



## Teaching Guide

### SEGMENT 6, WEBISODE 12

Please note: Each segment in this Webisode has its own Teaching Guide



High School Campus at  
Internment Camp  
National Archives

In one of the most shameful episodes in American history, wartime hysteria and racism led to the internment of 120,000 Japanese Americans during World War II. In a clear violation of the right of *habeas corpus* (which demands that a prisoner be given an immediate hearing or be released), the Fourth Amendment (against unreasonable search and seizure), and the Fourteenth Amendment (mandating equal protection under the law),

President Roosevelt signed Executive Order 9066, which ordered a mass evacuation of all Japanese Americans on the West Coast. Citizens of Japanese descent and Japanese resident aliens were required to report to army “reception centers” and relocated to distant, inhospitable internment camps. Families lost their homes, businesses, and possessions, and lived in poorly built, crowded camps in Utah, California, Arizona, and other western states.

Haruko Obata, an internee at the Tanforan camp later recalled, “When we arrived at Yanforan it was raining; it was so sad and depressing. The roadway was all mud, thick mud and our shoes would get stuck in mud when you walked outside. They gave us a horse stable the size of our dining room with a divided door where the horse put his head out—that was our sleeping quarters...”

In spite of the injustice, Japanese Americans responded with patience, patriotism, and courage. They established schools, churches, and civic groups in the camps, and thousands volunteered to serve in the armed services. Over forty years after the war, the United States government apologized to Japanese Americans and paid millions in compensation to internees and their descendants.

### Teacher Directions

1. Ask the students.
  - Why did the United States send Japanese American citizens to internment camps?
  - What laws did this action violate?
  - What obstacles did Japanese Americans face at the camps?
  - How did they respond?
2. Make sure students understand the following points in discussing the questions.



### Segment Overview



### Let's Discuss

Let's Discuss, Cont.

The decision to send Americans of Japanese descent and resident Japanese aliens to internment camps was based more on racism and war hysteria than on legitimate national security needs; no similar order was issued to intern citizens of Italian or German descent. While the American government was concerned that the Japanese might invade the West Coast, no serious plots to involve Japanese Americans in such an invasion were ever uncovered. Executive Order 9066 violated the Fourth and Fourteenth Amendments and the right of *habeas corpus*. The camps were located in remote, inhospitable locations, such as the deserts of California, Arizona, and Utah. They offered little privacy, were crowded and hastily built. In spite of the injustice, Japanese Americans responded with patience, patriotism, and courage. They established schools, churches, and civic groups in the camps, and thousands volunteered to serve in the armed services.

### Teacher Directions

1. Distribute the Student Sheets: *Photographs of Japanese American Internment*. Students consider the following questions as they examine the photographs.
  - What are the most interesting details in this photograph?
  - What does this photograph say about the lifestyle or living conditions of the internees?
  - What does this photograph reveal about the internees themselves?
  - What new ideas have you learned from this photograph?
2. Students create a brief skit about the Japanese American internment.

### Teacher Directions

1. Students respond to the following writing prompt.

You are a Japanese American teenager interned in one of the camps. Your parents, who emigrated from Japan, have lost their home and business. You have been separated from your friends, had to leave your school, and were forced to leave your dog behind. You can leave the camp—if you enlist in the armed services. Will you enlist to serve your country? Why or why not?



History Sleuth



What do you  
Think?



Moving Toward  
Freedom



Connections

### Teacher Directions

1. Distribute the Student Sheet: *The Japanese American 442<sup>nd</sup> Regimental Combat Team*.
2. After reading about the 442<sup>nd</sup> Regiment, students design a war poster commemorating the achievements of the regiment.

### Teacher Directions

Use the following activities with your students.

**Math** — The Japanese Americans were forced to sell their homes and businesses in just a few days for a fraction of their real worth. If you own a home or business worth \$100,000 and are forced to sell it for 10% of its value, how much money will you receive? How much money will you lose? If 20,000 Japanese American businesses were sold at this rate, how much money in total would they lose?

