Racism and Removal

Japanese Incarceration During World War II

Introduction
This case study looks at how American attitudes about belonging were influenced by the forces of fear and anger during World War II. Students will learn about the systemic removal and incarceration of more than 100,000 Japanese Americans during the war. The goal of this case study is to develop historical empathy by exposing students to a variety of primary sources and assigning tasks that require them to take on the perspective of a victim of Japanese incarceration. Prior to these two lessons, students should have foundational knowledge of World War II, particularly Japan’s attack on Pearl Harbor and the war in the Pacific. Utilize the resources provided in the lessons and address the key terms and concepts listed.

Executive Order 9066

Essential Questions
- How have arguments about national identity, security, and patriotism been employed in the targeting and "othering" of Americans from certain racial, ethnic, religious, or linguistic identity groups?
- What are the circumstances and contexts in which American beliefs and attitudes about belonging become less open and more discriminating?

Key Terms and Concepts
- nativism
- Pearl Harbor
- Executive Order 9066
- relocation center
- Nisei, nisei
- Issei, issei
- Fred Korematsu

Standards
CCSS English Language Arts and Literacy in History/Social Studies
- CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

NCSS C3 Framework
- D2.His.1.9-12 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
Materials

Computer and internet access for students

Texts

- Righting a Wrong: Japanese Americans and World War II
- “Contesting the Nation, 1900–1965,” excerpts from Many Voices, One Nation: Material Culture Reflections on Race and Migration in the US (section three, page 137)
- Executive Order 9066
- Manzanar ID Booklets

Student-Facing Documents

- Written Document analysis worksheet (resource developed by National Archives and Records Administration)
- Exit Ticket [HANDOUT A]

Objective

Students will analyze primary and secondary sources to answer the Essential Question on their Exit Ticket.

Agenda/Class Outline

- Warm Up
- Background Reading
- Close Reading
- Primary Source Lab
- Exit Ticket

Procedure

Warm Up

1. Have students explore the online exhibit Righting a Wrong: Japanese Americans and World War II. To provide necessary background for the lesson, assign reading of the following sections: Japanese Immigration, Racism, Americans by Birth, Fear of the Rising Sun, and December 7, 1941.

2. Have students debrief by discussing the readings with each other in small groups first, and then as a whole class. Sample questions: What did you learn? What was the main idea of the section you read?

3. Teacher Tips
   a. If students are seated in groups, you can either jigsaw the sections so that each student teaches the rest of the table group, or jigsaw the entire class to get students up and moving. At each table group, Single Round Robin is a strategy to get every student to contribute.
   b. If internet access is an issue, the sections can be printed in advance and used as hard copy texts.

Background Reading

1. As context to the theme of belonging, have students read selected excerpts with the goal of identifying and understanding xenophobia and its related political movement, nativism, in
“Contesting the Nation, 1900–1965” (Many Voices, One Nation: Material Culture Reflections on Race and Migration in the US, pages 137–154).

Close Reading
1. Provide students with the primary source document Executive Order 9066. Signed by President Franklin D. Roosevelt in 1942, the order resulted in the relocation and incarceration of nearly 120,000 men, women, and children.
2. Assign students to analyze the document on their own or with a partner, using this Written Document analysis worksheet (resource developed by National Archives and Records Administration).

Primary Source Lab
1. Access and review the internee biographies on the Manzanar National Historic Site Educator Resources page. Brief notes about each internee are included and can be used to make selections from more than sixty ID booklets.
2. Consider: Will you allow students to choose biographies, or will you choose for them in advance? How can you use information about camp locations or the ages and genders of internees? Plan for each student to have an ID booklet.
3. Once everyone has an ID booklet, go around the room and have students introduce their internee to the class, including basic information such as their name, gender, age, and the camp where they were incarcerated. Tell students to consider the experiences and perspective of their internee as they go through the rest of the lesson.

Exit Ticket
1. Using evidence gathered during the Warm Up, from your readings of “Contesting the Nation” and Executive Order 9066, and from your Manzanar ID booklet, answer the question on the Exit Ticket [HANDOUT A]: What are the circumstances and contexts in which American beliefs and attitudes about belonging become less open and more discriminating?

