PRIMARY SOURCE SET – Japanese American Internment during WWII

1. **Teacher’s Guide:**
   - **Title:** Japanese American Persecution: Responding to the Unfairness, Change, and Loss
   - **Introductory Statement:** During WWII, Japanese Americans were persecuted by their fellow Americans, including President Roosevelt, after the bombing of Pearl Harbor on December 7, 1941.

2. **Historical Background:**
   While the official beginning of Japanese American internment camps took place on February 19, 1942 with President Roosevelt’s signing of Executive order 9066, the events truly began with the surprise bombing of Pearl Harbor on December 7, 1941. This attack began a tidal wave of anti-Japanese sentiment which swept America.

   Beginning on February 2, 1942, the government required all enemy aliens to register themselves and began conducting random searches and seizures. This quickly spread to the seizure of individual’s freedom. After receiving predictions of organized Japanese conspiracies to sabotage the war effort from military advisors, President Roosevelt signed Executive Order 9066, which authorized the detainment of Japanese Americans and aliens.

   Under the duress of the military, approximately 110,000 people of Japanese ancestry were forcefully relocated amongst ten internment camps. Roughly sixty percent of these people were American citizens. Relocation took place with virtually no resistance. The people relocated were only permitted to take what they could carry, the rest of their possessions were sold for fractions of their normal market value.

   The War Relocation Authority (WRA) was formed to manage the camps. Life in the internment camps could only be described as substandard and rustic at best. The reality was that some internees died from poor sanitation, diet, and medical treatment. The camps had communal baths and latrines. The small single room huts families were forced to live in had no running water or sewage. Detainees were forced to work on government farms in order to produce food for the camp. They earned less than $20 per month and worked around 44 hours per week. Plans made by the WRA to improve camp life continually fell through. Yet, some detainees were permitted to form businesses within the camps, such as barber shops and tanneries.

   Life in the camps continued in much the same manner until 1944, when President Roosevelt rescinded Executive Order 9066. The camps were slowly phased out from that point until 1946. Not a single detainee was ever found to have been a spy.

   Assimilation back into society was difficult for many due to a lack of financial means and social oppressions. In 1988, 46 years after the camps were initiated, the US government finally made a formal apology through the civil liberties act. This also entitled all families that were affected by the internment camps to $20,000 in reparations.
<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roosevelt, Franklin. “A Date Which Will Live in Infamy.” 1941 Congress. 8 December 1941.</td>
<td>The students will highlight phrases that may explain why he and the government chose to persecute and internment Japanese Americans.</td>
</tr>
<tr>
<td>An Interview with Marielle Tsukamoto: A First-hand Account of Japanese Internment.” The Library of Congress - American Memory</td>
<td>The students will highlight phrases that explain what internment was like from the perspective of a Japanese American.</td>
</tr>
</tbody>
</table>
ppprs 00425  
http://hdl.loc.gov/loc.pnp/ppprs.00425

Analyze the image using an “Analyzing Primary Sources Worksheet”.

ppprs 00354  
http://hdl.loc.gov/loc.pnp/ppprs.00354

Analyze the image using an “Analyzing Primary Sources Worksheet”.

STANDARDS ALIGNED LESSON PLAN

1. **Lesson Plan Code**: SS.8.8
2. **Subject**: Social Studies/ 8th Period
3. **Grade Level**: 8th
4. **Title of Lesson**: Japanese American Persecution: Responding to the Unfairness, Change, and Loss
5. **Teacher name**: Lacey Wagner
6. **Alignments PA State Content Standards**:
   
   CC.8.6.6-8.A. Write arguments focused on discipline-specific content.
   
   CC.8.6.6-8.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
   
   CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
   
   CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research
   
   CC.8.5.6-8.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
   
   CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
7. Vocabulary

- persecution
- alien
- internment
- conspiracies
- detention
- ancestry
- relocation
- assimilation
- rescinded
- detainee
- communal

8. Objective(s) for Learning

- Given a photograph depicting Japanese American Internment, the eighth grade social studies students will be able to write an original newspaper article including at least seven facts about Japanese American internment.
- The eighth grade social studies students will be able to write an original letter including at least seven facts about Japanese American internment.
- When given a document, the eighth grade social studies students will be able to list at least 10 details that support the document’s purpose.
- Given a photograph depicting Japanese American Internment, the eighth grade social studies students will be able to list six observed details that prove what event the photograph is depicting.

9. Essential Questions (includes guiding investigative and other essential questions)

- Who gave the speech?
- When was the speech given?
- Why do you think the speech given?
- What did Roosevelt mean when he said...
- Who is the individual being interviewed?
- Why do you think her story is important?
- What is she discussing?
- What do you think the conditions at the internment camps were like based on her account?
- Can you relate to her experience? If so, how?

