

Social Studies (E)

- E1a: Early Prejudice and Discrimination
- E1b: Pearl Harbor
- E2: Our Rights: When Liberty and Justice Failed
- E3: Cause and Effect
- E4: World War II and the Home Front Timeline
- E5: Map of Camp Sites
- E6: Climate Comparison
- E7: Camp Experience
- E8: Photographs
- E9: Role Playing
- E10: George Takei Visits Rohwer

ARKANSAS CURRICULUM FRAMEWORKS

Strand 1: Time, Continuity and Change

- TCC.1.2. Explain how individuals, events, and ideas influence the history of one's self, family, community, state, and nation.
- TCC.1.3. Demonstrate the ability to think in terms of sequencing events.
- TCC.1.4. Describe how history is a continuing story of events, people, and places.
- TCC.1.6. Use vocabulary related to time and chronology.
- TCC.1.7. Use literature and the arts to show how people, places, and events are connected to the past.
- TCC.2.3. Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.
- TCC.2.5. Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate continuity and change.

Strand 2: People, Places and Environments

- PPE.1.3. Analyze the contributions of various groups to community, state, and nation.
- PPE.1.5. Analyze the effects of interactions between people and their environment.
- PPE.1.7. Use a variety of processes, such as thinking, listening, reading, writing, and speaking, to analyze interdependence.
- PPE.2.1. Explain how geography and the environment affect the way people live.
- PPE.2.3. Compare and contrast the features of rural and urban areas.
- PPE.2.4. Understand the various types of maps and their uses.
- PPE.2.5. Understand geographical terms such as, mental mapping, spatial relationships, cardinal directions, latitude, longitude, and landforms.

Strand 3: Production, Distribution and Consumption

PDC.1.2. Apply the concept that goods and services are limited by available resources, requiring individuals and societies to make choices.

PDC.1.4. Use a variety of thinking processes, such as reading, writing, speaking, listening, graphing, charting, estimating, predicting, and using mental math, to analyze and apply concepts of scarcity and choice.

Strand 4: Power, Authority and Governance

PAG.1.1. Explain the need for rules or laws in home, school, community, state, and nation.

PAG.1.2. Exhibit an understanding of the rights and responsibilities of citizenship in the community, state, and nation.

PAG.1.3. Illustrate ways that current events may influence people's lives.

PAG.1.5. Discuss the five basic freedoms (speech, religion, press, assembly, and petition) guaranteed to all United States citizens.

Strand 5: Social Science Processes and Skills

SSPS 1.3. Interpret information from visual aids, such as graphs and maps.

SSPS 1.5. Explore the concept of cause and effect.

SSPS.2.2. Identify and use primary and secondary sources, such as photographs, documents, letters, diaries, stories, and field studies.

SSPS.2.3. Utilize interactive technologies.

Early Prejudice and Discrimination E1a

TEACHER BACKGROUND

Many Issei and Nisei faced prejudice and discrimination long before December 7, 1941. Mary Tsukamoto was born in California and faced many kinds of prejudice as a young girl and as a young adult. (After Pearl Harbor, Mary and her family were sent first to Fresno Assembly Center and then to Jerome War Relocation Center in Arkansas.)

MATERIALS

Excerpts from *Seven Times Down and Eight Times Up: The Mary Tsukamoto Story* by Rosemary Fajen (or a copy of the book) and Student Activity Sheet

PROCEDURE

Ask the students to define the terms “prejudice” and “discrimination.” Have them discuss examples of each faced by them or their families. Discuss the term stereotyping. Have students close their eyes and picture in their minds the image of a Native American. Have them open their eyes and write down on notebook paper the physical appearance of the Native American including clothing, what he/she was holding, and what he/she was doing in their image. Next, ask each student to give you one characteristic to write on the board or overhead. When finished, explain to them that this is a stereotype of a Native American. There are hundreds of Native American culture groups who have different languages, clothing, and activities from one another. Discuss where they learned this stereotyped image. They may say television, books, parents, movies, etc. Then discuss the dangers of stereotyping which may lead to prejudice and discrimination. Explain that stereotyping Japanese immigrants led to much prejudice and discrimination. Give students the pages of excerpts from *Seven Times Down, Eight Times Up* and the Student Activity Sheet: Early Prejudice and Discrimination. Have students read the excerpts and answer the questions. Students may also choose one of the scenes and come up with a skit depicting the event. If time permits, discuss the questions with the students.

