

Lesson 1: Freedom for Everyone?

OVERVIEW

This lesson introduces the topic of Japanese American incarceration during World War II and places it in the context of Franklin Delano Roosevelt's administration and the bombing of Pearl Harbor. It also examines President Roosevelt's "Four Freedoms" speech and how Japanese Americans were or were not guaranteed these freedoms during World War II.

OBJECTIVES

- Students will understand the content and context of Franklin Delano Roosevelt's "Four Freedoms" speech.
- Students will apply the concept of the "Four Freedoms" to the Japanese American experience during World War II.

GUIDING QUESTION

What were the experiences of Japanese Americans during World War II?

FRAMEWORKS

TCC 1.2, 1.4

PPE 1.2, 1.3, 1.4, 1.6, 1.7, 1.8

PAG 1.1, 1.3, 1.4, 1.5, 1.8, 1.9

SSPS 1.1, 2.1

MATERIALS

Excerpts of Franklin D. Roosevelt's "Four Freedoms" Speech (reproduced following the lesson plan)

Norman Rockwell's Four Freedoms Paintings (reproduced following the lesson plan and available in color on the CD-ROM)

Student Activity Sheet #1 — What do these four freedoms mean to you? (optional)

Student Activity Sheet #2 — Excerpts from the Diary of an Evacuee and questions

BACKGROUND

On January 6, 1941, President Franklin D. Roosevelt's State of the Union Address to Congress set forth four freedoms that he thought should prevail everywhere in the world. These freedoms were freedom from fear, freedom from want, freedom of speech and freedom of worship. This address became known as the "Four Freedoms" speech. At the time of the speech, World War II was being fought in Europe and the United States was not yet involved. However, on December 7, 1941, Japan attacked Pearl Harbor, Hawai'i and brought the United States into the war. Panic and fear quickly spread in response to the Japanese attack and many confused Japanese Americans for the enemy. As a result, President Franklin D. Roosevelt issued Executive Order No. 9066 on February 19, 1942 which authorized the Secretary of War to establish military zones "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.” Though Japanese Americans were not explicitly mentioned in Executive Order 9066, the authority it provided gave the military the power to forcibly remove them from their homes on or near the West Coast and to place them in concentration camps located throughout the United States.

In 1943, the year after Japanese Americans had been stripped of their civil rights, Norman Rockwell depicted the four freedoms of Roosevelt’s speech in paintings published in *The Saturday Evening Post*. The original paintings toured the country in 1943 and their display raised \$132 million in war bonds sales. President Roosevelt later thanked Norman Rockwell for his work, saying that it contributed to a “freer, happier world”.

OPENING

Have students respond to the following question, written on the board or overhead projector, in a well-organized paragraph:

“What does freedom mean to you?”

Ask several students to volunteer to read their responses. Then, discuss with the entire class ways of completing the following statement:

“In the United States, we should have the freedom of....”

ACTIVITIES

1. Read aloud the excerpt from President Franklin D. Roosevelt’s “Four Freedoms” speech (reprinted following the lesson plan - you may reproduce this excerpt on an overhead transparency or write on the board). Show the students the accompanying Norman Rockwell “Four Freedoms” paintings (copy onto overhead transparency from this book or in color from the CD-ROM). Have students write down the vocabulary term “Four Freedoms” and its definition.

Four Freedoms: Freedom of Speech and Expression, Freedom of Worship, Freedom from Want, Freedom from Fear – the freedoms that should prevail everywhere in the world as stated in President Franklin D. Roosevelt’s January 6, 1941 speech.

Discuss with the students the relationship between each freedom and its corresponding painting. Then, ask the students to give examples of what each freedom means to them by drawing a picture (or writing) on Student Activity Sheet #1. (Alternately, to save paper, teachers may wish to have students divide a sheet of notebook paper into four sections and draw their responses on paper).

Ask students why President Roosevelt would have listed these Four Freedoms as those which were most important. Briefly discuss the context of the Great Depression, the looming threat of World War II, and the problems facing the United States in 1941.

2. Using the student activity sheet “Excerpts from the Diary of an Evacuee” have students read the first excerpt from the diary aloud or silently, then answer question 1.

Have students write down the vocabulary word concentration camp and its definition:

concentration camp: a prison camp in which political dissidents, members of a minority ethnic groups, etc. are confined.

Tell them that this diary excerpt was written in one of America's concentration camps in Arkansas where Japanese Americans were held during World War II. Watch the documentary video *Time of Fear* from 5:30 to 17:05 (set the counter to 0:00 on your VCR at the opening screen) to provide students with background information.

For homework (or in class if time permits), have the students answer questions 2, 3, and 4, as they re-examine President Franklin D. Roosevelt's "Four Freedoms" speech and the Norman Rockwell "Four Freedoms" paintings.

