

Stark County Teaching American History Grant

Stark County Educational Service Center
2100 38th Street NW
Canton, Ohio 44709



Justifying Japanese-American Internment

The fight between individual rights and national security.

Grade Level 10-12

Created by Ben Hughes
GlenOak High School
Plain Local Schools

Duration

3 Days of Block Scheduling

Courtesy of the National Archives and Records Administration

Overview

In this lesson students will be first introduced to the situation in the United States in early 1942 through a PowerPoint presentation and then will examine several primary documents including letters and photographs involving the internment of Japanese-Americans throughout the course of World War II. Students will analyze the documents in order to complete both a document analysis and photograph analysis worksheet to use in an authentic debate about the constitutionality of Japanese-American internment at this time. They will then use this information in order to write a paper on whether individual rights take a back seat to the security of a nation in times of war.

Ohio's New Learning Standards

- **Topic: Historical Thinking and Skills**
 - i. Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.
 - ii. **Content Statement #2**
 - The use of primary and secondary sources of information includes an examination of the credibility of each source.

- **Topic: From Isolation to World War (1930-1945)**
 - i. The isolationist approach to foreign policy meant U.S. leadership in world affairs diminished after World War I. Overseas, certain nations saw the growth of tyrannical governments, which reasserted their power through aggression and created conditions leading to the Second World War. After Pearl Harbor, the United States entered World War II, which changed the country's focus from isolationism to international involvement.
 - ii. **Content Statement #17**
 - The United States mobilization of its economic and military resources during World War II brought significant changes to American society

Historical Background

The internment of Japanese-Americans during WWII is remembered as one of the more controversial events of our nation's history. Due in part to the surprise attack at the hands of the Japanese, and responding to an anti-Japanese backlash, officials in the U.S. government, including president Roosevelt decided to trump individual rights in the name of national security by forcing Americans of Japanese ancestry to leave their homes on the west coast, and relocate them inland to internment camps.

The census of 1940 recorded 126,947 people of Japanese ancestry living in the United States, the majority of them living in California on the West Coast. Following the attack on Pearl Harbor, government officials and political leaders in California believed coastal areas to be vulnerable to Japanese attack, and worried that Japanese-Americans there might cooperate with the enemy. At the same time, the public was clamoring for the government to take action against this so-called enemy race. Soon after the attack on Pearl Harbor, the FBI identified and arrested 2,100 Japanese-Americans as "dangerous enemy aliens." This did little to calm the fears of residents on the West Coast as the public considered a Japanese invasion imminent and also demanded more action from the federal government and from President Roosevelt.

On February 19, 1942, President Franklin Roosevelt signed Executive Order 9066 authorizing the evacuation and internment of all Americans of Japanese ancestry living on the West Coast. In the process, Japanese-Americans were not only stripped of their individual rights as citizens, but were also forced to abandon their homes, farms, businesses, savings, and personal belongings. Initially, these Japanese-Americans were asked to relocate voluntarily, but only eight thousand abandoned their

homes and moved to other parts of the country. Several Japanese-Americans refused to relocate and brought suit against the government. The Supreme Court reviewed the constitutionality of the internment and upheld the actions of the government. This internment aroused little public debate among Americans at the time, because most Americans viewed their Japanese enemies as evil and regarded internment as a necessary part of national defense.

To oversee internment, President Roosevelt created the WRA (War Relocation Authority) in March 1942. Japanese residents were now ordered to report to Wartime Civilian Control Centers for future transfer to the interior United States. Over the next five months, more than 110,000 Japanese-Americans had been forced to leave their homes, sell their belongings, and put their lives on hold in the name of national security.

To reach the camps, internees were transported on crowded trains with the shades drawn so they would not know their destination. To isolate internees from contacting potential saboteurs and spies, the WRA constructed ten camps in desolate areas throughout the country. These camps were surrounded by barbed wire and consisted of flimsy wooden barracks covered with tarpaper. Internees slept on cots and sometimes candles and kerosene lamps provided the only light.

Despite these conditions, most Japanese-Americans endured their confinement with patience and even tried to aid the war effort. Painting recruitment posters, making camouflage nets, and experimenting with the development of artificial rubber were all attempts by the internees to help the war effort but to also prove their loyalty to the United States.