Early Prejudice and Discrimination E1a
Excerpts from *Seven Times Down, Eight Times Up:*
***The Mary Tsukamoto Story* by Rosemary Fajen**

INTRODUCTION: Mary Tsukamoto was born in California and began facing prejudice and discrimination as a young girl. However, the worst discrimination she would face would be as a young adult with a child of her own.

One day as Mary was helping her father work outside, a car came racing by them down the road. Dust went flying as the car swerved toward them. The boys in the car swore at them and called them "Japs." Mary suddenly felt strange. Why would anyone want to call them names? What did they mean? It was a cold frightening feeling that froze her heart. —p. 12

School life in their little town (Florin) was not what the family had expected. ...Mr. Dakuzaku was shocked to find when he got there that every child in the school was Japanese. "Why?" he wondered. He was saddened to realize that in this country that he loved so much, his Japanese children were not allowed to be in the same school as the white children. A law had recently been passed that said separation was allowed. It was called the Japanese Exclusion Act. ...(Another) law said that immigrants like Mary's father, called Issei, who had moved here from Japan, were not allowed to be citizens of the U.S. They also could not own land... People would stare or whisper and point at her and her family. At times they would even say hurtful things. Mary was confused and sad and she began to feel ashamed but she didn't know why. "It's because I'm Japanese," she thought. "There must be something bad about being Japanese." And sadly, Mary started to feel ashamed of her Japanese face. —pp. 13-14

...(They) grew more fearful as the days went on. They began to read articles in the newspaper that said the Japanese were getting too powerful. The paper said, "We're going to have to put a stop to this. They're taking over Florin." ...Why were people getting angry at the success of the Japanese? (Mary) had that same sick fearful feeling again. Only now, she knew there was a name for the fear she felt. It was called prejudice. Some people didn't like the way the

Japanese looked. They didn't like it that some of them spoke a different language. They didn't like it that they mostly lived in little communities together. ...All Japanese must be bad. As Mary grew, this was the feeling that was growing in her country.

—p. 15

[Mary went to college, then married, and had a baby girl all before the attack on Pearl Harbor.]

Name _____ Date _____

Early Prejudice and Discrimination E1a Student Activity Sheet

Instructions: Read the excerpts from *Seven Times Down, Eight Times Up: The Mary Tsukamoto Story* then answer the following questions in complete sentences.

1. What was the first kind of discrimination that a very young Mary could remember? _____

2. How did this discrimination make Mary feel? _____

3. Why was her father disappointed on her first day at school in first grade? _____

4. What were two other examples of things that Japanese immigrants were not allowed to do?

5. Name and explain three reasons why other groups of people were prejudiced and showed discrimination against Japanese immigrants and Japanese Americans before the attack on Pearl Harbor.

Pearl Harbor E1b

TEACHER BACKGROUND

In order to understand the reasons behind the imprisonment of American citizens, students must first understand the importance of Pearl Harbor.

MATERIALS

One or more of the following: a World War II veteran or guest speaker, the book *Attack on Pearl Harbor* by Shelley Tanaka, a similar historical story or book, an Internet article, a video clip from a documentary about WWII showing footage of Pearl Harbor, and the student activity sheet entitled “Pearl Harbor.” You may also opt to use a section from your classroom history text about Pearl Harbor.

