

# Teacher's Guide

## *The Tragedy of War: Japanese American Internment*



GRADE  
**9-12**

Phone: 470 . 578 . 2083  
[historymuseum.kennesaw.edu](http://historymuseum.kennesaw.edu)



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## *About this Teacher's Guide*

During World War II, 120,000 ethnic Japanese on the west coast, two-thirds of them American citizens, were forced into a series of camps to live under armed guard. Japanese-American confinement was authorized by President Franklin D. Roosevelt and supported by Congress and the Supreme Court. Authorities feared that Japanese residents were disloyal and might aid in a Japanese invasion of the United States. Japanese Americans contested these charges throughout the war and later sought formal redress. This important part of American history is investigated in the Museum of History and Holocaust Education's traveling exhibit ***The Tragedy of War: Japanese American Internment***.

This curriculum guide for high school teachers is designed to stand alone or be used with MHHE's traveling exhibit to help educate students about the history of this important period but also to ask students to consider a question that resonates today: At what point should the rights of citizens be limited or denied to ensure our nation is secure?

We recognize that not all teachers will be able to dedicate significant amounts of time to the topic of the internment of Japanese Americans during World War II; lessons and activities, therefore, can be pulled out of this guide and used individually.

### **Credits**

This teacher's guide was created and written by students in the Kennesaw State University Public History program: Monisha Bernard, Frances Doyle, Jennie Murray, Samantha Roberts, Mary Scannavino, Jennifer Schulze, Abby Simmons, Emily Soucia, Collin Steele, Alex Wertymer, and Jonathan Zboray. It was collated, edited, and designed by the Museum of History and Holocaust Education's staff: Richard Harker, Dr. Julia Brock, James Newberry, and Zoila Torres.

# One

## Historical Origins and Context

### Overview:

Japanese migrants came to the United States in the 1880s, first to Hawaii to work on sugar plantations and then to the mainland. By 1910, there were roughly 150,000 ethnic Japanese on the West Coast. Newcomers found jobs in farm labor, as domestic workers, and in urban, coastal industries such as canneries. They formed rich cultural enclaves in Los Angeles, San Francisco, and Seattle, where they owned hotels, restaurants, and laundries.

Like most Asian immigrants at the time, Japanese men and women faced hostility. Unions, business organizations, and nativist groups argued that Asian workers competed against white workers for jobs. These groups argued that Chinese and Japanese immigrants did not embrace American culture and created a “yellow peril.” Discriminatory laws in the 1910s and 1920s barred Japanese immigrants from owning land and from practicing medicine and law.

The first immigrants to America were young, unmarried men who left Japan for better opportunities. The 1907-1908 “Gentleman’s Agreements” between President Theodore Roosevelt and Japan’s government, however, stopped Japanese migrant laborers from coming to the United States. A loophole in the agreements did allow some wives to join men in the U.S. Most immigrant men found spouses through a matchmaker who made connections based only on photographs and family recommendations. The women who came to America as “picture brides” in the early twentieth century were crucial to the growth of Japanese American families.

### Learning Objectives:

- Introduce students to the historical context of Japanese American internment and its impact on American history and policy.
- Analyze how the Pearl Harbor attack was used to appeal to the fears of Americans and mobilized support for President Franklin D. Roosevelt’s decision to sign the Internment of Japanese Americans into law through Executive Order 9066.
- Analyze propaganda posters produced during World War II.

**Materials Needed:** Whiteboard, board markers, computers with Internet access, projector, paper, pens/pencils

## **Activity 1: The origins of Japanese American Internment**

1. Discuss the students' existing knowledge of Japanese American internment during World War II. Write their responses on the whiteboard during this discussion.
2. Ask the students to research, either online or through written resources, the origins of Japanese American internment. Students may consult the following online resources:

A More Perfect Union <http://amhistory.si.edu/perfectunion/experience/>

The Densho Project [www.densho.org](http://www.densho.org)

The National Archives [www.archives.gov](http://www.archives.gov)

The Smithsonian Institute [http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/)

Encourage the students to use the following search terms: "Japanese Internment causes," "Pearl Harbor aftermath," "Anti-Japanese paranoia," and "Executive Order 9066."

If you have access to the traveling exhibit, ***The Tragedy of War: Japanese American Internment***, the students may research this question using the second, third, and fourth panels.

3. After allowing time for the students to conduct research, instruct them to write a short response to the following question using evidence from their research to support their answer: "What short- and long-term factors contributed to the internment of Japanese Americans during World War II?"
4. The students should discuss their answers in small groups and then present their research to the class.

## **Activity 2: Understanding Fear – Analyzing Propaganda**

1. Divide the class into small groups and distribute copies of the attached propaganda images (Source Sheets A-D).
2. Ask each group of students to analyze the propaganda images by answering the following questions:
  - How do you think that this image portrays Japanese Americans?
  - What stereotypes of Japanese Americans are used by the creators?
  - What methods does the image's creator use to persuade the audience?
  - How do you think the public reacted to this image?
  - What does this image tell you about the government's attitudes towards Japanese Americans before and during World War II?
3. Discuss the four propaganda images as a class. Ask students to explain their answers. During the discussion encourage students to consider other historical propaganda images that they have encountered. Ask them to consider similarities and differences between these images.

### Activity 3: A Critical Analysis of Executive Order 9066

1. Project or print copies of Executive Order 9066 (Source Sheet E). Instruct the students to write a 500 word response to the document using the following instructions:
  - Comment on the content of the source and clarify any points that are unclear. This requires close reading and consideration of the evidence provided from within the text itself.
  - Assess the significance of the source by relating it to a more general historical movement, person, or event. Consider why a particular passage has been chosen.
  - Identify the source of the text beyond the information given. Is it characteristic of the work of a particular author or movement? When was it produced and in what circumstances? To what historical event, if any, does it relate?
  - Analyze and draw conclusions about the author, audience, motive/purpose, or bias.
  - Ultimately, the student should break down their analysis into three sections: What is the general historical background? What are the specific features of the document? What does the piece tell us?

Instructions adapted from "Writing a Gobbet" <http://mail.williamsschool.org/~homework/FAV2-00101CDA/FOV2-00101CFA/FOV2-00108773/FOV2-00109257/S00C4EB77>

### Activity 4: Researching the development of anti-Japanese hysteria

1. Discuss with the students printed newspaper headlines, photos, and letters written to and from Japanese Americans. Consult the following online resources for these primary documents:

Photography of Internment at <http://www.theatlantic.com/infocus/2011/08/world-war-ii-internment-of-japanese-americans/100132/>