10. Duration: 3-4 days (1-2 activities or observations per day; an additional day for writing)
11. Materials

- Paper Numbers 1-6 (group work areas)
- Copies of Franklin Roosevelt’s “A Date Which Will Live in Infamy” Speech
- Copies of “An Interview with Marielle Tsukamoto”
- Highlighters
- Ansel Adam’s Photographs of Japanese Internment at Manzanar
- Analyzing Primary Sources Worksheets
- Copies of Guidelines for Writing a Newspaper Article
- Paper
- Pencils

12. Instructional Strategies

A. Introduction/Motivation

1.) Select four students from the class that have the same color shirt or are all wearing something similar, such as a sports jersey. Tell those students to leave everything at their desk and stand at the front of the class facing the wall.
2.) The remaining students will be asked why these students were removed from their desks and relocated.
3.) Once the students determine that they were all the same in some way, explain that they were persecuted (by being made to stand facing the wall) solely on their similar outward appearances.
4.) Ask the class to think about the demonstration and define Persecution.
5.) List the student or students’ responses on the board. Then collectively agree on an appropriate definition.
   
   Example: The systematic mistreatment of an individual or a group by another group.
6.) Ask the students to name, explain, or give an example of different forms of persecution and write the responses on the board.
   - Possible Responses:
     - Religious
     - Ethnic
     - Political
     - The Holocaust
     - Japanese American Internment

8.) Inform the class that in today’s lesson we will examine Japanese American Internment during World War II and ethnic persecution.

B. Development

1.) The students will be grouped by counting off by six’s and stationed throughout the classroom at their designated numbered work area.

2.) Distribute to each group the following:
   - copy of Franklin Roosevelt’s “A Date Which Will Live in Infamy
   - Highlighter
3.) Instruct the students to read FDR’s speech and highlight at least phrases that may explain why he and the government chose to persecute and internment Japanese Americans.
   - While groups read, discuss, and highlight the speech, the teacher will circulate around the room to assist when needed and answer questions.

4.) When most of the groups have finished or when the allotted time has ended, discuss with students which phrases they underlined and why.
   Guide students to ask or ask questions such as the following:
   - Who gave the speech?
   - When was the speech given?
   - Why do you think the speech given?
   - What did Roosevelt mean when he said...

5.) Note that although Pearl Harbor and WWII officially began on December 7, 1941, the relocation of Japanese Americans began February 2, 1942.
   - At this time, the government required all enemy aliens to register themselves and began conducting random searches and seizures.
   - The government received numerous predictions of organized Japanese conspiracies to sabotage the war effort from military advisors.
   - This lead to President Roosevelt signing Executive Order 9066, which authorized the detainment of Japanese Americans and aliens.

6.) Next distribute to each group a copy of “An Interview with Marielle Tsukamoto.”

7.) Instruct the students to read the interview and highlight at least ten phrases that explain what internment was like from the perspective of a Japanese American.
   - While groups read, discuss, and highlight the speech, the teacher will circulate around the room to assist when needed and answer questions.

8.) When most of the groups have finished or when the allotted time has ended, discuss with students which phrases they highlighted and why.
   Guide students to ask or ask questions such as the following:
   - Who is the individual being interviewed?
   - Why do you think that her story is important?
   - What is she discussing?
   - What do you think the conditions at the internment camps were like based on her account?
   - Can you relate to her experience? If so, how?

9.) Note that under the duress of the military; approximately 110,000 people of Japanese ancestry were forcefully relocated amongst ten internment camps.
   - Internment lead to the denial of basic human rights and freedoms of the Japanese Americans.
   - Based on what you read and highlighted in the interview, what basic rights and freedoms do you think that the Japanese Americans were denied?
10.) Distribute to each group the following:
   - An Observe, Reflect, Question worksheet
   - One of the following Ansel Adam’s Photographs
     - “Science Lecture”
     - “Yoshiko Joan Mori, stenographer in Education Office”
     - “Sumiko Shigematsu, foreman of power sewing machine girls”
     - “Mitsu, Margaret, Jane and Roy Nakai and baby”
     - “Orphanage”
     - “School children”

11.) Instruct the students to analyze the photograph.
   - **Observe:** Ask the students to identify and note details that they observe in the photograph.
     - Tell the students to describe what they see.
     - What do they notice first?
     - What people and objects are shown?
     - How are they arranged?
     - What is the physical setting?
   - **Reflect:** Encourage the students to generate and test hypotheses about the image.
     - Why do you think the image was made?
     - What is happening in the image?
     - Who do you think was the audience for the image?
     - What can you learn from examining the image?
   - **Question:** Instruct the students to ask questions to lead to more observations and reflections.
     - What do you wonder about?
     - Who?
     - What?
     - Where?
     - When?
     - How?