CLOSING

Revisit the opening question: What does freedom mean to you? Discuss times in U.S. or Arkansas history when freedoms, such as the four freedoms described by President Roosevelt, have been denied to groups or individuals.

ASSESSMENT

(See Conclusion Lesson) At the end of this unit, students will be able to list ways in which the U.S. government failed to protect the Four Freedoms for Japanese Americans incarcerated during World War II. Students will be able to organize their ideas into a graphic organizer (see Activity Sheet "Four Freedoms For Japanese Americans During World War II").

Students will also have a culminating project in which they will assume the identity of a Japanese American in 1940 and will trace their journey beginning at a time prior to the Japanese bombing of Pearl Harbor and continuing throughout the duration of their incarceration in an Arkansas camp. Students will also include their actual exit from the camp and their resettlement in this project. This project will demonstrate the student's knowledge of the unit's guiding questions (see Activity Sheet "Journey of A Japanese American, 1940-1945" Culminating Project Assignment and Scoring Rubric"). Teachers should decide when is the most appropriate time to introduce the project and hand out the project assignment sheet.

EXTENSIONS

Students can research Norman Rockwell and his art, particularly its connection to U.S. history.

Have students make lists of other times in U.S. or Arkansas history in which the Four Freedoms identified by Roosevelt were denied to groups or individuals. They might choose one of these instances and do further research.

REFERENCES

The Norman Rockwell Museum at Stockbridge. <http://www.nrm.org>

The Franklin D. Roosevelt Library and Museum. <http://www.fdrlibrary.marist.edu/od4freed.html>

Franklin D. Roosevelt Defines the “Four Freedoms”

“In the future days which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression — everywhere in the world. The second is freedom of every person to worship God in his own way — everywhere in the world. The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants — everywhere in the world. The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor — anywhere in the world.”

— *Franklin D. Roosevelt*
State of the Union Speech
January 6, 1941

Norman Rockwell's "Four Freedoms" Paintings

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

Freedom of Speech

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

Freedom of Worship

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

Freedom from Want

[Note: This image was unavailable for inclusion in the on-line version of this curriculum.]

Freedom from Fear

LESSON 1: FREEDOM FOR EVERYONE?
STUDENT ACTIVITY SHEET #1

Directions: What do these four freedoms mean to you?
Draw a picture or write a sentence explaining your understanding of these freedoms.

<p>“The first is freedom of speech and expression.”</p>	<p>“The second is freedom of every person to worship God in his own way.”</p>
<p>“The third is freedom from want.”</p>	<p>“The fourth is freedom from fear.”</p>

LESSON 1: FREEDOM FOR EVERYONE? EXCERPTS FROM THE DIARY OF AN EVACUEE

Read these diary excerpts and then answer the questions that follow.

October 31-42. 11:45 or 12 we had arrived at our destination – could see the points of the barbed wire fences with droplets of rain stuck no them. Camp looked like some regimented metropolis – orderly rows of lights, quite a sprawling village...

We were brought to a brightly lighted mess hall – ah, food, we thought – Nothin' doin'. Registration and induction at 2:30 a.m. Went forward to desk as “head” of the family (of two). Received assignment to quarters...

Well, we were led into our quarters wading through mud. We initiated our new home by spattering mud all over it. We struggled with cots only to discover that one was torn and terribly underslung. Sneaked into next unit and did a quick exchange job. Had to wait for blankets.

February 8. A call for Nisei volunteers into U.S. Army issued. A special combat unit is to be organized. Boy, how suddenly they put things like that before us. Propaganda will be to good purpose – isn't that making us stomach all the sacrifices and no breaks? What of post war status? Where do Nisei soldiers “go home” – suppose enough don't volunteer – they sure put us on the spot....Mrs. T. was already expressing anxiety for sons. Two are eligible.

March 16. Rain is nice – keeps the dust down. Victory gardens progressing, snakes are coming out of hibernation in woods. It's a Rohwer custom to walk about with your nose to the ground – it may not improve your posture but you might find an agate, or some stone suitable for polishing. Other people with leisure time go cray-fishing with nets along the ditches.

March 18. Mr. M. and Mr. Y have made garden furniture of crooked limbs of trees. Don't suppose it's very comfortable. They look like the stuff in the “little crooked man” story. Some residents are attempting ponds and rockeries.

April 9. W.O. visited from Wyoming camp – he is a volunteer and is now making a round of some of the camps. He's an idealistic sort of lad. A church go-er, whose father has been able to provide him with all advantages of an “American” life.

April 19. Received Norman Rockwell's series “4 Freedoms” reprint in mail today....Went to canteen 3 times for some cake – missed out – only a little came in.

April 20. Appointment for work in Columbus came in today! Too elated to speak properly