By 1945, with the war winding down and the threat of a Japanese invasion subsided, the government began closing the camps. These internees now faced the daunting task of rebuilding their lives. Many Japanese-Americans wanted nothing more than to move on with their lives and to put this grim experience behind them. Others desired an apology and compensation for their suffering and therefore launched a long and frustrating campaign against the government. In 1990, forty-five years after the end of the war, the U.S. government admitted it had violated the constitutional rights of the Japanese-Americans and agreed to pay \$20,000 to each of the sixty thousand remaining survivors or their ancestors.

Enduring Understandings/ Essential Questions

- Democracies must balance the need to establish and maintain order with the need to maintain and protect freedom of the individual
- War is about power. Making one group do something they do not want to do.
- How does the threat of war or crisis impact a government's domestic policies?
- In times of crisis, how does a nation balance the security of the country with the freedom of individuals?

Instructional Strategies

- **Day 1:**

- i. Direct Instruction – PowerPoint:

To start the class, please write two questions on the board: “If the U.S. went to war, are your rights still guaranteed to you?” “If you were President and a war started, would your policies change?” Have students write down their response to these questions on a piece of paper. Take five to ten minutes and ask for their answers and opinions. Students will review U.S. foreign policy in the late 1930s and early 1940s with Japan and the growing tension between the two nations. Students will be introduced to several key concepts and events such as the Sino-Japanese War of 1937, the trade embargo placed upon Japan in 1940, Pearl Harbor, and the anti-Japanese feelings that existed in the United States at the conclusion of 1941. The notes should take about forty-five minutes to one hour to get through. Afterwards, please lead a short class discussion using the first seven questions from the guide sheet. (**Appendix N**). Try to get as many students involved in this discussion.

- **Day 2:**

- ii. Direct Instruction – Model Document Analysis:

Students will be given a copy of President Roosevelt’s Executive Order 9066 (**Appendix A**). The document will be read aloud with the class and student responses will be asked for. Pass out the document analysis worksheet (**Appendix B**) and explain the directions so that all students understand what they are to do. We will complete the document analysis worksheet together as an example for the remaining documents. A photograph of an internment camp will then be displayed on the screen (**Appendix C**) at the front of the room and students will then be given the photograph analysis worksheet (**Appendix D**). As a class we will fill out the photograph analysis worksheet.

- iii. Group Work – Document Analysis:

Students will be placed into groups of 4-5 students depending on the class size. Students should be grouped according to ability level. The teacher should rearrange the desks into four stations. At each station will be a photograph from an internment camp(**Appendices E, F, G, H**), a letter from a camp internee(**Appendices J, K, L, M**), the document analysis worksheet (**Appendix B**), and photograph analysis worksheet (**Appendix D**). Students will be given ten to fifteen minutes at each station to fill out the analysis worksheets for both the letter and photograph until they have rotated to each station. You will then collect each group’s four completed document analysis worksheets, and four completed photograph analysis worksheets. You will then ask students for their opinions about life in an internment camp and what they took away from the pictures and the letters. Ask students to consider the following question for the next day in class: In times of crisis, what is the purpose of government? Is it to protect individual rights, or to protect the nation?

- **Day 3:**

- iv. Student led Debate – National Security v. Individual Rights

The class will be divided into two sides for an authentic debate according to what they believe to be more important; National security or individual rights in times of crisis. Those students who believe that national security will always trump individual rights in times of crisis will sit on one side of the room, while those who believe that the purpose of government is to protect and honor individual rights and freedom regardless of the situation will sit on the other. Throughout the debate, students will fill out a form (**Appendix O**) that will allow them to write down the highlights of the debate including key examples and ideas. Using their primary documents, students will argue that their side is correct.

- v. Direct Instruction – National Security v. Individual Rights Paper

- Review with students the key components of the relationship between Japan and the United States, Pearl Harbor, and the Japanese-American internment camps.
 - Introduce the national security versus individual right assignment (**Appendix P**). Students will complete the assignment according to their personal opinion.
 - Review the rubric for this assignment (**Appendix Q**)
 - Assign the paper for homework
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Classroom Materials

A Projector and Projection Copy:

Appendix C: Primary Source: Photograph of Internment Camp

Paper copies of the following: One For Each Student

Appendix A: Executive Order 9066

Appendix B: Written Document Analysis Worksheet (nd 4 copies per group)

Appendix D: Photograph Analysis Worksheet (4 copies per group)

Appendix O: Information Form for Debate Highlights

Appendix P: Assessment Paper

Appendix Q: Assessment Rubric

Paper copies of the following: One Per Group

Appendix E: Primary Source: Camp Photograph

Appendix F: Primary Source: Camp Photograph

Appendix G: Primary Source: Camp Photograph

Appendix H: Primary Source: Camp Photograph

Appendix J: Primary Source: Camp Letter to Miss Breed

Appendix K: Primary Source: Camp Letter to Miss Breed

Appendix L: Primary Source: Camp Letter to Miss Breed

Appendix M: Primary Source: Camp Letter to Miss Breed

Resources

“Photograph Analysis Worksheet,” Education Staff, The National Archives,
<http://www.archives.gov/education/lessons/worksheets/photo.html> (accessed April 22, 2013).