PROCEDURE

Have students do an Internet search, read about, watch, or listen to a guest speaker or a reader whose topic is the attack on Pearl Harbor on December 7, 1941. Have them discuss the importance of Pearl Harbor in relation to the experiences of Japanese Americans during World War II. Then have them fill out the student activity sheet. If you are able to locate a speaker, have students interview the speaker as if they were reporters writing for the local newspaper or radio station. Students should turn in possible interview questions to the teacher for review prior to the guest speaker’s arrival.

RESOURCES ABOUT PEARL HARBOR

<http://www.eyewitnesstohistory.com/pearl.htm>

Primary source eyewitness account of the bombing of Pearl Harbor from a Marine on board the USS Arizona

<http://www.eyewitnesstohistory.com/pearl2.htm>

Primary source eyewitness account of the bombing of Pearl Harbor from the commander of the first wave of Japanese aircraft

“Tora! Tora! Tora!”

A 1970 film that dramatizes the attack on Pearl Harbor.

<http://memory.loc.gov/ammem/afcphtml/afcphtml.html>

Audio and transcripts of man-on-the-street interviews following the attack on Pearl Harbor. Check with your school media specialist to see if you can download the audio of these interviews. Have students read the transcripts of the interviews along with the audio.

The Day Pearl Harbor was Bombed: A Photo History by George Sullivan, published by Scholastic.

Name _____ Date _____

**Pearl Harbor E1b
Student Activity Sheet**

1. What is Pearl Harbor and why is it important today? _____

2. Why did the U.S. military have air fields and naval bases in Hawai'i in 1941? _____

3. What was life like in Hawai'i before December 7th, 1941? _____

4. What three nations were known as The Axis Powers? _____

5. Who was a major ally (friend) of Great Britain at that time? _____

6. What nation attacked Pearl Harbor and why? _____

7. When did the attack on Pearl Harbor occur? _____

8. What were three immediate outcomes of the attack on Pearl Harbor? _____

9. How did the American public react to the news of Pearl Harbor?

When Liberty and Justice Failed E2

TEACHER BACKGROUND

Following the attack on Pearl Harbor by the Empire of Japan and the subsequent declaration of war by the U.S., Japanese immigrants and Japanese Americans had many of their rights taken away, rights given to us by our Cornerstones of Freedom.

The Declaration of Independence includes these words, **“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness.”**

The Preamble to the U.S. Constitution says, **“We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.”**

The Bill of Rights (the first ten Amendments) of the U.S. Constitution guarantees **basic, fundamental rights to the people of the United States.**

(Locate the U.S. Constitution and Bill of Rights in your social studies text.)

The 14th Amendment guarantees the right to due process. “Due process” means that fair legal procedures must be followed before a person can be convicted of a crime.

MATERIALS

Excerpts from *Journey to Topaz* by Yoshiko Uchida

PROCEDURE

First read the following excerpts from the book, *Journey to Topaz*. Next work in pairs or small groups to analyze the Cornerstones of Freedom: The Declaration of Independence, the Preamble, The U.S. Constitution, and the Bill of Rights.

(Most, if not all of these are found in the social studies textbook.) Then identify and explain those fundamental rights that were cast aside during the search/seizure, exclusion, forced relocation and/or imprisonment of Japanese Americans during World War II.

Name _____ Date _____

When Liberty and Justice Failed E2 Student Activity Sheet

| | |
|---------------------------------------|--|
| Which document guarantees this right? | |
| What right was taken away? | |
| Event in the book | |

WHEN LIBERTY AND JUSTICE FAILED
EXCERPTS FROM *JOURNEY TO TOPAZ*
Written by Yoshiko Uchida

