

Text Set: Japanese American Internment in the U.S.A.

GLE range: 6–8.9, adaptable for 9–12

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Resource Set & Sequence

Resource	Rationale for including it	Where to find it
(1) video Pearl Harbor attack scene (Touchstone Pictures, 2001)	This short clip from the movie <i>Pearl Harbor</i> provides a strong visual depiction of the Japanese surprise attack and devastation of the Pearl Harbor naval base.	Military.com: http://www.military.com/video/off-duty/movies/pearl-harbor-movie-attack-scene-1/1314914661001
(2) The Attack-On-Pearl-Harbor	This concise informational text details the surprise attack on Pearl Harbor which propelled the U.S. into World War II.	K12 Reader: http://www.k12reader.com/worksheet/the-attack-on-pearl-harbor/view/
(3) Japanese American Relocation in the U.S. during WWII	This text provides an explanation of Executive Order 9066 requiring that Japanese Americans living along the West Coast be relocated to internment camps. <i>Note: You must have a NewsELA account (free) to access the article</i>	NewsELA: https://newsela.com/read/govt-japanese-relocation-world-war/id/26364/
(4) video The Japanese Relocation government newsreel (start around 3:30)	This government issued newsreel was created in 1942 to justify the relocation and of Japanese Americans. In response, students could discuss <i>bias</i> and how relocation, described as a positive experience, actually deprived American citizens of their civil rights.	YouTube: https://www.youtube.com/watch?v=esVege1S0OE

Resource	Rationale for including it	Where to find it
(5) Life at the Manzanar Camp	This article describes what life was like at the Manzanar internment camp. Students will gain a better understanding of how challenging it was for Japanese Americans to live behind barbed wire in an isolated area with few amenities. <i>Note: You must have a NewsELA account (free) to access the article</i>	NewsELA: https://newsela.com/read/govt-manzanar-japanese/id/26695/
(6) The Bracelet, by Yoshiko Uchida	This historical fiction narrative is about a young girl and her family being forced from their home in California to an internment camp. Although this text is geared toward a younger audience, students of all ages can relate to the themes of discrimination, segregation, and harsh living circumstances.	Glencoe: http://www.glencoe.com/sec/languagearts/ose/literature/course1/docs/g6u07.pdf , pg. 820–829
(7) video Ted Talk: George Takei: Why I Love A Country That Once Betrayed Me	Actor and activist George Takei gives an inspirational and riveting presentation about being raised in an internment camp. Students will immediately be drawn in to Takei's eloquent account of his internment experience. <i>Option: Read along in the transcript while watching the video</i>	TED Talks: https://www.ted.com/talks/george_takei_why_i_love_a_country_that_once_betrayed_me
(8) From Wrong To Right: A U.S. Apology for Japanese Internment	This article provides information about the U.S. effort to apologize and make reparations for the incarceration of Japanese Americans during WWII.	NPR: https://www.npr.org/sections/codeswitch/2013/08/09/210138278/japanese-internment-redress

For more information on text sets, please see "[About Text Sets](http://www.sabes.org)" at www.sabes.org.

Glossary for Text Set: Japanese Internment

These are not necessarily the most important words, just the ones that might block comprehension.

Resources 1 & 2: *The Attack on Pearl Harbor*

Word	Student-Friendly Definition
alliance	An agreement between two or more countries to cooperate together for a specific purpose.
allies	Nations who work together and support each other.
Battleship Row	The grouping of eight U.S. battleships at the port of Pearl Harbor, Hawai'i.
torpedo	A bomb that is shaped like a tube and fired underwater.

Resource 3: *Japanese American Relocation in the U.S. during WWII*

Word	Student-Friendly Definition
desolate	A place that is deserted, dreary and lifeless.
Executive Order	A rule or regulation issued by the president of the United States that has the full force of law.
internment	Putting a person in a prison especially for political or military reasons.
remote	Far away from other people, houses, cities, etc.
to spy	To secretly collect and report information on the activities of another country.

Resource 4: *The Japanese Relocation government newsreel*

Word	Student-Friendly Definition
aliens	Non-citizens
contingent	A group of people united by something in common
diligently	With care and attention to doing something correctly
epidemics	Widespread occurrences of an infectious disease at a certain place and time

espionage	Spying
evacuation	Forced removal or clearing out
evacuees	The people who are being removed in an evacuation
federal	To do with the national government; the highest level of government in this country
impounded	Legally confiscated and held
migration	Movement of a large group from one place to another
prologue	The part that comes before – an introduction
rationale	The reasons for something; a justification
sabotage	Damage done on purpose and in secret

Resource 5: ***Life at the Manzanar Camp***

Word	Student-Friendly Definition
alien	A person who was born in a different country and is not a citizen of the country in which he or she now lives.
barrack	A building typically used for housing soldiers.
discrimination	The unfair treatment of people of a different race, gender or religion.
sabotage	To destroy or damage something on purpose.
to be drafted	When the government selects a person for mandatory military service.

Resource 6: ***The Bracelet***

Word	Student-Friendly Definition
alien	A person who is not a citizen in the country in which he lives.
bayonet	A long knife that is attached to the end of a rifle.
forsaken	Abandoned; not used
to intern	To keep a person in a certain location, usually a type of prison.
to wilt	To become weak or tired especially because of hot weather.