“Written Document Analysis Worksheet,” Education Staff, The National Archives,
<http://www.archives.gov/education/lessons/worksheets/document.html>
(accessed April 22, 2013).

Primary Sources:

The White House, President Franklin D. Roosevelt, *Executive Order 9066*, (February 19, 1942),
<http://www.ourdocuments.gov/doc.php?flash=true&doc=74> (accessed April 22, 2013).

Department of the Interior, War Relocation Authority, “Manzanar Relocation Center, Manzanar, California. Street scene of barrack homes at this War Relocation Authority Center. The windstorm has subsided and the dust has settled,” July 3, 1942, Dorothea Lange, Photographer, The National Archives <http://research.archives.gov/description/538128> (accessed April 19, 2013).

Department of the Interior, War Relocation Authority, “Manzanar Relocation Center, Manzanar, Manzanar Relocation Center, Manzanar, California. An elementary school with voluntary attendance has been established with volunteer evacuee teachers, most of whom are college graduates. No school equipment is as yet obtainable and available tables and benches are used. However, classes are often held in the shade of the barrack building.” July 1, 1943, Dorothea Lange, Photographer, The National Archives, <http://research.archives.gov/description/537961> (accessed April 19, 2013).

Department of the Interior, War Relocation Authority, “Manzanar Relocation Center, Manzanar, California. Sixth grade boys enjoy a game of softball at recess time. Note boys in rear who mistrust control of the "speed ball" pitcher,” Feb. 10, 1943, The National Archives, <http://research.archives.gov/description/536700> (accessed April 19, 2013).

Department of the Interior, War Relocation Authority, “Granada Relocation Center, Amache, Colorado. A scene from the Boy Scout Memorial Day Parade, which was held at this center on May 30,” May 30, 1943, The National Archives, <http://research.archives.gov/description/537206> (accessed April 19, 2013).

Department of the Interior, War Relocation Authority, “Manzanar Relocation Center, Manzanar, California. Dancing for recreation at Manzanar reception center for evacuees of Japanese ancestry,” April 2, 1942, The National Archives, <http://research.archives.gov/description/536868> (accessed April 19, 2013).

Clara Breed Collection, Japanese American National Museum,
<http://www.janm.org/collections/clara-breed-collection/>

“Dear Mrs. Breed: Letters from Camp,” Japanese American National Museum,
<http://www.janm.org/exhibits/breed/title.htm> (accessed April 19, 2013).

“Letter from Florence and Margaret Ishino to Clara Breed,” April 23, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31HY/> (accessed April 19, 2013).

“Letter from Louise Ogawa to Clara Breed,” September 27, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31N/> (accessed April 19, 2013).

“Letter from Tetsuzo Hirasaki to Clara Breed,” November 16, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31IS/> (accessed April 19, 2013).

“Letter from Fusa Tsumagari to Clara Breed,” September 14, 1942, Clara Breed Collection, Japanese American National Museum,
<http://www.janm.org/collections/item/93.75.31AY/>(accessed April 19, 2013).

Scholastic, “Letters from the Japanese American Internment,” Lesson Plan Grades 9-12, Dream in Color series, <http://www.scholastic.com/browse/lessonplan.jsp?id=1257> (accessed April 19, 2013).

Summative Assessment

Through multi-step assessments, students will be evaluated on their understanding of the historical content by using the evidence gathered in the primary documents to complete both document analysis worksheets and photograph analysis worksheets to form an educated opinion in regards to the internment of Japanese-Americans in the 1940s. Students will use these facts and this information to participate in an authentic classroom debate focusing on the constitutionality of this internment and the governments need for a secure nation in order to write a 1-page paper that corresponds and defends their opinion.