As soon as dinner was over, Father went back to his garden. When the doorbell rang,...Yuki ran to the door and flung it open only to find three strange men standing on the porch. They were not Japanese. ... "Is your father home?" one of them asked. He was not unfriendly, but he did not smile. Yuki nodded. Then she saw two uniformed policemen come up the stairs behind them. "Just a minute," she said unsteadily...and then rushed outside to call her father. Father hurried inside and let the men in. He spoke quietly to them and then told Yuki to call Mother. "These gentlemen are from the FBI," he explained calmly. "It seems the news on the radio was true after all. Japan has attacked Pearl Harbor. They would also like to search . . . to look around the house," Father said. His voice was strained and the color had drained from his face. "But why?" Mother asked nervously. "You have done nothing." "We have orders to apprehend certain men who work for Japanese firms in this area," one of the men answered briefly. "Your husband, Mr. Sakane, is employed by one of Japan's largest business firms."... Yuki could hear the men opening bureau drawers and closet doors. What in the world were they looking for? What did they think Father had hidden? Soon the men led Father toward the front door. "I am in my gardening clothes," Father explained. "Permit me to change to my business suit." The men shook their heads. "There isn't time, Mr. Sakane," they said, and they just gave him time to put on a jacket... "I'll be back soon," Father said, trying to sound casual. "Don't worry." And then he was gone. Two of the FBI men went with Father and the third stayed behind, sitting down beside the telephone. The two policemen stayed too. One stood at the front door and the other at the back door. "We won't try to leave," Mother assured them. But the policemen told Mother they weren't worried about that. "We have orders not to let anyone in," he explained... As things turned out, they not only had to stay home, no one could come in or even talk to them by phone... It was a strange feeling to be a prisoner in one's own home.

—pp. 7-9

Mother and father were Issei (first-generation Japanese)...but they had never been able to become citizens because of a law that wouldn't permit them to...Ken said something now about Mother and Dad becoming "enemy aliens." The telephone shrilled...the FBI man answered it... "I've had orders to go back to headquarters...I'll be leaving now." "What about my father?" Ken asked. "When will he be released?" The man shook his head. "I just don't know."
—pp. 12-13

On the sixth day after he was taken away, a postcard finally arrived from Father. He told them that he was being held at the Immigration Detention Headquarters in San Francisco... In a few more days, Father wrote that they could come to ...visit him...They waited for him in a small dark room, and when he came in followed by a guard, he looked tired and worn...It was only when their short visit was coming to an end that Father told them that he was among a group of ninety men being sent to an Army Internment Camp in Missoula, Montana. "But Montana is miles away," Yuki said. "We won't be able to visit you." Father nodded...Father was gone...And when would they ever see Father again?
—pp. 22-24

It was a few days later that Ken made an announcement... "Everybody says there's going to be an evacuation." ... "They say the government is going to move all the Japanese from the West Coast." "Don't be foolish, Kenichi," Mother scolded. "Why would the United States ever do a thing like that? We are not spies or traitors. And besides, you children are American citizens. You were born right here in California. How could they do anything like that to citizens?"
—pp. 24-25

On February 19, 1942, President Franklin D. Roosevelt issued an executive order authorizing the Secretary of War and his military commanders to prescribe areas from which any or all person could be excluded. "That means the entire West Coast," Ken said flatly, "and 'all persons' means us—the Japanese."... "The papers say it's for our own safety," Mother explained...Ken shrugged, "I'd rather take a chance and have the choice of being free," he said firmly.
—p. 29

The evacuation hung over their heads now like the blade of the guillotine. No one knew just when it would take place, but everyone knew it was only a matter of time... Already there was an eight P.M. curfew for all Japanese and they were forbidden to travel more than five miles from home. Short-wave radios, cameras, binoculars, and firearms were designated as contraband, and Ken had taken all of their cameras, even Yuki's old box camera, and Dad's field glasses to the Berkeley police station...As soon as it was required that enemy aliens register, Mother had gone immediately to get registered. Ken too had registered at the Civil Control Station as head of their family. He had come home with a handful of baggage tags which were to be put on everything they would be taking into camp. "Look," he said, tossing tags on the table, "from now on we're family number 13453."