**Language Arts** — Students read *The Invisible Thread* and *Jar of Dreams* by Yoshiko Uchida. These stories tell of a Japanese American girl growing up in California. Partner Discussion Guides are available through the Johns Hopkins University Talent Development Middle School program.

**Language Arts/Library** — Students read about the 442nd Regimental Combat Team, the Japanese American Army unit that was one of the most decorated units in military history.

**Science/Library** — Students research the climate in central Utah, where the Topaz internment camp was located, and near the southern California-Nevada border, where the Manzanar camp was located.

**Local History** — Was there a Japanese American population in your community during the Second World War? If so, students research the effect of anti-Japanese sentiment on that population.

**Art/Language Arts** — Ansel Adams, a photographer best known for his beautiful landscapes of America's wilderness, visited one of the internment camps. His photographs showed the dignity and resourcefulness of the internees in this unjust situation. His photo essay about the camp was published as a book, *Born Free and Equal* in 1944. Some people burned copies of the book in protest. Look at photos from the book and write a newspaper editorial expressing your opinion about Adams' book and the Japanese American internment.

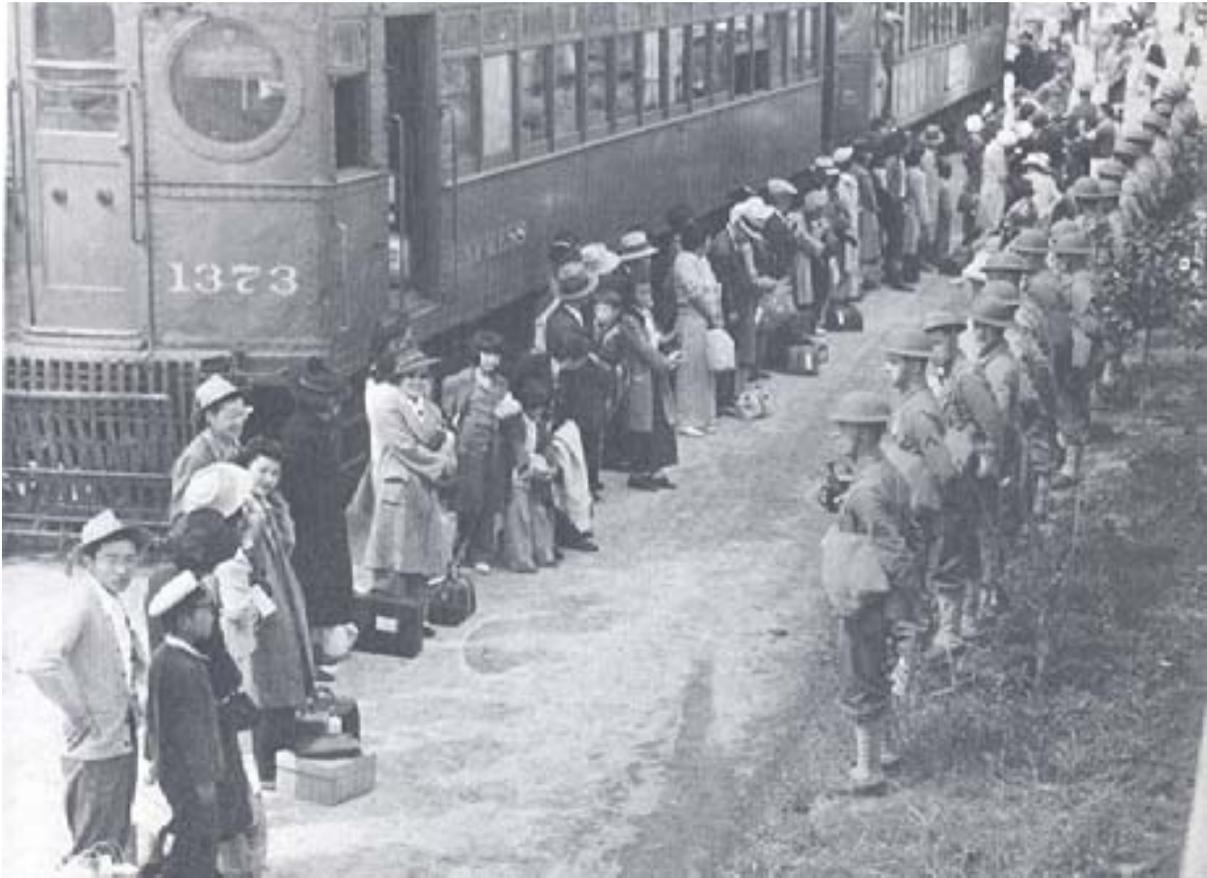
*Photographs of Japanese American Internment*