"Goodbye!" letters at <http://www.sfmuseum.org/hist8/evac12.html>

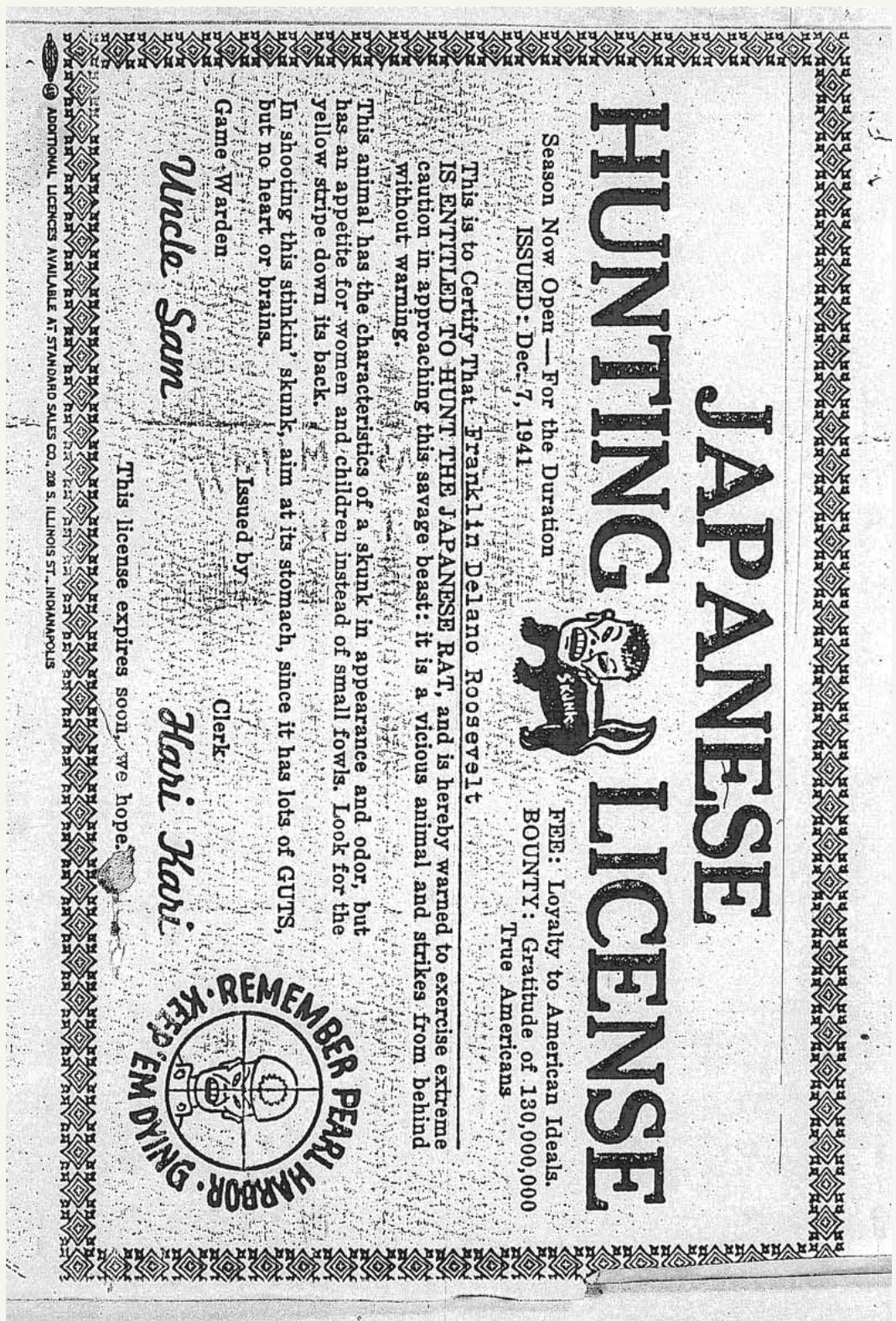
Headlines, political cartoons, and photos at [www.sfmuseum.org](http://www.sfmuseum.org)
2. Ask the students to identify expressions of anti-Asian attitudes and explain how this contributed to anti-Asian hysteria in the 1940s.
3. Explore the similarities and differences in the language used in these pieces. Which phrases, words, and imagery are often used? What are potential reasons for this?