Assessment Rubric

| Category | 4-Above Standards | 3-Meets Standards | 2-Approaching the Standards | 1-Below Standards | Score |
|---------------------------------|---|--|--|---|--------------|
| Position Statement (10%) | The position statement provides a clear, strong statement of the author's position on the topic | The position statement provides a clear statement of the author's position on the topic | A position statement is present, but does not make the author's position clear | There is no position statement | |
| Evidence (50%) | All of the evidence is specific, relevant and relates to the historical content | Most of the evidence is specific, relevant and relates to the historical content | At least one of the pieces of evidence is relevant and is related to the historical content | Evidence is not relevant, nor related to the historical content | |
| Accuracy (20%) | All supportive facts and statistics are reported accurately | Almost all supportive facts and statistics are reported accurately | Most supportive facts and statistics are reported accurately | Most supportive facts and statistics were inaccurately reported | |
| Explanation (20%) | All explanations that are given show how each piece of evidence supports the author's position | Most of the explanations that are given show how each piece of evidence supports the author's position | At least one of the explanations shows how that piece of evidence supports the author's position | Explanation are not given | |

Appendices

Appendix A: Executive Order 9066

Appendix B: Written Document Analysis Worksheet

Appendix C: Primary Source: Photograph of Internment Camp

Appendix D: Photograph Analysis Worksheet

Appendix E: Primary Source: Camp Photograph, Manzanar Barracks

Appendix F: Primary Source: Camp Photograph, Manzanar Elementary School

Appendix G: Primary Source: Camp Photograph, Granada Boy Scout Parade

Appendix H: Primary Source: Camp Photograph, Manzanar Dance

Appendix I: Primary Source: Camp Letters to Miss Breed Overview

Appendix J: Primary Source: Camp Letter, Florence and Margaret Ishino to Miss Breed

Appendix K: Primary Source: Camp Letter, Louis Ogawa to Miss Breed

Appendix L: Primary Source: Camp Letter, Tetsuzo Hirasaki to Miss Breed

Appendix M: Primary Source: Camp Letter, Fusa Tsumagari to Miss Breed

Appendix N: Guide Sheet for Discussion Questions

Appendix O: Information Form for Debate Highlights

Appendix P: Assessment Paper

Appendix Q: Assessment Rubric

Appendix R: The Fallout with Japan and Pearl Harbor PowerPoint

Appendix A

Transcript of Executive Order 9066: Resulting in the Relocation of Japanese

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.

Transcription courtesy of the [History Matters](#) project.

Appendix B

Written Document Analysis Worksheet

Name: _____ Date: _____

Written Document Analysis Worksheet

TYPE OF DOCUMENT (Check one):

1. ☐ Newspaper ☐ Map ☐ Advertisement
☐ Letter ☐ Telegram ☐ Congressional record
☐ Patent ☐ Press release ☐ Census report
☐ Memorandum ☐ Report ☐ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

☐ Interesting letterhead ☐ Notations
☐ Handwritten ☐ "RECEIVED" stamp
☐ Typed ☐ Other
☐ Seals

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

Appendix C

Photograph:

Manzanar Relocation Center, Manzanar, California. Street scene of barrack homes at this War Relocation Authority Center. The windstorm has subsided and the dust has settled.



Courtesy of The National Archives and Records Administration

Appendix D

Photograph Analysis Worksheet

Photo Analysis Worksheet

Step 1. Observation

- A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.
- B. Use the chart below to list people, objects, and activities in the photograph.

| <u>People</u> | <u>Objects</u> | <u>Activities</u> |
|---------------|----------------|-------------------|
| | | |

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

- A. What questions does this photograph raise in your mind?
- B. Where could you find answers to them?

Appendix E

Photograph:

Manzanar Relocation Center, Manzanar, Manzanar Relocation Center, Manzanar, California. An elementary school with voluntary attendance has been established with volunteer evacuee teachers, most of whom are college graduates. No school equipment is as yet obtainable and available tables and benches are used. However, classes are often held in the shade of the barrack building.



Courtesy of The National Archives and Records Administration

Appendix F
Photograph:

Manzanar Relocation Center, Manzanar, California. Sixth grade boys enjoy a game of softball at recess time. Note boys in rear who mistrust control of the "speed ball" pitcher.



Courtesy of The National Archives and Records Administration

Appendix G

Photograph:

Granada Relocation Center, Amache, Colorado. A scene from the Boy Scout Memorial Day Parade, which was held at this center on May 30.



Courtesy of The National Archives and Records Administration

Appendix H

Photograph:

Manzanar Relocation Center, Manzanar, California. Dancing for recreation at Manzanar reception center for evacuees of Japanese ancestry.