—pp. 32-34

The buses, like giant vacuum cleaners, were sweeping up all the Japanese from the streets of the city... The buses sped quickly down familiar streets...and then down the approach toward the Bay Bridge...The buses continued down the Bayshore Highway... Today, however, everything on the highway seemed different...Maybe it was because she felt so different inside, Yuki thought. Maybe because she wasn't Yuki Sakane today, but simple a number sitting on a special bus. It wasn't long before Ken pointed to the grandstand of Tanforan Racetrack... Yuki could see the barbed-wire fence that encircled the entire area and the watchtowers that pierced the fence at regular intervals... The buses moved slowly toward the grandstand area, and as Yuki turned to look back at the gates, she saw the armed guards swinging them shut. There was no turning back now; they were locked inside.

—pp. 46-47

Cause and Effect E3

TEACHER BACKGROUND

For every action there is a reaction. For every effect there was a cause. The attack on Pearl Harbor by the Empire of Japan on December 7, 1941 caused many reactions by the United States government and the American people. Many Japanese Americans (both Issei and Nisei) destroyed newspapers, magazines, and books written in Japanese as well as family photographs and heirlooms from Japan. By destroying these personal items, many Japanese Americans hoped to eliminate any perceived loyalty or allegiance to the Empire of Japan.

War hysteria swept the nation. Many Caucasian Americans began or continued their discrimination and mistrust of Japanese Americans. Political officials in California and Washington D.C. spoke of potential sabotage and treason by Japanese Americans against the United States. On February 19, 1942 President Roosevelt issued Executive Order 9066 which eventually led to the forced relocation and confinement of more than 110,000 Japanese immigrants and Japanese Americans.

PROCEDURE

Have students work in small groups to brainstorm events that led up to the forced removal of Japanese Americans. Next have them analyze the reasons/causes that led to the issuance of Executive Order 9066 and the resulting relocation of Japanese Americans during World War II. List the causes and rank them in the order of most important action to least important action with #1 being the most important action. Explain the number one choice.

After students complete the discussion questions on the student activity sheet, discuss parallels between treatment of Japanese Americans during WWII and the treatment of Arab Americans after September 11, 2001.

Name _____ Date _____

**Cause and Effect E3
Student Activity Sheet**

Directions: Answer the questions that follow.

1. What events led up to discrimination against Japanese Americans during WWII? _____

2. Why did President Roosevelt issue Executive Order 9066? List at least three causes. Rank your causes with #1 being the most important. Explain which cause you think was most important.

3. In what other periods of U.S. history have rights been denied to other groups? _____

4. Choose one of these events in U.S. history and list the causes of the denial of rights. _____

World War II and the Home Front Timeline E4

MATERIALS

Timeline Events Sheets, 5th grade social studies textbook, poster board or butcher paper.

PROCEDURE

1. Discuss with students the purpose of a timeline.
2. Show them a timeline from their 5th grade social studies textbook.
3. Have them create a simple timeline of their own life from birth-year to current year marking only the most important events. Then divide the class into pairs or small groups. Give each pair or group the “Timeline Events Sheets,” have the students cut apart the events on the sheets, and then have them lay the pieces in chronological order.
4. Then have them use a ruler or yard stick to create a timeline of the important events. If the timeline is large (poster board size) create a pictorial timeline. Use hand-drawn pictures or pictures from the Internet to depict the events. The timeline could be dealt with in two ways: the students could create a simple timeline from 1939-1946 with only the most important facts for each year, or have each group create a timeline representing a different year, such as 1942, a busy year that included the opening of the ten permanent war relocation centers.
5. Have each group share their timeline.

LESSON VARIATIONS

1. Have students select 10 events they think are important from the timeline, cut them out and make a poster board sized timeline.
2. Make one class-sized timeline. Every student chooses one event and pastes it on the butcher paper and illustrates it.