SOURCE SHEET A: PROPAGANDA POSTERS



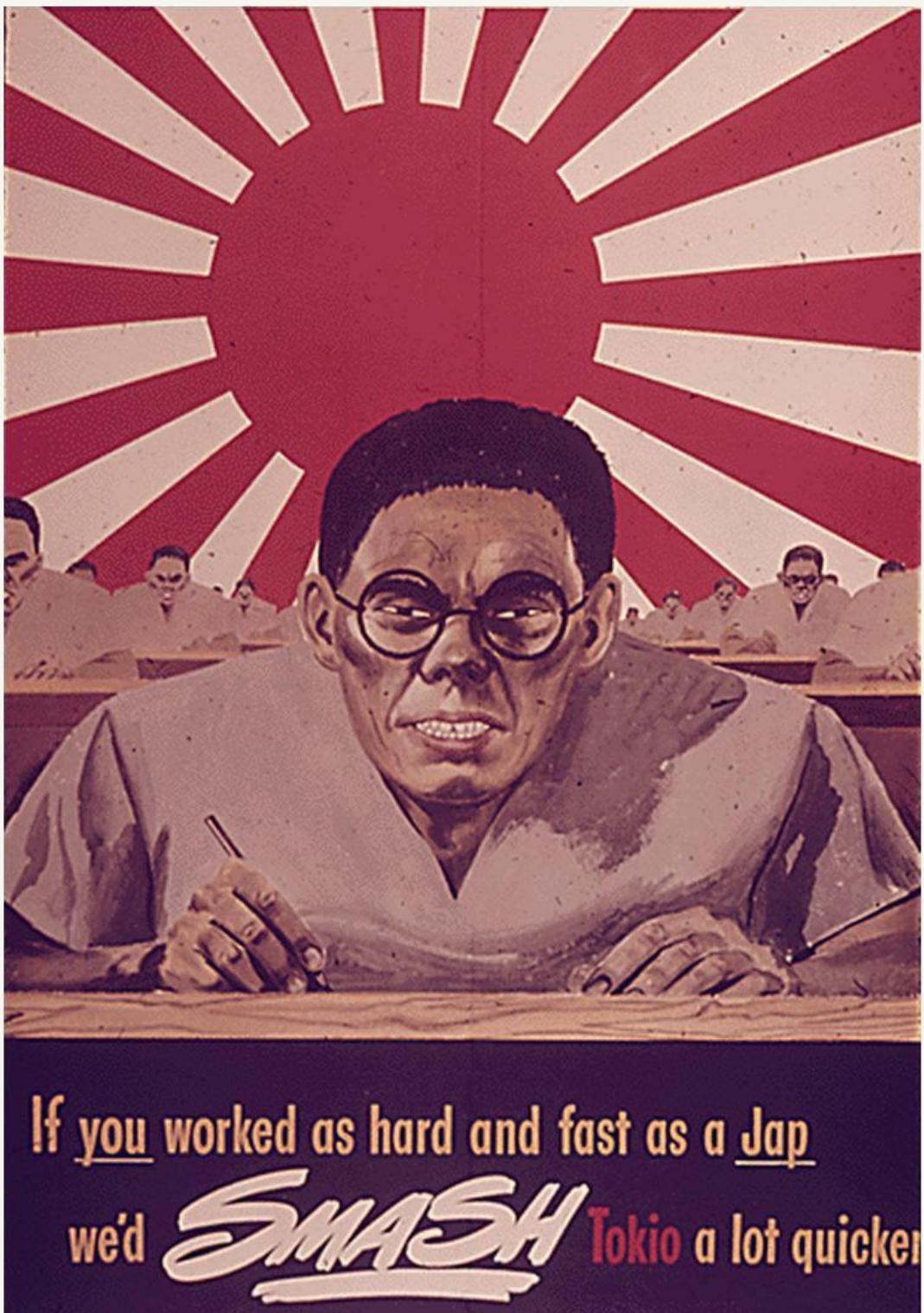
Courtesy: Densho Digital Archive

## SOURCE SHEET B: PROPAGANDA POSTERS



Courtesy: Densho Digital Archive

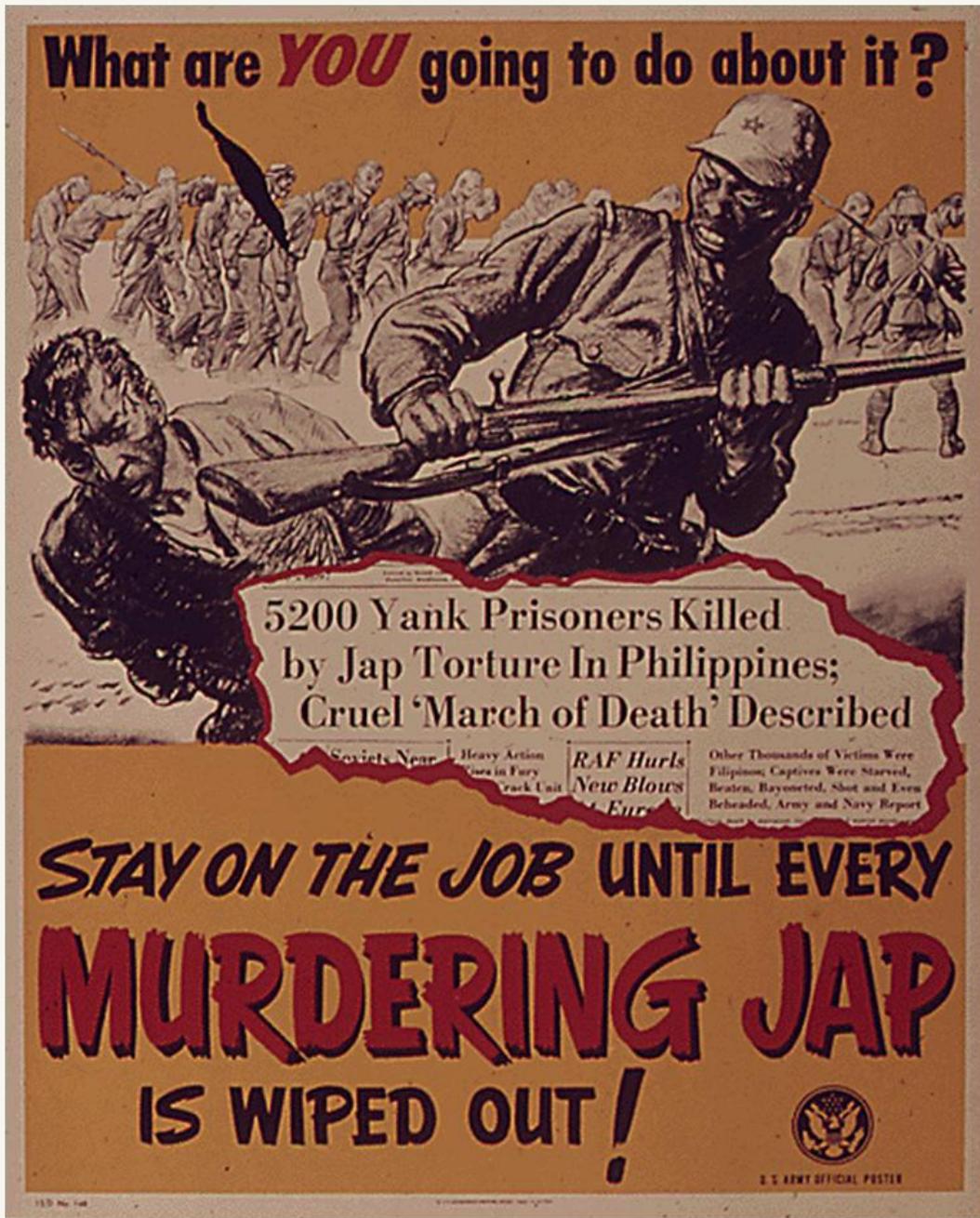
SOURCE SHEET C: PROPAGANDA POSTERS



*Courtesy: Densho Digital Archive*



SOURCE SHEET D – PROPAGANDA POSTERS



Courtesy: Densho Digital Archive

SOURCE SHEET E

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

## TWO

### The Importance of Language: “Internment” versus “Confinement”

#### Overview:

Japanese American confinement during World War II has been called one of the worst violations of civil liberties in American history. By ordering the incarceration of American citizens without reasonable cause and without trial, the U.S. government violated rights of due process that are enshrined in the Bill of Rights.

“Internment” refers to the legal detention of “enemy aliens” during wartime. Because most Japanese Americans were citizens of the United States, the use of “internment” to describe their experience during World War II is misleading. The word, however, remains common in popular references to the imprisonment of Japanese Americans. Though our exhibition title reflects popular usage, in the exhibit we also included the term confinement to more accurately reflect this history.

#### Objectives:

- Understand the different meanings and uses of the terms, internment, confinement, and concentration camps in relation to the experiences of Japanese Americans during World War II.
- Analyze the use of these terms in government documents, journals, and other primary sources.
- Explore the importance of language in describing and discussing historical events.

**Materials Needed:** Whiteboard, paper, pens/pencils, computers with internet access

## **Activity 1: What is that word? Language Analysis**

1. Divide the whiteboard into three columns titled “Internment,” “Confinement,” or “Concentration.” Have the students replicate this chart on a sheet of paper and complete their chart throughout the activity.
2. Instruct the students to research the three terms in a dictionary. Discuss the definitions and how they contribute to the debate and discussion around the use of the three terms.
3. Ask the class to brainstorm additional definitions of each word, and try to provide examples of each. Record their definitions on the white board.
4. Write or project the following three words on the white board and discuss the differences between their definitions:

**Internment:** “Internment” refers to the legal detention of “enemy aliens” during wartime.

**Concentration:** The term concentration camp refers to a camp in which people are detained or confined, usually under harsh conditions and without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy.

**Confinement:** Confinement refers to the illegal detention of citizens.

5. As a class discuss which term is most appropriate for discussing the confinement of Japanese Americans during World War II. Conclude by emphasizing that while internment is widely used to describe the experience of Japanese Americans during World War II, confinement is a more accurate term because the detention of Japanese American citizens was illegal. Highlight how these debates have occurred since World War II, and that the connotations that certain words have is important to those affected.

## **Activity 2: Debating the terms**

1. Divide the students into groups of three. Assign each student one of the three terms—Internment, Confinement, and Concentration Camps—to research. Instruct them to prepare eight to ten arguments for why this term should be used to describe the experience of Japanese Americans during World War II. These arguments should include the use of historical examples as supporting evidence.
2. Provide the following debate rules for the students to conduct their debate:
  - Each group of students will get three minutes to outline their position.
  - The other two groups will then be allowed to ask two questions of clarification or cross-examination.
3. After the students have presented, debated, and responded to questions, they should record their reactions and thoughts from the debate including the different justifications for the use of the terms.
4. As a class discuss the debates and the arguments that the students found most and least persuasive. Ask the students to record and reflect on the arguments made by other students.