Japanese American Incarceration

Essential Questions
• What impact do xenophobia, forced migration, and deportation have on individuals, families, and communities?
• What does it take to reconcile the past and repair wrongdoing in order to establish a more inclusive and democratic sense of belonging?

Key Terms and Concepts
• incarceration
• internees
• resettlement
• redress

Standards
CCSS English Language Arts and Literacy in History/Social Studies
• CCSS.ELA-LITERACY.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NCSS C3 Framework
- D2.His.5.9-12 Analyze how historical contexts shaped and continue to shape people’s perspectives.

Materials
Texts
- The Japanese American Evacuation and Resettlement: A Digital Archive
- Maps of Japanese Victories and Relocation Centers in the US (resource developed by National Park Service)
- Readings about Relocation Program and Centers (resource developed by National Park Service)
- Drawing of Residential Blocks at Relocation Center (resource developed by National Park Service)
- Photos of Manzanar War Relocation Center (resource developed by National Park Service)
- Photos of World War II: Internment of Japanese Americans (PDF version part 1 and part 2)
- "Day of Apology and Sigh of Relief"

Student-Facing Document
- Primary Source Lab note-taking worksheet [HANDOUT B]

Objective
Students will interpret and analyze documents, artifacts, photographs, and maps to draft a narrative that assumes the perspective of another person and has a clear main idea, point of view, and unifying event.

Agenda/Class Outline
1. Warm Up
2. Primary Source Lab
3. In Their Shoes
4. Exit Ticket

Procedure
Warm Up
1. This lesson explicitly builds on the previous lesson in this case study. Have students reacquaint themselves with the internee they met in the previous lesson using Stand Up, Hands Up, Pair Up.

Primary Source Lab
1. There are several ways you can set up your Primary Source Lab, for instance:
   a. Have students work independently or in pairs using the primary sources.
   b. Identify, curate, and print a collection of primary sources in advance. Make them available at stations around the classroom.
2. Explain that this Primary Source Lab is meant to help students think about the causes and consequences of this tragic period in American history. Pass out the Primary Source Lab note-taking sheet [HANDOUT B] and assign students to complete it while examining the various primary sources.
In Their Shoes

1. Assign students the following In Their Shoes writing prompt: “The year is 1946. The War is over, Japanese internees have been sent home and all of the camps closed. Imagine you are [internee]. It is important to you that no one forgets what happened and what it was like for you personally. So, you’re writing a letter, telling your future kin (children, grandchildren, nieces, nephews) what it was like to experience removal, incarceration, and resettlement.”

Exit Ticket

1. The Day of Apology and Sigh of Relief provided reparations in the form of an apology and financial compensation to Japanese Americans who were incarcerated by the U.S. government during World War II. Have students write a short note to their internee, sharing this news and giving their opinion of whether the apology repairs the wrongdoing.
Exit Ticket [HANDOUT A]

Directions
Using evidence gathered during the warm up, from your readings of “Contesting the Nation” and Executive Order 9066, and from your Manzanar ID booklet, answer the question:
What are the circumstances and contexts in which American beliefs and attitudes about belonging become less open and more discriminating?

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

________________________________________________________________________________________________________________

Name:

Exit Ticket [HANDOUT A]

Directions
Using evidence gathered during the warm up, from your readings of “Contesting the Nation” and Executive Order 9066, and from your Manzanar ID booklet, answer the question:
What are the circumstances and contexts in which American beliefs and attitudes about belonging become less open and more discriminating?

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________________________________________________________________________________________________________________

Name:
# Japanese Incarceration During World War II

## Directions
During the Primary Source Lab, look for evidence that helps answer the questions in the left column. Write your responses in the middle column and cite the source of your evidence in the last column.

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Response/Evidence</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did American beliefs and attitudes about belonging shape people’s experiences during World War II?</td>
<td></td>
<td></td>
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<tr>
<td>What reasons were given to justify the incarceration of Japanese Americans?</td>
<td></td>
<td></td>
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<tr>
<td>How did Japanese incarceration during World War II affect individuals and families?</td>
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</tbody>
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