Courtesy of The National Archives and Records Administration

Appendix I

Introduction to the Clara Breed Letters:

Miss Clara Breed was the children's librarian for the San Diego Public Library when internment of Japanese-Americans began in 1942. Many of Miss Breed's patrons were Japanese-American children, and she opposed their forced internment. She became a constant correspondent with several children in the camps, sending books, inquiring about their needs, and encouraging them to share details about the camps. These letters and postcards are now part of the Japanese American National Museum's collections. Original images from the collection and transcriptions of the letters from the Breed Collection are found at:

Clara Breed Collection, Japanese American National Museum,
<http://www.janm.org/collections/clara-breed-collection/>

"Dear Mrs. Breed: Letters from Camp," Japanese American National Museum,
<http://www.janm.org/exhibits/breed/title.htm> (accessed April 19, 2013).

Scholastic, "Letters from the Japanese American Internment," Lesson Plan Grades 9-12, Dream in Color series, <http://www.scholastic.com/browse/lessonplan.jsp?id=1257> (accessed April 19, 2013).

Letters in this Lesson

1) "Letter from Florence and Margaret Ishino to Clara Breed," April 23, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31HY/>

Or Scholastic, "Letters from the Japanese American Internment," Dream in Color series,
http://www.scholastic.com/content/collateral_resources/pdf/t/target/APAHM09/f_and_m_ishino.pdf

2) "Letter from Louise Ogawa to Clara Breed," September 27, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31N/>

Or Scholastic, "Letters from the Japanese American Internment," Dream in Color series,
http://www.scholastic.com/content/collateral_resources/pdf/t/target/APAHM09/l_ogawa.pdf

3) "Letter from Tetsuzo Hirasaki to Clara Breed," November 16, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31IS/>

Or Scholastic, "Letters from the Japanese American Internment," Dream in Color series,
http://www.scholastic.com/content/collateral_resources/pdf/t/target/APAHM09/t_hirasaki.pdf

4) "Letter from Fusa Tsumagari to Clara Breed," September 14, 1942, Clara Breed Collection, Japanese American National Museum, <http://www.janm.org/collections/item/93.75.31AY/>

Or Scholastic, "Letters from the Japanese American Internment," Dream in Color series,
http://www.scholastic.com/content/collateral_resources/pdf/t/target/APAHM09/f_tsumagari.pdf

Appendix J

Excerpt of a Letter from Florence and Margaret Ishino to Clara Breed

Transcription:

Santa Anita Assembly Center
Information Office
Barrack 44, Unit 1, Avenue 4
Santa Anita, California
April 23, 1942

Dear Miss Breed,

I hope you will forgive me for not saying goodbye, and for not writing you sooner.

How is San Diego?

I find "camping life" very nice. We are all giving a botton which has an one, a two, or a three on it so that we may have our meals at certain hours. I having an one, eat breakfast from 6:30 to 7:00, lunch at 11:30 to 12:00, and dinner at 4:30 to 5:00. The food is simple, but delicious and wholesome. I did not have to cook or wash the dishes as there are many cooks and waiters in the cafeteria. I love cooking, but thanks heavens I do not have to do the dishes! Since I have a two and a half months brother, I wash daily, and sweep out my barrack. About three times a week I iron the family's clothes. There is really not much I may do in the afternoon, but get my exercise playing dodge ball, catch or softball. Once in a while, I type manuscripts for my friends, or write letters. I retire every night between 9:30 to 10:00 P.M. All lights should be out by 10:00 in each barrack.

I went over Louise Ogawa's barrack and saw the two very interesting books you sent her. I certainly love books and miss going to the library every week; so I decided to write you a letter.

Florence is going to school daily from 2:00 to 4:00 and enjoys it very much. She tells me she misses going to the library and asked if I would write to you. She required her highest grades in reading, and she truly enjoys it.

I especially enjoy Dodd, Mead Career Books and would very much like to have any of the following books:

1. Shirley Clayton: Secretary by Blance L. Gibbs and Georgiana Adams
2. Judy Grant: Editor by Dixie Wilson
3. Marian-Martha by Lucile F. Fargo
4. Press Box by Robert F. Kelley.

If you happen to have any discarded books, Florence and I would certainly appreciate them.

Please give my regards to Miss McNary and I would certainly enjoy hearing from you both.

Please keep up the good work in teaching children to read books for that is the pathway to happiness!

I am enclosing dolls that Florence made in school and some stamps.