### Activity 3: Evaluating Primary Sources

1. Ask the students to explore the following primary sources and the uses of these three terms:

[http://encyclopedia.densho.org/Civil\\_Liberties\\_Act\\_of\\_1988/](http://encyclopedia.densho.org/Civil_Liberties_Act_of_1988/)

[http://encyclopedia.densho.org/John\\_DeWitt/](http://encyclopedia.densho.org/John_DeWitt/)

[http://www.jewishbookcouncil.org/\\_blog/The\\_ProsenPeople/post/Debating\\_the\\_Term\\_Concentration\\_Camp/](http://www.jewishbookcouncil.org/_blog/The_ProsenPeople/post/Debating_the_Term_Concentration_Camp/)

<http://www.balderexlibris.com/index.php?post/App-Austin-Joseph-The-Rooseveltian-concentration-camps-for-Japanese-Americans>

2. Ask each student to analyze these primary sources by responding to the following questions:

What is the purpose of this primary source?

What methods does the creator employ to convey his or her point?

What language and terminology is used in this primary source? Why?

Do these sources agree with your previous knowledge/discussions?

What other sources can you find that support or contradict this source?

Questions adapted from the Library of Congresses "Using Primary Sources" guidelines  
<http://www.loc.gov/teachers/usingprimarysources/>

# Three

## **The actions of President Franklin D. Roosevelt**

### **Overview:**

The Japanese attack on the Pacific fleet stationed in Pearl Harbor on December 7, 1941, brought the United States into the Second World War. Many whites, including political and military officials, considered Japanese Americans “enemy aliens” and feared they would aid another attack on American soil. Without warrant, the FBI immediately arrested 736 Issei community leaders and hundreds more in the following months. False reports of enemy ships on the California coast, rumors of mobilization by the Japanese community in San Francisco, and Japanese military successes in the Pacific in 1942 added to the hostility towards Japanese Americans. Many members of the public called for Japanese American exclusion. In response, Nisei joined groups like the Japanese American Citizens League and the “I Am an American” group to advocate for protection of their rights.

Mistrust of ethnic Japanese grew throughout the 1930s as Japan began invading its neighbors in Asia. Japan sent spies to the United States and Hawaii in an unsuccessful attempt to build a ring of Japanese-American agents. Throughout the 1930s and 1940s, despite heavy surveillance of Japanese communities by American intelligence, not one Japanese American citizen or long-term resident was convicted of espionage or treason. An intelligence report to President Roosevelt in the fall of 1941 concluded that, “There is no Japanese ‘problem’ on the Coast. There will be no armed uprising of Japanese.”

John L. DeWitt, a U.S. Army general, led the effort to confine Japanese Americans in the winter of 1942. Despite challenges from his own cabinet, President Roosevelt backed DeWitt by issuing Executive Order 9066 allowing for the expulsion of Japanese Americans from the West Coast. Between late February and April of 1942, sometimes with as little as a week’s notice, Issei and Nisei were forced to leave their homes. They sold property, businesses, and other belongings at a fraction of their cost, losing the equivalent of \$1.3 billion by today’s standards.

The military, under the auspices of the Wartime Civilian Control Agency (WCCA), sent Japanese Americans to one of 15 “assembly centers” on the West Coast. These centers had been converted from racetracks and fairgrounds into crude, temporary living spaces. Surrounded by barbed wire and armed guards, they resembled makeshift prisons. In April 1942, the government moved Japanese American internees to War Relocation Authority (WRA) camps.

## Executive Order 9066

On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066 that allowed the War Department to “prescribe military areas... from which any or all persons may be excluded.” Though ethnic Japanese were not named in the document, military officials understood it to give permission for the forcible movement of the entire Japanese American population. Despite warnings from the Justice Department that confinement was unconstitutional, President Roosevelt supported the imprisonment of American citizens and long-time residents in the name of national security.

### Learning Objectives:

- Analyze primary sources to understand the impact of the Pearl Harbor attack on public opinion towards Japanese Americans.
- Critically assess the events that led to the United States' involvement in World War II and the government's subsequent decision to confine Japanese Americans.
- Interpret historical documents and use them to debate Franklin Roosevelt's decisions and actions throughout his presidency.

**Materials Needed:** Computer with Internet access, paper, pens/pencils, projector, whiteboard

### Activity 1: “A Date Which Will Live In Infamy”: President Roosevelt’s Response to Pearl Harbor

1. Distribute the attached primary sources related to the Pearl Harbor (Source Sheet F) to the students, and listen to the radio announcements of the attack at <http://www.modestoradiomuseum.org/>.
2. Ask the students to form small groups and discuss the similarities and differences in these sources. Suggested questions for their consideration:
  - What themes do these sources have in common?
  - How do the different media impact the message of these sources?
  - What common language or sentiments are expressed?
3. Ask students to evaluate President Roosevelt’s response to Pearl Harbor. How did his decision affect the outcome of World War II?

## **Activity 2: FDR in the News: Newspapers and Propaganda portrayals**

1. Familiarize the students with Japanese and American propaganda from World War II.

Examples of propaganda can be found at:

<https://www.ithaca.edu/icq/1997v2/prfdr.htm>

<http://www.americainwwii.com/articles/japans-pacific-blitz/>

<http://www.psywarrior.com/JapanPSYOPWW2.html>

<http://www.ushistoryscene.com/uncategorized/december7-1941/>

<http://maxushistoryii.wikispaces.com/Unit+VI++America+and+World+War+II>

2. Ask the students to discuss the following questions in small groups:

- What are the similarities and differences between the examples of American and Japanese propaganda?
- How did Japanese propaganda present President Roosevelt?
- How do the representations of President Roosevelt in Japanese propaganda compare/contrast to American representations of President Roosevelt?
- Do these images remind you of any other propaganda showing world leaders throughout history? If yes, what similarities and differences do you notice?

3. Discuss and analyze as a class the similarities and differences between the different propaganda images of President Roosevelt and how they impact the students' views of Roosevelt's actions before and during the War.

4. Instruct the students to use the Internet or resources from the media center to write a response to the following prompt:

Analyze the role of President Franklin D. Roosevelt in the American response to the Japanese attack on Pearl Harbor.

## **Activity 3: “FDR: Comparing the Good to the Bad”**

1. In this activity, students will watch a documentary (<http://www.thirteen.org/programs/american-experience/the-presidents-fdr/>) or selected short video clips that discuss President Roosevelt and his political career.
2. Ask the students to conduct research on Roosevelt's presidency and prepare eight to ten arguments for and against the following position:

*Franklin D. Roosevelt was a successful president and war-time leader for the United States.*

3. Debate and discuss the position as a class using the white board to record ideas and arguments. Ensure that the students' arguments are supported with evidence and create a master-list of evidence for the students to use as a resource for future research.



## SOURCE SHEET F



'President Roosevelt signing the declaration of war against Germany'  
Dec. 11, 1941.

Photographic print 1941 Dec.  
Courtesy: Library of Congress



'I am an American'  
Oakland, Calif., Mar. 1942.  
Photographic print. 1942.

A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, was confined with hundreds of evacuees in War Relocation Authority centers for the duration of the war.

Courtesy: Library of Congress

# Four

## Relocation and Life in the Camps

### Overview:

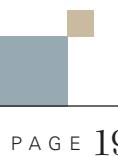
The War Relocation Authority (WRA), a civilian agency created by President Roosevelt, oversaw transfer of Japanese Americans to more permanent WRA camps that were located in Arizona, Colorado, Idaho, Utah, California, and Arkansas, away from the coast. The isolated camps were large and surrounded by barbed wire fences with towers in which armed guards monitored activity below. Internees occupied a space roughly 16 by 20 feet inside a standard army barrack. Each block of sixteen barracks had its own mess hall and group latrine. Within the barrack, only a partial wall separated family rooms, making privacy impossible. Dust storms and extreme weather battered the poorly insulated buildings. Slowly, however, families personalized these tiny spaces, adding décor and furniture. They also demanded changes from the WRA, such as private stalls in the group bathrooms. From the summer of 1942 until the war's end, Japanese Americans resided in these desolate sites that became small cities.

