

Name _____ Date _____

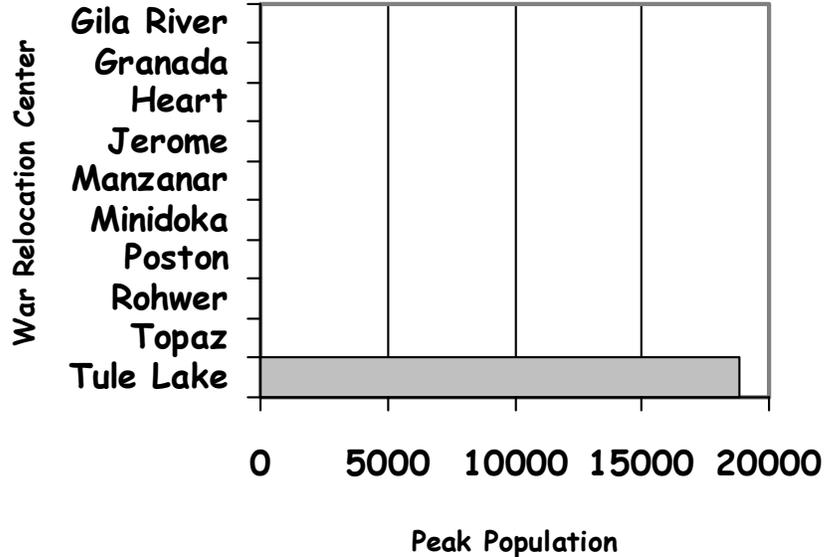
Reading Charts and Statistics D5
Student Activity Sheet

Making a Bar Graph

War
Relocation
Center Peak
Population

Peak Population of War Relocation Centers

Gila River	13,348
Granada	7,318
Heart Mt.	10,767
Jerome	8,497
Manzanar	10,046
Minidoka	9,397
Poston	17,814
Rohwer	8,475
Topaz	8,130
Tule Lake	18,789



Directions: Complete the graph above by drawing bars to represent the populations of each camp. Shade in the bars in different colors. (Tule Lake has been done as an example). Then, answer the questions below.

- How many War Relocation Centers were there in all? _____
- How many War Relocation Centers held more than 10,000 people? _____

- Which War Relocation Center was the largest? _____
- Name two War Relocation Centers which, added together, held almost as many people as the Poston center. (Show your thinking.) _____

- Name the War Relocation Center that was the smallest. _____

- Identify the two War Relocation Camps that were closest in size. (Show your reasoning.) _____

Name _____ Date _____

Reading Weather Facts D6 Student Activity Sheet

	Fresno, CA	Rohwer, AR
Average Temperature	63°	60°
Average High Temperature	76°	71°
Average Low Temperature	50°	50°
Highest Recorded Temp.	112°	112°
Lowest Recorded Temp.	18°	-5°
Average Precipitation	10.9 in.	50.5 in.
Average Number of Sunny Days	196	119
Average Number of Rainy Days	44	105
Number of Days Above 90 degrees	106	93
Number of Days Below 32 degrees	23	56

Answer the following questions from the weather facts given above.

1. Is the average temperature warmer or colder in Rohwer compared to Fresno? How much? _____

2. Which temperatures are the same for both Fresno and Rohwer?

3. Which location has the lowest recorded temperature? How much lower? _____

4. How much more precipitation does Rohwer get than Fresno?

5. If you added the number of sunny days and the number of rainy days, would it equal 365? Why or why not? _____

6. On average how many days does Rohwer have where the temperature is between 90 and 32 degrees? (Show your work.)

7. How do you think the Japanese Americans were affected by the change in weather from Fresno to Rohwer? _____

8. Based on these weather facts, in which location would you choose to live? Why? _____

Name _____

Date _____

Letters from the Camps D7 Student Activity Sheet

Miss Clara Breed was the children's librarian at the San Diego Public Library from 1929 to 1945. She developed a friendship with many students who came in regularly to check out books. On the day that Japanese Americans were sent away, she was waiting by the trains. She handed self-addressed postcards out to her friends encouraging them to write to her from wherever they were sent. In 1993 her collection of post cards and letters was donated to the Japanese American National Museum by one of her former students as a personal history from the time of World War II.

Here are excerpts from some of the letters.

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 (than in Santa Anita).

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, and Girls' Club Meetings. Sometimes we go to each other's 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

Sincerely
Fusa Tsumagari

September 27, 1942

Dear Miss Breed,

Thank you for asking questions because it has helped me a lot—for then 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 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 issued just 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 the fire department are run by Japanese Americans. As yet I have not seen any persons connected with the army. There are no fences around this camp as 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.