Sincerely yours,
FLORENCE and Margaret Ishino

Appendix K

Excerpt of a Letter from Louise Ogawa to Clara Breed

Transcription:

Sept. 27, 1942

Dear Miss Breed,

...Thank you Miss Breed, for asking questions because it has helped me alot--for than I know this letter has something of interest to you. Now to answer them--yes, we do have chairs and tables. Father made them out of scraps of wood which we found here and there. They may not be of the best but they are substantial. We also have pillows which we brought from San Diego. But we do not have mattresses. We use some of our blankets as mattresses. In Santa Anita we were issued a spring bed and mattress but here we were just issued a cot. Many people who are skilled are making beds. They say a wooden bed is much better for your posture. The cot sinks down in the middle while the wooden bed stays straight...

The movies are just grand. We see one every Saturday evening. It is shown outdoors. The screen is placed right in front of the oil tank and we sit (bring our own chairs) or stand and enjoy the movie...

The police and the post office and fire dept. is run by Japanese Americans. As yet I have not seen any persons connected with the army. There are no fence around this camp has there was in Santa Anita.

School has not begun yet and I do not know who the teachers are. But I shall write more fully about it after school begins. Yesterday we saw how a teacher's room is going to be furnished. There was a nice bed was a spring and mattress, nice Spanish style bedroom set, a soft chair, lamp and linoleum on the floor. I was almost tempted to sit on the soft chair, sit before the large dresser and lay on the bed...

I received a letter from a friend who is now in Lamas, Colorado. During the days they were on the train, they had-fried eggs for breakfast- fried chicken, fried turkey, cookies, cakes, and canned fruits. When I read this, my mouth watered and I certainly envied them. If I can only eat fried eggs and fried chicken just once more-maybe, as the saying goes, if I am a nice girl my wish will soon be granted.

The food here is grand. Every Sunday morning we have two pancakes, 1 boiled egg, cocoa. I think that's a grand breakfast. This evening meal was the best ever had here 1 piece of steak, ½ sweet potato, lettuce, rice, veg, salad and catup. If you are interested I shall keep the menu for one week and inform you of it.

Most sincerely,
Louise Ogawa

Appendix L

Excerpt of a Letter from Tetsuzo Hirasaki to Clara Breed

Transcription:

322-14-D
Poston, Arizona
November 16, 1942

Dear Miss Breed,

Guess who? Yup it's ole unreliable again, none other than yours truly, Tetsuzo. Gosh the wind's been blowing all night and all morning. Kinda threatening to blow the roofs down. Dust is all over the place. Gives everything a coating of fine dust...

The food has been all right except for quantity. We still have trouble with the warehouse transportation system. Also transportation on the outside to bring food all the way from the Coast here to Poston is limited. The medical situation here is pitiful. For that matter in all three camps. The main and the only hospital is at Camp I 15 miles away. Here in Camp III there is one young doctor with not too much experience and one student doctor working in an emergency clinic. They are supposed to take care of approximately 5000 people!!!! and they (the Big shots) wonder who we squawk about inadequate medical attention...

No I haven't hiked to the river yet. I'd better do it soon cause there is going to be a fence around this camp!!!!!! 5 strands of barbed wire!!!!!!!!!! They say it's to keep the people out--ha ha ha what people the redskins?? It's also to keep out cattle. Where in the cattle countries do they use 5 strands of barbed wire??/If they don't watch out there's going to be trouble. What do they think we are, fools?? At Santa Anita at the time of the of the riot the armored cars parked outside the main gates, pointed the heavy machine guns inside and then the army had the gall to tell us the purpose was to keep the white folks from coming in to mob the Japs. Same thing wuth the guards on the watch towers. They had their machine guns pointed at us to protect us from the outsiders, hah, hah, ha [I'm] laughing yet.

I am sending you a few things in appreciation for what you have done for me as well as for my sister and all the rest...Your name plate I made from mesquite as are also the lapel pins. However the dark pin is made from a pine knot from Santa Anita. The rest are all Poston Products.

I got to close now so that I can make the outgoing mail today.

Very truly yours,
Tetsuzo

P.S. Have a nice Thanksgiving dinner. TH
P.S. Do you think you could send me some Welch's peanut brittle? TH

Appendix M

Excerpt of a Letter from Fusa Tsumagari to Clara Breed

September 14, 1942

Dear Miss Breed,

...We are all getting used to the weather and dust and beginning to think that it isn't such a bad place after all. Partitions have been put up in the lavatory and the wash room here is much nicer and much closer. All of us hang our washed clothing inside the house but it is amazing to note how fast they dry.