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### The WRA

In some ways, the WRA was sympathetic to their newly imprisoned wards. The internees were offered rights that had been curtailed in the temporary centers such as freedom to assemble and to speak Japanese. The WRA permitted the residents some form of self-government allowing the creation of block councils and advocacy for community needs. However, WRA officials generally held the assumption that confinement was necessary. They argued that camps offered the chance to Americanize the Japanese—in schools and in camp activities such as the Boy Scouts—making it easier for the internees to assimilate into American society after the war.

The Japanese American internees attempted to recreate normal life in the camps. Adults worked for low pay in camp operations, such as in farming, maintenance work, and in camp kitchens. The WRA started schools for children and teenagers. Camps also had YMCAs, theaters, libraries, and offered classes in dressmaking, art, and dance. Children played baseball and volleyball, while teenagers met for dances and talent shows. Families worshipped in makeshift Christian churches and Buddhist temples. Camps especially came to life during both Japanese and American holidays. Celebrants decorated for these and other festivals with adornments often made by hand. Despite the stigma of imprisonment, those confined were resolved to continue their lives as fully as possible behind barbed wire. Though internees made the best of camp life, some chose to resist the WRA and confinement by rioting for better labor rights, higher salaries, and against injustices in the camp. Resistance continued throughout the war largely because the WRA refused to improve conditions or meet their demands.



## Art of Gaman

In order to relieve stress and pass time, internees created art, jewelry, and objects for their homes and for celebrations. Japanese Americans created art and handicraft from scrap materials found in the camps such as seashells, persimmon wood, fabric and anything else they could find. The beautiful objects they created would later come to be called the “Art of Gaman.” Gaman, as explained by scholar Delphine Hirasuna, is a Japanese word that translates to “the art of enduring the unbearable with patience and dignity.”

### Learning Objectives:

- Read and analyze different types of primary source material related to the relocation of Japanese Americans and their lives in internment camps.
- Analyze artwork created by internees and the historical context under which it was created.
- Critically evaluate the experiences of Japanese Americans in internment camps during World War II.

**Materials Needed:** Computer with Internet access, projector, whiteboard, pens/pencils, paper, art supplies

### Activity 1: The opening of the internment camps-Primary Source Analysis

1. Divide students into groups and distribute copies of the primary document “Instructions to all persons of Japanese descent” available here: <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/89manzanar/89facts2.htm>.
2. Ask the groups to discuss what this document tells us about the United States Government’s opening of the internment camps and the instructions given to Japanese Americans. Review how to analyze a primary resource using the Library of Congress’s guide to analyzing Primary Sources available here: [http://www.loc.gov/teachers-usingprimarysources/resources/Analyzing\\_Primary\\_Sources.pdf](http://www.loc.gov/teachers-usingprimarysources/resources/Analyzing_Primary_Sources.pdf).
3. Ask the students to discuss the following questions:
  - What is the tone and message of this poster?
  - What services does it say the Civil Control Station provide, and how expensive will they be?
  - What could Japanese Americans take with them? Why were there restrictions?
  - How much time were internees given to prepare for their relocation?
  - How would you feel if you saw this notice in your neighborhood today?
4. Discuss the groups’ answers and Japanese Americans’ relocation experiences as a class.

### **Activity 2: Daily Life in the camps through oral histories.**

1. Review with the class what an oral history is and how to analyze one using the Library of Congress's guide to analyzing Oral Histories available here: [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Oral\\_Histories.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf).
2. As a class, explore the website <http://www.tellingstories.org/internment/index.html>.
3. Instruct each student to choose an individual to study. They should watch and analyze the interview and answer the following questions:
  - Briefly describe the individual and their experiences.
  - What did you learn about life in the internment camp by listening to this oral history?
  - How do you think internment impacted this individual's life?
  - Did their account of life in the internment camp challenge or reinforce what you previously learned about life in the camps?

### **Activity 3: Visual Culture Analysis**

1. Print out packets of twenty photographs showing Japanese Americans and their experiences during internment from either the Library of Congress or the Densho project:

<http://www.densho.org/>

<http://www.loc.gov/>

Choose photographs that highlight many daily activities in the camps including jobs, school, art, festivals, performing plays, and holidays. Examples of appropriate photographs are available on Source Sheet G.
2. Divide students into groups and instruct them to choose the five photographs that best highlight the challenges and daily experiences of confined Japanese Americans during World War II. The photographs can be pasted to large sheets of chart paper.
3. Ask the students to provide captions and a title for their photo narrative that explain their choices. Each group should present their photographic narrative to the class explaining their images and justifying their choices.
4. Discuss each of the images as a class and explore the different ways the images contribute to our understanding of the daily experiences of Japanese Americans in confinement.

*This activity is adapted from the United States Holocaust Museum's Photo Narrative Activity.*

### Activity 4: Critical Art Project

1. Explain to the students that the art of Gaman was created in order to relieve stress and pass time. Internees created art, jewelry, and objects for their homes and for celebrations. Japanese Americans created art and handicraft from scrap materials found in the camps such as seashells, persimmon wood, fabric and anything else they could find. The beautiful objects they created would later come to be called the “Art of Gaman.” Gaman, as explained by scholar Delphine Hirasuna, is a Japanese word that translates to “the art of enduring the unbearable with patience and dignity.”
2. Show the students examples of the art of Gaman. Images of this artwork can be accessed by a simple internet search.
3. Ask the students to create a piece of art that reflects something about their daily lives. The students should use only art supplies and items that are readily available to them.
4. Instruct the students to present their artwork to the class explaining why they created their piece and reflecting on the experience of creating art using limited supplies. The students should also reflect on the challenges of expressing themselves in such a confined and limited way.
5. Display the students’ artwork in the classroom or hallway.

SOURCE SHEET G



A Japanese farmer  
harvesting cauliflower on a  
ranch near Centerville by  
Dorothea Lange

*Courtesy: Library of Congress*



Manzanar, Calif., April 1942.  
Mealtime at the Japanese  
war relocation center

*Courtesy: Library of Congress*



C.T. Hibino, artist,  
Manzanar Relocation  
Center. by Ansel Adams

*Courtesy: Library of Congress*



Calesthenics by  
Ansel Adams

*Courtesy: Library of Congress*



Dressmaking class,  
Manzanar Relocation  
Center, California by  
Ansel Adams,

*Courtesy: Library of Congress*



Tojo Miatake Family,  
Manzanar Relocation  
Center by Ansel Adams

*Courtesy: Library of Congress*

# Five

## “Go For Broke!” The 442<sup>nd</sup> Regimental Combat Team and 100<sup>th</sup> Infantry Battalion

### Overview:

After Pearl Harbor, the military classified all men of Japanese descent as 4-C or “enemy aliens,” making them ineligible for the draft. Roosevelt was finally persuaded to create an all-Nisei unit as a result of the military successes of the Hawaiian 100th Infantry Battalion, the need for more troops, and Japanese American lobbying. In March 1943, 1,500 confined Nisei men joined the 442nd Regimental Combat Team. In 1944, the 442nd combined with the 100th and was sent to combat in France as one unit. After fighting in France and Italy, the 442nd became one of the most decorated units to serve in World War II. Nisei soldiers earned over 18,000 individual awards, including 21 Medals of Honor, five thousand Purple Hearts, and many other accolades. Their famous motto, “Go for Broke!” aptly signifies the bravery of the unit in the European theater.