12.) When most of the groups have finished or when the allotted time has ended, discuss with students their observations, reflections, and questions.

13.) Have the students return to their original seats.

14.) Explain that for the remainder of the time, the students will be asked to complete one of two assignments.
   - **Assignment One:** Write a newspaper article in response to one of Ansel Adam’s Photographs depicting Japanese Relocation at Malzanar. The students must include at least seven facts that
they learned throughout the lesson. The students should utilize the Guidelines for Writing a Newspaper Article and include the following in their article:

- Headline
- Byline
- Lead in sentence for opening paragraph
- Opening paragraph
- Supporting paragraphs
- Effective closing paragraph

- Assignment Two: Write a letter to President Roosevelt supporting or opposing the use of relocation camps. The students must include at least seven facts that they learned throughout the lesson. Include the following in the letter:
  - Details supporting or opposing the use of internment camps
  - Possible alternatives that could have been utilized instead of internment camps
  - How the internment camps affected the detainees
  - Explain persecution and why it is wrong

C. Conclusion/closure

1.) Student volunteers will be asked to read their newspaper articles or letters.
2.) Important information will be noted and used to develop a study guide by the teacher for the students use in preparation for the assessment.

Assessment

1. Formative Assessment

- Given a photograph depicting Japanese American Internment, the eighth grade social studies students will be able to write an original newspaper article including at least seven facts about Japanese American internment.
  - Development: Section 14
  - This will be assessed using a rubric. (See rubric) The assessment criteria will include the following:
    1. Accurate use of information gathered during lesson
    2. Inclusion of seven or more facts pertaining to WW II and the internment of Japanese Americans.
    3. Format, grammar, usage, and mechanics

- The eighth grade social studies students will be able to write an original letter including at least seven facts about Japanese American internment.
  - Development: Section 14
  - This will be assessed using a rubric. (See rubric) The assessment criteria will include the following:
    1. Accurate use of information gathered during lesson
    2. Inclusion of seven or more facts pertaining to WW II and the internment of Japanese Americans.
    3. Format, grammar, usage, and mechanics
• When given a document, the eighth grade social studies students will be able list the purpose of the document and at least ten details that support the document’s purpose.
  - Development: Sections 3-4 and 7-8
  - This will be assessed as part of the end of unit exam on WWII and its effects on America. Students will receive a copy of Executive Order 9066 and will be asked to determine the purpose of the document and list ten supporting details that support the document’s purpose.

• Given a photograph depicting Japanese American Internment, the eighth grade social studies students will be able to list six observable details that prove what event the photograph is depicting.
  - Development: Section 10-11
  - This will be an individual assignment given at the end of the unit to assess the students’ abilities of identifying details that support their knowledge and understanding of Japanese American internment camps.
# Letter Rubric

**Student Name:** __________________________________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Complies with all the requirements for a friendly letter.</td>
<td>Complies with almost all the requirements for a friendly letter.</td>
<td>Complies with several of the requirements for a friendly letter.</td>
<td>Complies with less than 75% of the requirements for a friendly letter.</td>
</tr>
<tr>
<td>Salutation and Closing</td>
<td>Salutation and closing have no errors in capitalization and punctuation.</td>
<td>Salutation and closing have 1-2 errors in capitalization and punctuation.</td>
<td>Salutation and closing have 3 or more errors in capitalization and punctuation.</td>
<td>Salutation and/or closing are missing.</td>
</tr>
<tr>
<td>Sentences &amp; Paragraphs</td>
<td>Sentences and paragraphs are complete, well-constructed and of varied structure.</td>
<td>All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.</td>
<td>Most sentences are complete and well-constructed. Paragraphing needs some work.</td>
<td>Many sentence fragments or run-on sentences OR paragraphing needs lots of work.</td>
</tr>
<tr>
<td>Grammar &amp; spelling</td>
<td>Writer makes no errors in grammar or spelling.</td>
<td>Writer makes 1-2 errors in grammar and/or spelling.</td>
<td>Writer makes 3-4 errors in grammar and/or spelling.</td>
<td>Writer makes more than 4 errors in grammar and/or spelling.</td>
</tr>
<tr>
<td>(conventions)</td>
<td></td>
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</tr>
<tr>
<td>Content Accuracy</td>
<td>The letter contains at least 7 accurate facts about the topic.</td>
<td>The letter contains 6-4 accurate facts about the topic.</td>
<td>The letter contains 3-1 accurate facts about the topic.</td>
<td>The letter contains no accurate facts about the topic.</td>
</tr>
</tbody>
</table>