We have each been given a cot bed and a blanket. Now that we have caught up on our sleep, the cots feel rather uncomfortable. We will be issued either hay or steel army cots and mattresses, but as yet no one seems to know when! Something should be done, though, because we need something as a mattress because it is colder at night...

It seems as though my life is going through a thorough transformation! Here I go to Sewing School, Sunday School, Church, Singsperation, and Girl's Club Meetings. No more of those swell Saturday night dances! Gee, how I miss them!...The young girls from Reedley, Visalia, and Fresno and thereabouts no longer go to the dances cause they are afraid of the "Santa Anita yogores" (a colloquialism meaning "not the best of boys"). Due to this, the young fellows act twice as rowdy and really make us disgusted!

We [Santa Anita] girls no longer go out to the dances either! Most of us stay at home and are truly good girls. Sometimes we go to each others house and look up into the dark blue star-filled sky. I regret that I did not take astronomy in school- the sky is truly beautiful at night!

I know I'm asking a great deal of you- but I wonder if you would be so kind as to send me a dictionary. If you have one that you don't need, would you please send it to us. If you don't have an extra one I will send you the money for one in my next letter.

Gee, Christmas must fall on Friday! It certainly would be elegant if you could come to Arizona. Visitors here are allowed to enter the barracks and visit people. It doesn't feel like a prison here. Gee, but this is such a desolate place I wonder if your tires will hold out- also your gas will be rationed, won't it?

Please give your mother our best regards. My mother sends you her love.

Sincerely,
Fusa

Appendix N

Guide Sheet

Guide Sheet for Discussion Questions

1. What individual rights to you personally feel are the most important?
2. Can our government ever take these rights away?
3. How would you respond if the government passed any laws that discriminated against you?
4. Has America at different times discriminated against different groups of people?
5. What type of Americans was targeted as the U.S. entered WWI? WWII?
6. Who is Charles Schneck and why is he famous?
7. Why were Japanese-Americans targeted in the 1940s?
8. Was the U.S. government wrong in placing Japanese-Americans into internment camps?
9. What surprised you about these camps when you read the letters and studied the pictures?
10. How did the camp pictures help you to better understand what an internment camp was like?
11. According to these pictures, were the Japanese-Americans suffering?
12. Did these camps meet their objectives in isolating Japanese-Americans from the rest of society?
13. Could something like this happen again?
14. What is more important in times of crisis: national security or individual rights?

Appendix O

Debate Form

Information Form for Debate

Directions: Throughout the debate, please pay attention to the arguments from both your side and the opposing team. You are required to write down at least 3 key points from both sides of the argument. You will use this sheet as a reference guide when you write your paper about the role of gov't in times of war.

Before the debate, my position favored national security/individual rights. _____

Key arguments/points from the point of view that favors national security:

-
-
-

Key arguments/points from the point of view that favors individual rights:

-
-
-

After participating in the debate, I have decided to keep/change my position. _____

My paper will argue that in times of crisis, national security/individual rights should be favored by the gov't. _____

Appendix P

Assessment Paper

National Security v. Individual Rights

Directions: The forceful internment of Japanese-Americans after Pearl Harbor is considered to be one of the darker times of our nation's history. The U.S. government and President Roosevelt justified Executive Order 9066 on the basis of national security. The idea of individual rights taking a backseat to the needs of a country in times of war is nothing new. During WWI, we saw freedom of speech and expression revoked regarding the newly created military draft. Should individual rights be revoked in times of crisis or war? Or should people's individual rights and freedoms always be honored and protected no matter the situation of a country? By citing different times in our nation's history when we have been in a time of crisis or war, defend your position on this question in a 1-page paper.

