentration Camp				
Internment Camp				

## Appendix: H

### Photographs of Internment camps v. Concentration Camps





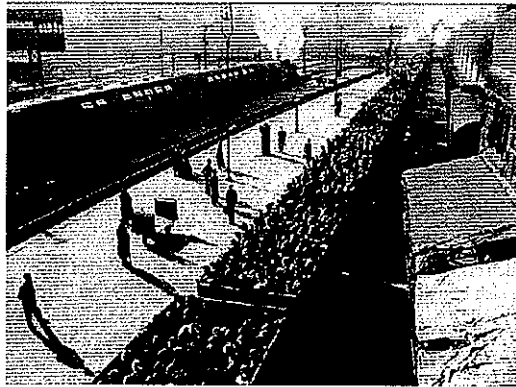
[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/photo.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/photo.htm)



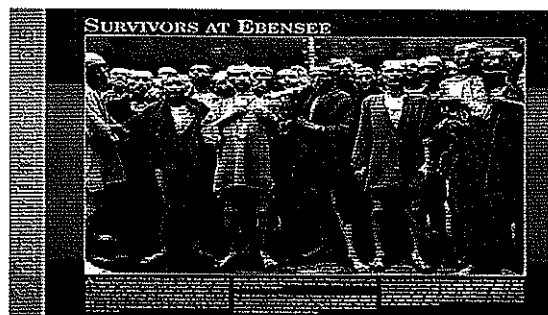
[www.bibleprobe.com/Yerushalayim.htm](http://www.bibleprobe.com/Yerushalayim.htm)



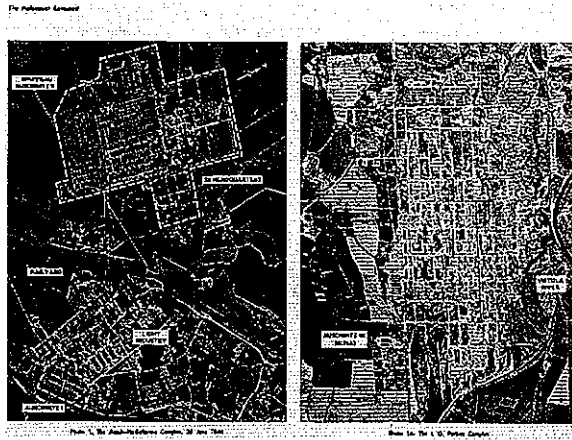
[http://www.unitedhumanrights.org/history\\_of\\_the\\_holocaust\\_4.jpg](http://www.unitedhumanrights.org/history_of_the_holocaust_4.jpg)



<http://www.vho.org/D/qzz/WalendyHHrecht.jpg>



[isurvived.org/ TOC-III.html](http://isurvived.org/TOC-III.html)



<http://images.google.com/imgres?imgurl=http://www.ancestry.com/search/rectype/reference/maps/images/Auschwitz.gif&imgrefurl=http://www.ancestry.com/ancestry/Freelimages.asp%3FImageID%3D795&h=1055&w=1485&sz=851&tbnid=kf8iSY5CAIw-eM:&tbnh=106&tbnw=150&hl=en&start=4&prev=/images%3Fq%3DConcentration%2BCamp%2Boverview%26svnum%3D10%26hl%3Den%26lr%3D>

Appendix: H

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Japanese-American Internment Final Exam**

**A. Multiple Choice**

**Directions:** Circle the letter that best completes the question and/or answers the question.

1. What was the name of the city that was bombed on Dec. 7, 1941?
  - a) Pearl City
  - b) Honolulu
  - c) Pearl Harbor
  - d) Oahu
  
2. The residential school that was attacked in Hawaii was named?
  - a) Diamond Head
  - b) Diamond Bar
  - c) Pearl City
  - d) Hawaii school for the Deaf
  
3. Who gave the speech titled, "A Date Which Will Live in Infamy"?
  - a) Dwight D. Eisenhower
  - b) Franklin D. Roosevelt
  - c) Gerald R. Ford
  - d) Theodore Roosevelt
  
4. What document proclaimed the interment of Japanese-Americans?
  - a) Proclamation 2714
  - b) Civilian Exclusion Order #5
  - c) Executive Order 9066
  - d) Jim Crow Laws
  
5. What report described the loyalty of Japanese-Americans?
  - a) General John L. DeWitt Report
  - b) Edgar J. Hoover Report
  - c) Mulberry Report
  - d) Munson Report



## B. Define Vocabulary

Directions: For each vocabulary word, define its meaning as based on the information given during this unit.