# High School Campus at Internment Camp



National Archives

# Evacuees at an Assembly Center



National Archives

## Japanese-American Children Being Moved to an Assembly Center



National Archives

## Japanese Americans Child Awaits Relocation to Internment Camp



Library of Congress

# High School at an Internment Camp



National Archives

## Family in Internment Camp



Library of Congress

# Japanese Americans at a Temporary “Assembly Center”



National Archives

**Japanese Americans move into former horse stalls  
at Tanforan Assembly Center**



National Archives

**Two months later.  
All improvements were  
made by the evacuated  
Japanese Americans.**

## *Japanese American 442<sup>nd</sup> Regimental Combat Team*



*Americans of Japanese descent, of the 442nd Regiment, run for cover as a German artillery shell is about to land outside the building.*

After the bombing of Pearl Harbor, the United States government was unsure of the loyalty of Japanese Americans. It branded them 4C (Enemy Alien) and therefore ineligible for serving in the military. On the mainland, seventy thousand Nisei (first generation native-born Japanese Americans) had their freedom taken away and were incarcerated in what the government referred to as concentration camps for their own protection. But in Hawaii, the government could not incarcerate its population of Japanese Americans because the island economy depended on the Nisei. Here, their

treatment was better. Nevertheless, all Japanese Americans were discharged from the military in Hawaii. Dismayed at this unfair treatment, but still wanting to serve their country, these former soldiers volunteered their services in any capacity.

Without complaint, they performed menial tasks, such as cleaning the military grounds and building new installations with diligence and dedication. As a result, 1,300 men and their officers were formed into a special unit and sent to the mainland for training. There, they received top scores and superior ratings. Because of their exemplary performance and a steady stream of petitions and interventions by prominent Americans, the War Department was forced to reopen military service to Americans of Japanese ancestry and announced the formation of the 442<sup>nd</sup> Regimental Combat Team with President Roosevelt's words, "Americanism is not, and never was, a matter of race or ancestry."

Following advanced training and with its colors emblazoned with the motto, "Remember Pearl Harbor," the 442<sup>nd</sup> Regimental Combat Team was sent to North Africa in August, 1943. After nine months of intense combat in Africa, the battalion entered Italy where it distinguished itself in some of the heaviest fighting during the war. By the end of the war nearly everyone in the battalion had earned at least one Purple Heart. Some received two or three and lived to tell about it. Known as the Purple Heart Battalion, the 4,500 men of the 442<sup>nd</sup> combat team served in seven major campaigns in Europe, earning 3,600 Purple Hearts, and 3,915 individual decorations.

Like the African American Tuskegee Airmen, the 442nd Regimental Combat Team had to fight two wars: one in Europe and one at home. Perhaps the most decorated battalion in the war, little is written in history books about the 442<sup>nd</sup> Regiment.

# PHOTO ANALYZER

## Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photograph into four sections. Study each section to see what new details become visible.

B. List people, objects, and activities in the photograph in the chart below.

| PEOPLE | OBJECTS | ACTIVITIES |
|--------|---------|------------|
|        |         |            |

## Step 2. Inference

A. Based on what you have observed, list three things you might infer from this photograph.

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## Step 3. Conclusion and Questions

A. What two conclusions about life during the Civil War can you draw from the photograph?

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B. What questions does this photograph raise in your mind?

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C. Where might you find answers to your questions?

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*Adapted from a design by the Education Staff of the National Archives and Records Administration*