TIMELINE EVENTS SHEETS

1939 - Germany invades Poland causing the beginning of World War II. (September 1)

1941 - Japanese bombers attack the U.S. naval base at Pearl Harbor, Hawai'i. (December 7)

1941 - U.S. declares war on Japan and enters World War II. (December 8)

1942 - President Roosevelt issues Executive Order 9066 authorizing the Secretary of War to create military areas and excluding "any and all persons" meaning Japanese immigrants and their families. In some areas families have as little as 24 hours to pack or dispose of belongings and leave for undetermined destinations. (February 19)

1942 - President Roosevelt issues Executive Order 9102 creating the War Relocation Authority to oversee the forced removal of Japanese Americans from the military exclusion zone. (March 18)

1942 - First large contingent of Japanese and Japanese Americans are moved from Los Angeles to Manzanar Assembly Center in California. (March 22)

1942 - First group of Japanese Americans arrives at the Colorado River Relocation Center (Poston) near, Parker, Arizona. (May 8)

1942 - First group of Japanese Americans arrives at the Tule Lake Relocation Center in northern California. (May 27)

1942 - First group of Japanese Americans arrives at the Gila River Relocation Center in Arizona. (July 20)

1942 - First group of Japanese Americans arrives at the Minidoka Relocation Center at Twin Falls, Idaho. (August 10)

1942 - First group of Japanese Americans arrives at the Heart Mountain Relocation Center near Cody, Wyoming. (August 12)

1942 - First group of Japanese Americans arrives at the Granada Relocation Center near La Mar, Colorado. (August 27)

1942 - First group of Japanese Americans arrives at the Central Utah Relocation Center, also known as Topaz, near Delta, Utah. (September 11)

1942 - First group of Japanese Americans arrives at the Rohwer Relocation Center near McGehee, Arkansas. (September 18)

1942 - First group of Japanese Americans arrives at the Jerome Relocation Center near Dermott, Arkansas, the last of the ten centers. (October 6)

1942 - Japanese American families adjust to life inside the camps, build furniture, start schools and work inside the camps.

1943 - Secretary of War Henry L. Stimson announces plans to form a Japanese American Combat Team to be made up of volunteers from the mainland and Hawai'i. (January 28)

1943 - Army enlistment and leave clearance registration begins at most of the relocation centers. (February 8)

1943 - The 442nd Regimental Combat Team, made up primarily of Japanese American soldiers, trains at Camp Shelby, Mississippi.

1944 - The 442nd Regimental Combat Team leaves for the Italian Front. (May)

1944 - D-day invasion at Normandy. Allies begin to march toward Germany. (June 6)

1944 - The Jerome Relocation Center closes and the 5,000 Japanese Americans there are transferred to other centers. (June 30)

1944 - The War Department announces the end of the West Coast mass exclusion orders which had been in effect against people of Japanese descent since the spring of 1942. (December 17)

1944 - The WRA announces that all relocation centers will close before the end of 1945. (December 18)

1944 - The U.S. Supreme Court rules in the Fred Korematsu case

that the West Coast evacuation was constitutional. (December 18)

1944 - The U.S. Supreme Court also rules that the WRA had no authority to detain a "concededly loyal" American citizen. The imprisonment of Japanese Americans is declared unconstitutional. (December 18)

1945 - V-E Day, Allied Powers win the war in Europe. (May 8)

1945 - The WRA announces a schedule of closing dates for all centers, except Tule Lake, between October 15 and December 15. (July 3)

1945 - U.S. drops atomic bomb on Hiroshima, Japan and later on Nagasaki, Japan. (August 6 & 9)

1945 - V-J Day, Allied Powers win the war in Japan and World War II ends in victory for the U.S. and its allies. (August 15)

1945 - The last Relocation Center, except Tule Lake closes. Individuals must restart their lives. Many return to find their possessions, homes and businesses are gone. (December 1)

1946 - The WRA Program is officially terminated. (June 30)

1952 - The Walter-McCarran Act grants citizenship to Japanese American immigrants who meet naturalization requirements.

1976 - President Gerald Ford formally rescinds Executive Order 9066.

1988 - After years of political and community efforts, President Ronald Reagan states, "We admit a wrong," and issues an official government apology for the wrongful forced removal and incarceration of Japanese immigrant and Japanese Americans. Every living survivor receives a letter of apology and \$20,000 in token reparations for their losses.