1. Infamy:

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2. Propaganda:

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3. Internment:

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4. Executive Order:

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5. Ethnic Cleansing:

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### C. Short Answers

Directions: Using the lines below each question, answer each statement clearly.

1. Describe the deaf student's experience on the day that Pearl Harbor was bombed:

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2. Describe the events that led up to Hanna Holmes' internment:

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3. Describe why President Roosevelt decided to intern the Japanese Americans:

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4. Compare and contrast the differences between concentration and internment camps:

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### D. Essay Question

Directions: Using the sheet provided, answer the question using paragraph format. Defend your answers using facts and experiences from this unit.

### Essay Question:

Using your knowledge and experience, describe and defend your position, with examples, why you would or would not have supported the internment of Japanese-Americans.

[illegible]

## Appendix: I

### Weekly Headlines

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date of Presentation: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria				Points
	1	2	3	4	
<b>Organization</b>	Audience cannot understand presentation because the presentation is not organized.	Audience has difficulty following presentation because the information does not flow consistently.	Students present information in a way that the audience can understand and generally follow.	Students present information in rational, appealing format which audience can follow.	_____
<b>Content Knowledge</b>	Students do not understand the information presented. When questions are asked, the students are unable to answer.	Students are somewhat familiar with their information, and are able to answer minimal questions.	Students feel somewhat confident with their information, and can generally answer most questions.	Students show full understanding of the information they presented and can answer all questions with ease.	_____
<b>Visuals</b>	Student used no visuals.	Students used minimal visuals.	Students used visuals and some reference to contents of their headlines.	Students used visuals to represent the information presented in their headlines.	_____
<b>Mechanics</b>	Students presentation had a good deal of factual and grammatical errors.	Students presentation had a few factual and grammatical errors.	Presentation has no more than two factual and grammatical errors.	Presentation has no factual or grammatical errors.	_____
<b>Delivery</b>	Students signed too fast, signs were difficult to follow and understand. Only one student presented.	Students practiced somewhat on the presentation, however, demonstrated some difficulties in their delivery of information. Some students participated in presentation.	Students signing was evenly paced and clear, audience were able to follow with minimal confusion. Some students participated.	Delivery was consistent and clear and all the students participated fully.	_____
				<b>Total—&gt;</b>	_____

**Teacher Comments:**

## Appendix: J

### Role-Playing Activity: Thursday, Week #1 Pearl Harbor: Through the Eyes of the Individuals

#### Activity:

- 1) Each student will be assigned a character who witnessed the bombing of Pearl Harbor.
- 2) See character list on Lesson Plans for Thursday, Week #1.
- 3) When the student is given a character card, they are to read the profile of the character.
- 4) Each student will role-play (act-out) their character after practicing at home, (Wednesday).
- 5) At home the students will:
  - a. Think about the emotions their character felt as they witnessed the bombing.
  - b. The students will then take-on their character's personality and emotions as they portray them in their skit the following day.
- 6) On Thursday, the students will be given 3 minutes to role-play their characters.
- 7) Each student will give a demonstration of what their character was doing during the surprise attack on Pearl Harbor.
- 8) As the students are role-playing, they will show how their characters felt during the bombing of Pearl Harbor.