In 1943, the War Department and War Relocation Authority created a loyalty questionnaire to gauge the loyalty of Japanese Americans. Two questions proved especially controversial. Question 27 asked men if they would willingly serve the United States Army wherever ordered. Question 28 asked all men and women if they would swear allegiance to the United States and give up any form of allegiance to Japan. Many Nisei were angered that they were asked to fight for a government that had taken away their own rights. Answering yes to the questions left the Issei stateless and as a result many protested by answering no. Those who answered ‘yes’ to both questions were deemed loyal and would be eligible for the draft. Those who answered ‘no’ were called disloyal and segregated in the Tule Lake camp, California.

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### Learning Objectives:

- Analyze and evaluate the 442nd and 100th and their patriotism within the historical context of World War II and Japanese American Internment.
- Analyze primary sources to comprehend the role of these military units in key battles.
- Utilize various media to illustrate the contributions of the 442nd and 100th.

**Materials Needed:** Computers with Internet access and speakers, projector, paper, pens/pencils

### Activity 1: Letters from a Soldier

1. Show students some of the accomplishments and accolades given to the Japanese American fighting units. For example: “...I had the honor to command the men of the 442nd Combat Team. You fought magnificently in the field of battle and wrote brilliant chapters in the military history of our country. They demonstrated conclusively the

## **The Tragedy of War: Japanese American Internment**

loyalty and valor of our American citizens of Japanese ancestry in combat." - General Mark W. Clark. Some of these accolades are featured in primary government documents: <http://www.the442.org/442ndfacts.html>.

2. Discuss the so-called "loyalty questionnaire" that Japanese Americans were forced to take and ask students how they would feel if a document required them to renounce citizenship and/or fight with the United States. <http://encyclopedia.densho.org/psms/media/sources/1/1569/en-denshopd-p72-00004-1.pdf>
3. Pair the students and ask them to consider the "loyalty questionnaire" and different responses to it. Instruct them to research five different individuals' responses to the questionnaire and write a 1-2 page paper in response to the following prompt.

**Prompt:** Describe and explain how different individuals responded to the "loyalty questionnaire" and analyze the motivations of these individuals.

### **Activity Two: War Correspondent**

1. Instruct students to compose a war report on the efforts of Japanese American combatants. They should write this report as a war correspondent.
2. Direct the students to the following resources to help complete their report:  
<http://www.the442.org/battlehistory/romearno.html>  
<http://www.the442.org/battlehistory/vosges.html>  
[http://www.goforbroke.org/history/history\\_historical\\_campaigns.asp](http://www.goforbroke.org/history/history_historical_campaigns.asp)
3. Within the report the students should highlight the stories, actions, and accomplishments of individual members of the 442nd or 100th and connect these to larger events and battles fought by these units.
4. After finishing this activity, students should present an excerpt from their news report to the class.

### **Activity Three: Go For Broke! Oral Histories**

1. Students will choose three oral histories from the Go For Broke! Education center's website available here:  
[http://www.goforbroke.org/oral\\_histories/oral\\_histories\\_video.php](http://www.goforbroke.org/oral_histories/oral_histories_video.php).
2. The students will use the Library of Congress' "Analyzing Oral Histories" worksheet to analyze the three videos they selected. [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Oral\\_Histories.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf)
3. Ask the students to compare and contrast the experiences of different soldiers from the 442nd and 100th Infantry Battalions and present their findings to the class. During these presentations, the class should take notes to ensure they finish the activity having learned about the rich array of Japanese American soldiers' experiences during World War II.
4. Conclude this activity with a discussion identifying the common threads, motivations, and experiences of these soldiers during World War II.

# Six

## Returning Home: Life after Internment

### Overview:

War Relocation Authority internment camps began closing in June 1943. The last internment camp, Tule Lake, ceased operations on March 20, 1946. The majority of the newly liberated Japanese Americans returned to the West Coast, though approximately one-third relocated to the Midwest and East Coast. Many Japanese Americans faced continued discrimination. Organizations such as the Seattle Council of Churches, the United Church Ministry, the Civic Unity Committee and the American Friends Service Committee aided the displaced Japanese Americans in reintegrating back into American life. On July 2, 1948, Congress and President Harry Truman enacted the Japanese-American Claims Act, awarding monetary compensation to many Japanese Americans for their loss of property. The amount issued, however, was far less than what internees lost from their forced confinement. It would take another thirty years for the U.S. government to contend with its own actions during World War II.

Most Japanese Americans lost their assets during the war and had to rebuild their lives. The Doi family is one example of this success. In 1946, Gene Hashimoto married Michael Doi and moved to Chicago. They had two children and later moved to Georgia, where Michael worked in the poultry industry. They were part of a small group of Japanese Americans to move south after the war.

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### Learning Objectives:

- Analyze the reactions of other Americans to newly released Japanese American internees after World War II.
- Read and analyze stories of internment prisoners' lives after World War II.

**Materials Needed:** Computers with Internet access, paper, pens/pencils

### **Activity 1: Letter to the President – Primary Source Analysis**

1. Ask students to contemplate how Japanese American internees felt upon being released after World War II.
2. Watch the following video as a class:  
Japanese American Internment (U.S. Government Propaganda) <https://archive.org/details/Japanese1943>. (Length 9:26)
3. Divide the students into small groups, and instruct them to discuss the video's exploration of life in the internment camps and the years after the war. After the group discussions, instruct students to write a letter to the president as if they were a newly released prisoner.
4. Ask for volunteers to share their letters. The students should explain the thoughts and feelings they expressed in their letters to the president.

### **Activity 2: Views from the outside**

1. Instruct the students to research the views, opinions, and reactions of Americans responding to the release of interned Japanese Americans. Visit the Densho Digital Archive for research material.
2. Ask the students to write a short essay responding to the following prompt:  
You are the neighbor of someone released from an internment camp. How would you react to his or her return home? Would you assist your neighbor as they rejoin society? What actions would you take?
3. Students should support their essays and responses with evidence and quotations gained from their research and focus on one example of a positive reaction to the return of internees and one example of a negative reaction to the return of internees.
4. Ask the students to prepare a short two to three minute presentation on their research paper. They should present their thoughts and ideas as part of a larger discussion about the reactions of Americans to the end of internment.

### **Activity 3: The experiences of internees**

1. Students should choose three oral histories from the Telling Their Stories website available here: <http://www.tellingstories.org/internment/index.html>.
2. The students will use the Library of Congress' "Analyzing Oral Histories" worksheet to analyze these videos. [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Oral\\_Histories.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Oral_Histories.pdf). They should pay particular attention to the narrators' experiences after they were released from the camps.
3. Discuss how the students would expect the narrators to feel about internment, and then compare this to the different experiences and feelings that these narrators express in their interviews.

4. Instruct the students to write a short response to the following quote explaining what they think it means and what it tells us about the experiences of Japanese Americans after World War II.