Most sincerely,

Louise Ogawa

November 16, 1942

Dear Miss Breed,

The wind has 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 the quantity...The medical situation here is pitiful. The main and only hospital is 15 miles away. Here there is just one young doctor within an emergency clinic. They are supposed to take care of approximately 5000 people!!!! And they (the Big Shots) wonder why 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...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 is going to be trouble. What do they think we are, fools?? At Santa Anita at the time 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 use that the purpose of that was to keep the white folks from coming in to mob the Japs. Same thing with the guards on the watch towers. They had their machine guns pointed at us to protect us from the outsiders, hah, hah, hah, I'm laughing yet.

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

Very truly yours,

Tetsuzo Hirasaki

P.S. Have a nice Thanksgiving dinner.

P.S. Do you think you could send me some Welch's peanut brittle?

Name _____

Date _____

Thinking about the Letters

Directions: After reading the letters, choose one letter and answer the following questions regarding it.

1. Name the person who wrote the letter and the date it was written.

2. How do you picture the writer? (Gender, age) _____

3. What clues does the writer give you about his or her location?

4. How do you think the writer feels about where he/she is? What does the author like? What do they dislike? _____

5. What are the Japanese Americans doing to improve their lives?

6. Why do you think they are writing to Miss Breed? _____

7. If you were going to answer their letter, what thoughts would you want to include in your letter? Why? _____

8. If you were going to send them a small present with your letter, what would you want to give them? Why? _____

Name _____ Date _____

Daniel Inouye D8

Student Activity Sheet

In December 1941, Dan Inouye was a typical seventeen-year-old boy. He went to McKinley High School in Honolulu, Hawai'i. He played baseball and sang in the church choir. He listened to popular music and volunteered at the Red Cross.

As soon as he heard of the attack on Pearl Harbor, Dan reported for work at the Red Cross. Fires raged across town. Dan dragged injured people from burning homes and treated their wounds. He helped dazed people find their families. He did not go home for five days.

He was surprised to learn that not everyone considered him a loyal American. His grandparents had come from Japan to work in the sugar cane fields. His hair was black, and he looked like pictures of the Japanese that people had seen. Some people thought that he was the enemy.

Seventy-four days after the attack on Pearl Harbor, President Roosevelt signed Executive Order 9066, which authorized the U.S. Army to round up American citizens and legal residents. Japanese Americans on the West Coast of the United States were herded into camps surrounded by barbed wire. Very few Japanese Americans in Hawai'i were imprisoned. The economy of Hawai'i would have been damaged since almost forty percent of the people on the islands were of Japanese origin.

In 1943 Dan Inouye was one of 2,600 volunteers who fought heroically with the 442nd Regimental Combat Team, even though the government initially did not want Japanese American soldiers. He lost an arm in battle and came home with the Purple Heart and many more medals. He was elected a U.S. Senator from the State of Hawai'i in 1962. In May of 2000, he was awarded the Congressional Medal of Honor for his heroic service to his country in World War II.



*Senator Daniel K. Inouye
Pacific Citizen Archives,
Japanese American National Museum*

Directions: After reading about Daniel Inouye, answer the following questions:

1. Where did Daniel Inouye live on Dec. 7, 1941? _____

2. Why did some people think that Daniel Inouye was the enemy?

3. Why was Daniel Inouye not placed in a War Relocation Camp?

4. List three adjectives you would use to describe Daniel Inouye.

5. What do you think was the most important thing Daniel Inouye accomplished? Why? _____

6. Why do you think the U.S. government gave him a medal in the year 2000 when he left the military in the 1940s? _____

Under One Flag: A Year at Rohwer D9

DIRECTIONS

Read the guided reading question below and then read the story aloud to the students. After reading, place students in small discussion groups to answer the following discussion questions. If time permits, discuss one or two as an entire class.

VOCABULARY

(You may wish to introduce the following words before the students read/hear this story or you may wish to discuss the words in context as you read.)

anesthesia	oxfords	satchel	unfazed
intimidated	cypress knees	maryjanes	

HISTORICAL REFERENCES

Dizzy Dean

Hattie Caraway

GUIDED READING QUESTION

(As students read/listen to the story a guided reading question helps them to stay focused.)

List all activities that both characters enjoy during the story.

DISCUSSION QUESTIONS

1. Why do you think the boys became such close friends?
2. How did their families help build their friendship/or hinder their friendship?
3. What role do you think Dizzy Dean played in the story? Why do you think his name was Dizzy Dean?
4. Why do you think Jeff and George lost touch with each other after being such close friends?
5. Why did the two men get together again? What do you think will happen after the story ends?
6. How did the Japanese American camps change both of their lives?

Student Portfolio Presentations D10

DIRECTIONS

Have students organize their portfolio, create a cover, and select their items for inclusion. Then, students can present their portfolios either to the entire class or a small group. As they present, they should answer the following questions:

1. What was the most important thing you learned during this unit?
2. Which activity did you find most interesting?
3. Which assignment are you most proud of? Why?

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