## Appendix K

### Court Trial: Thursday, Week #2 Should There Be Internment?

#### Activity Directions:

- 1) The students will be broken down into two groups.
- 2) One group will be in support of internment and another group will be against internment.
- 3) Each group will be responsible for studying the follow laws:
  - a. Executive Order #9066
  - b. Civilian Exclusion Order #5
  - c. Munson Report
  - d. 1<sup>st</sup> and 4<sup>th</sup> Amendments to the U.S. Constitution.
- 4) During their study, each group will write a report explaining how the laws do or do not support their positions on internment.
- 5) The students will need to “defend” their positions, and use references from the laws listed in #3.
- 6) In defense of their positions the students will need to:
  - a. Explain what the problem is.
  - b. Explain why it is a problem.
  - c. Explain how the laws do or do not aid their positions.
  - d. Why
- 7) The students will present their positions to the “United States Civilian Wartime Court”.
- 8) The teacher will be the judge.
- 9) One student will be a moderator and time controller. This student will indicate when the presenter’s time is up and/or when the presenter has gone “too far” (ex: going off topic), with their positions.
- 10) After each student has given their position, the teacher will hand out a ballot to vote for or against internment.
- 11) The teacher will read the votes off to the students, a tally will be taken and the results will announced on the final verdict.
- 12) Go to teaching procedure #3.

## Appendix L

### Important Links:

#### 1. Archival pictures

<http://www.historychannel.com/ussarizona/student/pearlprop.html>  
[http://www.archives.gov/exhibits/american\\_originals/fdr.html](http://www.archives.gov/exhibits/american_originals/fdr.html)

#### 2. President Ford's letter

<http://www.ford.utexas.edu/LIBRARY/speeches/760111p.htm>

#### 3. President's Regan

<http://bss.sfsu.edu/internment/Congressional%20Records/19880804.html#reagan>

#### 4. Camp locations and types:

[http://en.wikipedia.org/wiki/Image:Japanese\\_internment.jpg](http://en.wikipedia.org/wiki/Image:Japanese_internment.jpg)

#### 5. Evacuations posters

<http://www.imdiversity.com/ArticleImages/asian/evacposteriq2.jpg>

#### 6. President FDR speech

<http://www.history.navy.mil/branches/teach/pearl/infamy/infamy6.htm>

#### 7. President Bush speech

<http://www.whitehouse.gov/news/releases/2001/09/20010911-16.html>

#### 8. Executive order# 9066

<http://bss.sfsu.edu/internment/executiorder9066.html>

#### 9. Reparations:

<http://www.usdoj.gov/opa/pr/1999/February/059cr.htm>

#### 10. Civilian order #5

[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/9066.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/9066.htm)

#### 11. Munson Report

<http://www.geocities.com/Athens/8420/generations.html?20064>

#### 12. Ringle Report

<http://www.history.navy.mil/library/online/jap%20intern.htm>

#### 13. Japanese Propaganda

[http://www.people.fas.harvard.edu/~bestor/US\\_anti-Japanese\\_propaganda\\_files/image011.jpg](http://www.people.fas.harvard.edu/~bestor/US_anti-Japanese_propaganda_files/image011.jpg)  
<http://mcel.pacificu.edu/as/students/propaganda/smash.jpg>  
[mcel.pacificu.edu/.../propaganda/poster1.html](http://mcel.pacificu.edu/.../propaganda/poster1.html)  
[http://members.tripod.com/intern\\_canada/Internment/Propaganda%20posters/Renteln\\_Jap.gif](http://members.tripod.com/intern_canada/Internment/Propaganda%20posters/Renteln_Jap.gif)

#### 14. Jewish holocaust

[http://www.unitedhumanrights.org/history\\_of\\_the\\_holocaust\\_4.jpg](http://www.unitedhumanrights.org/history_of_the_holocaust_4.jpg)  
<http://en.wikipedia.org/wiki/User:SlmVirgin/draft>  
<http://www.vho.org/D/qzz/WalendyHHrecht.jpg>

#### 15. Japanese internment camps

[http://www.english.uiuc.edu/maps/poets/g\\_l/haiku/photo.htm](http://www.english.uiuc.edu/maps/poets/g_l/haiku/photo.htm)

#### 16. Letters from Interned Japanese-Americans

[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/letter\\_a.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_a.html)  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/letter\\_b.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_b.html)  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/letter\\_c.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_c.html)  
[http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/letter\\_d.html](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/letter_d.html)