“Something in me just made me always want to look over my shoulder to make sure everything’s okay.” - Kay Sakai Nakao, 2006, on life after being released from the Minidoka Internment Camp

5. Discuss the students’ responses.

# Seven

## The Redress Movement

### **Overview:**

After the camps closed, feelings of shame and a desire to move on with life prevented Japanese Americans from speaking out about their experiences in confinement. The American public largely accepted the event as an unfortunate necessity. The Civil Rights Movement of the 1950s and 1960s, however, influenced Japanese Americans to push for a reexamination of confinement. Led by the Japanese American Citizens League, former internees began to demand restitution from the government. In response, President Jimmy Carter established the bipartisan Commission on Wartime Relocation and Internment of Civilians (CWRIC) in 1980 to investigate the legacy of Executive Order 9066. Declassified documents verified that internment was not a military necessity and was based on racism. By 1983, the commission had gathered testimonies from over 750 witnesses and submitted a report, *Personal Justice Denied*, which became the foundation of the 1988 Civil Liberties Act. The Act paid almost two billion dollars in reparations to internees.

The CWRIC recommendations led to the passage of the Civil Liberties Act of 1988 by Congress. The act granted redress of \$20,000 and a formal presidential apology to U.S citizens or legal residents of Japanese descent confined during World War II. Signed by President Reagan in 1988, the act acknowledges the “fundamental injustice of the evacuation, relocation, and internment of United States citizens and permanent resident aliens of Japanese ancestry during World War II.”

### **Learning Objectives:**

- Introduce students to the Redress Movement and the challenges that Japanese Americans faced in achieving redress.
- Understand that social change takes a lot of effort on the part of many people, and that Japanese Americans struggled to receive redress for many years.

**Materials Needed:** Computers with Internet access and projectors, art supplies, pens/pencils, paper, whiteboard, board markers



## Activity 1: Oral Histories of Redress

1. Instruct students to log onto the guest account on the Densho Digital Archives at <http://www.densho.org/archive/default.asp>.
  - a. Click on “Enter the Archive”, on the right side of the page.
  - b. Click on the button “Click to use guest account.”
  - c. Click “I Agree.”
2. Under “Topics” in the left side tool bar, expand “Redress and Reparations” in the side bar.
3. Each student should listen to “Attitude Towards Redress: No Price on Freedom” under “Mobilizing and Organizing Community” and “A Case for Vindication, Not Money, Power of Coalition as Community Comes Together Seeking Redress at the Same Time” under “Legal Petitions”.
4. Students should explore other oral histories under the “Redress and Repatriations” side bar.
5. Students should discuss what they learned from the oral histories.

### Suggested discussion questions:

- Which topics did you choose to listen to? Why?
- Who did you listen to? What was their role in the Redress Movement?
- How is hearing about the Redress Movement different from reading about it?
- What did you learn about the Redress Movement that you did not know before?
- What are the benefits of oral history versus written history?

## Activity 2: Socratic Seminar

1. Discuss the redress movement including a reminder of what the students learned in watching oral history videos in the previous activity.
2. Guide a discussion about the Redress Movement using the following questions:
  - Did any of your answers change?
  - Which ones?
  - Why did you change your answers on these questions?
  - What made you feel different about the issue?
  - How do you feel about the Redress Movement?
  - How do you think you would have reacted as a Japanese American?
  - How do you think you would have reacted as a non-Japanese American?
  - What lessons can be learned from this?
3. Instruct students to write a brief essay reflecting on the Socratic seminar in class or as homework.

### **Activity 3: Redress NOW! Making Picket Signs**

1. Divide students into small groups and instruct them to research the experiences of Japanese Americans on Capitol Hill protesting for redress in the late 1970s. Instruct them to imagine they are protesting. They should make a picketing sign. The protests of Japanese Americans should inform their designs. Instruct them to refrain from using inflammatory words or images in creating their signs.
2. After each group has finished, they should present their sign. Instruct them to explain their sign. Guide their presentations with the following questions:
  - What does your sign demand or ask?
  - Why did you choose these words?
  - Why did you choose this font? Why did you write it this way?
  - Do you think your sign would have been effective? How so?

### **Activity 4: Letter to a Congressman**

1. Take students to the computer lab to research their congressmen. Provide the two links below, and ask them to conduct research based on the legislation they promote, the issues they support, and the committees on which they serve.

<http://www.house.gov>

- a. Follow the link.
- b. Have students enter their zip code into the box in the top right hand corner, labeled “Find your Representative”
- c. Click “Go”
- d. Students can then click on their representative’s picture, linking to their website and enabling them to do research.

<https://www.senate.gov>

- a. Follow the link
- b. Have students select their state in the drop down menu of the box in the top right hand corner, labeled “Find your Senators”
- c. Click “Go”
- d. Students can click on each senator’s link to their website to learn about them.
3. Ask students to think about a social issue they would like to change.
4. Ask students to write a letter to a congressman in an effort to persuade him or her to support their point of view.
5. Instruct students to write a brief paragraph explaining their choices. This can include why they think their letter would have an effect on that particular congressman/woman.

# Eight

## Civil Liberties versus National Security?

### Overview:

Japanese American confinement during World War II has been called one of the worst violations of civil liberties in American history. By ordering the incarceration of American citizens without reasonable cause and without trial, the U.S. government violated rights of due process that are enshrined in the Bill of Rights. The story of confinement reminds us of the precious balance between national security and protecting the rights of citizens. We are forced to confront a recurring question from American history: At what point should the rights of citizens be limited or denied to ensure our nation is secure?

### Learning Objectives:

- Critically analyze tensions between the ideas of national security and individual liberties.
- Explore and investigate historical examples of the tension between national security and individual liberties.

**Materials Needed:** Paper, pens/pencils, computers with Internet access

### Activity 1: Considering National Security and Individual Rights

1. Divide the students into groups of three or four. Instruct them to imagine they are designing their own society or country and must devise a system of government for it. Instruct them to create a list of pros and cons for a country with:
  - a) maximized national security and no individual rights or
  - b) maximized individual rights and no national security
2. Discuss as a class the relative merits and shortcomings of both extremes. The students should consider events in American history, such as the September 11th attack, that prompted debate about the balance between national security and individual liberties.

## **Activity 2: Debating National Security versus Individual Liberties**

1. Divide the class into two large groups. Assign “national security” to one group and “individual liberties” to the other.
2. Allow time for the groups to research and create arguments supporting their position and decide which students will speak on which points.
3. Conduct the debate in the classroom. Moderate it by asking questions and allowing each side to respond. You may limit the amount of time for their answers and rebuttals. Some suggested questions to begin the debate include:
  - Which is more important, national security or individual rights?
  - Which is better for the citizens of a country?
  - Which is better for the country’s stability as a whole?
4. After the debate, encourage students to write a reflective essay expressing their opinion on this question while also considering the merits and shortcomings of both sides of the debate.