[illegible]

Appendix Q

Assessment Rubric

| Category | 4-Above Standards | 3-Meets Standards | 2-Approaching the Standards | 1-Below Standards | Score |
|---------------------------------|---|--|--|---|-------|
| Position Statement (10%) | The position statement provides a clear, strong statement of the author's position on the topic | The position statement provides a clear statement of the author's position on the topic | A position statement is present, but does not make the author's position clear | There is no position statement | |
| Evidence (50%) | All of the evidence is specific, relevant and relates to the historical content | Most of the evidence is specific, relevant and relates to the historical content | At least one of the pieces of evidence is relevant and is related to the historical content | Evidence is not relevant, nor related to the historical content | |
| Accuracy (20%) | All supportive facts and statistics are reported accurately | Almost all supportive facts and statistics are reported accurately | Most supportive facts and statistics are reported accurately | Most supportive facts and statistics were inaccurately reported | |
| Explanation (20%) | All explanations that are given show how each piece of evidence supports the author's position | Most of the explanations that are given show how each piece of evidence supports the author's position | At least one of the explanations shows how that piece of evidence supports the author's position | Explanation are not given | |

Appendix R

The Fallout with Japan and Pearl Harbor PowerPoint (17 Slides)

The Fallout with Japan and Pearl Harbor

The United States enters the war

Japan and Pearl Harbor

- Prior to WWI, the United States and Japan enjoyed a peaceful relationship and worked well together
- As the war ends in 1919 and Japan puts their trust and power in the hands of their military, they set themselves on a crash course with the United States

Japan and Pearl Harbor

- Japan was strong economically after WWI and throughout the early 1920s.
- The Great Depression hit Japan early and it wiped out Japan's ability to import goods and export product
- Many citizens blamed their democratic gov't for not doing enough and looked elsewhere for help
- Sound familiar??

Japan and Pearl Harbor

- ✿ Japan begins to build up their military and has a goal of creating an empire
- ✿ Japan needs space for its growing population, for resources to survive the depression, and to establish itself as the superior Asian race
- ✿ By 1931, Japan has transformed into a military dictatorship, and set its eyes on Democratic China

Japan and Pearl Harbor

- ✿ 1931 Japan invades Manchuria, China (Northern China)
- ✿ It was a successful invasion that allowed the Japanese military to take over and set up a puppet gov't known as Manchukuo
- ✿ The League of Nations and the U.S. condemn these acts, but do nothing further

Japan and Pearl Harbor



Japan and Pearl Harbor

- Japan slowly advances south through China, eventually taking over Korea
- The U.S. continues to watch from a distance, but its focus is on Hitler and what is happening in Europe
- 1937 Japan invades the rest of China starting the 2nd Sino-Japanese War

Japan and Pearl Harbor



Japan and Pearl Harbor

- ⚙ This turns out to be one of the most violent and bloody wars
- ⚙ This war is highlighted by the "[Rape of Nanjing](#)"
- ⚙ The total destruction of the former capital of China where up to 300,000 innocent civilians were killed in 6 weeks

Japan and Pearl Harbor

- ✿ By 1940 Japan controls the eastern half of China and looks even further south into European colonies
- ✿ They were targeting European possessions and raw materials
- ✿ Japan invades French Indo-China (Vietnam) and British Malaya (Malaysia)

Japan and Pearl Harbor



Japan and Pearl Harbor

- ✿ The U.S. has had enough!
- ✿ Trade had been decreasing for years. The U.S. demanded that Japan leave China or face a trade embargo
- ✿ When Japan refused the U.S. placed a trade embargo of scrap iron, steel and oil
- ✿ Japan can't fuel their war machine now

Japan and Pearl Harbor

- ✿ Relations with Japan come to a stop in 1941 as we focus on Hitler and Europe
- ✿ Japan believes that war is inevitable, the U.S. stands in their way, and that we are their biggest threat to their expansion into South East Asia
- ✿ For months they plot their attack on the U.S.

Japan and Pearl Harbor

- ✿ December 7th 1941, a date which will live in infamy!
- ✿ Japan launches a surprise attack against our naval fleet taking sailors by surprise
- ✿ Using bombs, torpedoes, and their own planes, Japan is able to sink 10 ships, kill over 2,300 men, and wound another 1,100

Japan and Pearl Harbor

- ✿ What saves America?
- ✿ 1. We did not have our aircraft carriers in port
- ✿ 2. Japan did not take out our fuel storage or maintenance buildings
- ✿ Allowed the U.S. to rebuild our naval fleet quickly

Japan and Pearl Harbor

- ✿ This becomes the first ever attack on America
- ✿ The U.S. declares war on Japan the following day after FDR asks for it in a speech to Congress
- ✿ 3 days later, Germany and Italy declare war on the United States

Japan and Pearl Harbor

- ✿ America gears up for war!!
- ✿ 1. Rebuilds naval fleet
- ✿ 2. Expands the military draft
- ✿ 3. Changes to wartime production in factories
- ✿ 4. Starts a propaganda campaign
- ✿ America prepares for its greatest challenge in history