## **Activity 3: Historical examples of the tension between National Security and Individual Liberties**

1. Instruct the students to write a two to three page paper examining other historical events when national security was increased at the expense of individual liberties. The students should use at least one primary source. The students should also include at least one personal story of an individual who experienced the issue or event. Potential choices could include:
  - a. North Korea
  - b. The Alien and Sedition Acts in the U. S.
  - c. The Soviet Union
  - d. The issue of whether or not prisoners at Guantanamo Bay have rights under U. S. law
  - e. The Patriot Act in the U.S.
  - f. The rise of fascism in Spain and/or Italy in the 1930s and 1940s
  - g. Communist control of China (1949 to the present)
  - h. The controversy surrounding the National Security Agency (NSA) surveillance of American citizens and world leaders of other countries
2. Instruct students to consider the following issues as they write their papers:
  - Report how individual liberties decreased and national security increased.
  - Respond to what happened. Do they think it was a good thing for the nation’s security? Do they think it was a good thing for the citizens?
3. Some resources for the students’ research may include:

North Korea: <http://www.libertyinnorthkorea.org/learn-north-korea-history/>

Alien and Sedition Acts: <http://www.loc.gov/rr/program/bib/ourdocs/Alien.html>

<http://www.ushistory.org/us/19e.asp>

The Soviet Union: <http://soviethistory.macalester.edu/>  
Guantanamo Bay: <http://ccrjustice.org/illegal-detentions-and-guantanamo>  
[http://ccrjustice.org/files/2013.3.11\\_GTMO%20by%20the%20Numbers.pdf](http://ccrjustice.org/files/2013.3.11_GTMO%20by%20the%20Numbers.pdf)  
The Patriot Act: <http://www.heritage.org/research/reports/2011/02/the-patriot-act-and-the-constitution-five-key-points>  
<http://www.scn.org/ccapa/pa-vs-const.html>  
Rise of Fascism in Italy: <http://www.flowofhistory.com/units/etc/20/FC133>  
Rise of Fascism in Germany: <http://www.ushmm.org/wlc/en/articlephp?ModuleId=10005204>  
Communism in China: <http://www.e-ir.info/2009/07/21/the-development-of-human-rights-in-communist-china/>  
The NSA: <http://www.washingtonpost.com/nsa-secrets/>  
<http://www.theguardian.com/world/the-nsa-files>

**Georgia Performance Standards and Common Core Standards  
Correlated with these activities:**

All of the lessons in this guide correlate with the following Social Studies standards:

**United States History**

**SSUSH14 The student will explain America's evolving relationship with the world at the turn of the twentieth century:**

- a. Explain the Chinese Exclusion Act of 1882 and Anti-Asian immigration sentiment on the west coast.

**SSUSH19 The student will identify the origins, major developments, and the domestic impact of World War II, especially the growth of the federal government.**

- b. Explain the Japanese attack on Pearl Harbor and the internment of Japanese-Americans, German-Americans, and Italian-Americans.
- f. Compare the geographic locations of the European Theater and the Pacific Theater and the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops.

**SSUSH20 The student will analyze the domestic and international impact of the Cold War on the United States.**

- b. Explain the impact of the new communist regime in China and the outbreak of the Korean War and how these events contributed to the rise of Senator Joseph McCarthy.

**SSUSH25 The student will describe changes in national politics since 1968.**

- g. Analyze the response of President George W. Bush to the attacks of September 11, 2001, on the United States, the war against terrorism, and the subsequent American interventions in Afghanistan and Iraq.

**World History**

**SSWH17 The student will be able to identify the major political and economic factors that shaped world societies between World War I and World War II.**

- b. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan. c. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.

**SSWH18 The student will demonstrate an understanding of the global political, economic, and social impact of World War II.**

- a. Describe the major conflicts and outcomes; include Pearl Harbor, El-Alamein, Stalingrad, D-Day, Guadalcanal, the Philippines, and the end of the war in Europe and Asia.

**SSWH19 The student will demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- a. Analyze the revolutionary movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah).

**SSWH20 The student will examine change and continuity in the world since the 1960s.**

- c. Analyze terrorism as a form of warfare in the 20th century; include Shining Path, Red Brigade, Hamas, and Al Qaeda; and analyze the impact of terrorism on daily life; include travel, world energy supplies, and financial markets.

## American Government/Civics

**SSCG5 The student will demonstrate knowledge of the federal system of government described in the United States Constitution.**

- e. Analyze the ongoing debate that focuses on the balance of power between state and national governments.

**SSCG6 The student will demonstrate knowledge of civil liberties and civil rights.**

- a. Examine the Bill of Rights with emphasis on First Amendment freedoms.
- b. Analyze due process law expressed in the 5th and 14th Amendments.
- c. Explain selective incorporation of the Bill of Rights.
- d. Explain how government seeks to maintain the balance between individual liberties and the public interest.
- e. Explain every citizen's right to be treated equally under the law.

## English, Language Arts Common Core Standards:

### 9th – 10th Grade

Reading History	Lesson
<b>ELACC9-10RH1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	4, 7, 8
<b>ELACC9-10RH2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	4, 7, 8
<b>ELACC9-10RH3:</b> Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	4, 7, 8
<b>ELACC9-10RH4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	4
<b>ELACC9-10RH6:</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6
<b>ELACC9-10RH10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	7
Reading Informational (RI)	
<b>ELACC9-10RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1, 2, 4, 7
<b>ELACC9-10RI2:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	1, 2, 7
<b>ELACC9-10RI3:</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them	7
<b>ELACC9-10RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	1, 2, 4, 7
<b>ELACC9-10RI8:</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	1
<b>ELACC9-10RI9:</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	2, 7



Reading Literacy (RL)	Lesson
<b>ELACC9-10RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	2
<b>ELACC9-10RL2:</b> Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	2
<b>ELACC9-10RL4:</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.	2
Writing (W)	
<b>ELACC9-10W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1
<b>ELACC9-10W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1, 6
<b>ELACC9-10W6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	6
<b>ELACC9-10W7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generate question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1
<b>ELACC9-10W8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	1
<b>ELACC9-10W9:</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.	7
Writing for History & Social Studies (WHST)	
<b>ELACC9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	7
<b>ELACC9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	7

Writing for History & Social Studies (WHST)	Lesson
<b>ELACC9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7
<b>ELACC9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.	7
<b>ELACC9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	7
Speaking and Listening (SL)	
<b>ELACC9-10SL1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1, 7
<b>ELACC9-10SL4:</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	1, 7
11th – 12th Grade	
Reading History	
<b>ELACC11-12RH1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	5, 7, 8
<b>ELACC11-12RH2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	1, 5, 7, 8
<b>ELACC11-12RH3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	7, 8
<b>ELACC11-12RH5:</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	7
<b>ELACC11-12RH9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	5
<b>ELACC11-12RH9:</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	5
<b>ELACC11-12RH10:</b> By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently	7

Reading Informational (RI)	Lesson
<b>ELACC11-12RI1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1, 2
<b>ELACC11-12RI2:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	4
<b>ELACC11-12RI4:</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.	2
<b>ELACC11-12RI7:</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	4,
<b>ELACC9-10RI9:</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	1, 7
Reading Literacy (RL)	
<b>ELACC11-12RL1:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	2, 4
<b>ELACC11-12RL2:</b> Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	4
Writing (W)	
<b>ELACC11-12W1:</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	1, 2, 6
<b>ELACC11-12W2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	5
<b>ELACC11-12W3:</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	6
<b>ELACC11-12W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1, 6

## ***The Tragedy of War: Japanese American Internment***

<b>Writing (W)</b>	<b>Lesson</b>
ELACC11-12W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	1, 4
ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	1, 4
<b>Speaking and Listening (SL)</b>	
ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	1, 2, 4, 6, 7
ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.	1
<b>Listening (L)</b>	
ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	2
<b>Fine Arts - Visual</b>	
VAHSVAMC.1 Engages in the creative process, imagines new ideas by using mental and visual imagery, conceptualizes these ideas by using artistic language and contextual understandings in assessing learning, and develops a personal artistic voice that gives unique form to these concepts.	4



Museum of History and  
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**Kennesaw State University Center**

3333 Busbee Drive, Kennesaw, GA 30144

470 . 578 . 2083

[historymuseum.kennesaw.edu](http://historymuseum.kennesaw.edu)