Resource 7: **Ted Talk: George Takei: *Why I Love A Country That Once Betrayed Me***

Word	Student-Friendly Definition
abrogated	Abolished, ended, done away with; a "casualty of ..."
bayonets	A spear that fits on the end of a rifle or similar firearm
casualty	Death from a specific cause
civics	The study of citizenship and government
desolate	Isolated, bleak, far away from everything else
due process	Rights guaranteed by law for fair treatment through the judicial system
fallible	Capable of making mistakes
hysteria	Exaggerated emotion or excitement of a group of people; can lead people to stop thinking and act only on the group's feelings
ideals	Standards to be aspired to
legacy	Heritage, inheritance
prejudice	Pre-judgement
proportionally	In a way that corresponds in amount to something else
summarily	Quickly, without time to prepare

Resource 8: ***From Wrong To Right: A U.S. Apology for Japanese Internment***

Word	Student-Friendly Definition
civil rights / civil liberties	The rights to receive equal treatment and be free from discrimination in housing, education, employment, etc.
incarcerated	Imprisoned.
juxtaposition	Positioning one thing near another to compare them.
liquidate	To sell a business, property, etc.
redress	To correct something that is unfair or wrong.
to compensate	To give money as a payment for loss, suffering, or injury.

Student Accountability: Learning Worth Remembering

ONE of the following activities should be completed and updated after reading *each* resource in the set: *Rolling Knowledge* OR *Rolling Vocabulary*.

The purpose of these activities is to capture knowledge that builds from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the text set.

Both activities are shown here, with sample answers; as the teacher who will use this, choose one option for students to complete.

In an effective *Rolling Knowledge* journal:

- Knowledge collected demonstrates new knowledge about the text
- Knowledge is not randomly selected – it makes sense and shows developing thoughts about the topic
- Connections to previous readings are logical and not haphazard
- Knowledge is paraphrased, not copied from the text

In an effective *Rolling Vocabulary* journal:

- Words selected exemplify the gist and big ideas of the text
- Definitions adhere to the word's meaning in context (not just looking it up in the dictionary)
- Sentences are about the reading topic, not random

Rolling Knowledge Journal for Japanese Internment—Model

1. Read or view each selection in the set, one at a time.
2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about the topic.
3. Write how this new resource added to what you learned from the previous resource(s).

Title	New/important learning about the topic	How does this resource add to what I learned already?
<p>(1) video & (2) text The Attack On Pearl Harbor</p>	<p>This video and reading passage introduces Japan’s attack on the U.S. naval base at Pearl Harbor, Hawai’I, on December 7, 1941.</p> <p>At that time, Japan was on a quest to dominate the South Pacific. They attacked U.S. battleships to prevent the U.S. from stopping them. But instead this event spurred the U.S. to enter World War II.</p> <p>This video and text show the horror of the attack, detailing the large number of casualties and damages suffered by the U.S. military.</p>	<p>I had heard of Pearl Harbor, but never imagined what really happened when it was attacked in World War Two.</p>
<p>(3) Japanese American Relocation in the U.S. During WWII</p>	<p>After the attack on Pearl Harbor, the West Coast became a “military zone.” President Roosevelt issued an Executive Order requiring all West Coast residents of Japanese heritage to leave their homes and relocate to remote camps in order to prevent them from spying for Japan. They were also told that they were being moved for their own protection from anti-Japanese sentiment. The majority of Japanese Americans forced to move to these internment camps were born in the</p>	<p>U.S. reaction to the Japanese attack on Pearl Harbor had severe consequences for people of Japanese heritage living in the United States. They were so discriminated against that those Japanese Americans living on the West Coast were forced by the government to leave their homes and businesses and relocate to far-away camps where they lived until the end of World War II.</p>

Title	New/important learning about the topic	How does this resource add to what I learned already?
	United States and were loyal to this country. They had to stay in these harsh camps for the whole war.	I wonder what happened to Japanese Americans in the rest of this country, outside of California?
(4) <i>The Japanese Relocation</i> newsreel	This U.S. government newsreel was created in 1942 to publicly justify the relocation of Japanese Americans living along the West Coast. It makes relocation appear to be a smooth and easy transition for these families. They seem unperterbed to leave their homes and businesses for the sake of their country. The newsreel also makes life look normal at the internment camps, with schools, cafeterias, churches and even camp governments.	This government newsreel makes the process of relocation sound justified and without objection from the Japanese American families. The families seem to have everything they need in the camps, including accommodations, healthy food, and organized activities. If I was living then and only saw this newsreel, and didn't know any Japanese Americans, I might think everything was just fine.
(5) Life at the Manzanar Camp	There were 10 internment camps in the U.S. during WWII. Manzanar, located in California, was one of them. Over 10,000 Japanese Americans were relocated here. Accommodations were minimal: people had to share bathrooms, laundry rooms and eating spaces. The land was desolate with only barracks, farmland and a sewage treatment building on it. Most men in these camps did hard labor such as digging ditches and farming. After the War, some churches and other groups stepped up to help the Japanese Americans find new homes and start their lives all over again.	Relocation was not a dignified process, and the internment camps were not as pleasant as the government newsreel implied. Japanese Americans were forced to give up their homes and businesses when they were moved to the camps. After the war, when they were released from the camps, they had to find new places to live and new jobs. They had to rebuild their lives from scratch.

Title	New/important learning about the topic	How does this resource add to what I learned already?
(6) The Bracelet	<p>This short story is set during World War II and is about a Japanese girl whose family is forced to relocate to an internment camp. The story is told from the point of view of the little girl. She is able to convey the sadness, anger and confusion she felt about having to leave her school, her house and her friends. The story details the process of relocation and helps emphasize the injustice that thousands of Japanese families had to face during World War II.</p>	<p>This story helps me appreciate the emotions that Japanese Americans families must have felt during relocation. I learned that the main character's father had already been removed from the family at the beginning of the story. The U.S. government split some families up as well as moving them.</p> <p>Registration numbers were assigned to each family, camp guards had bayonets, and the camp was surrounded by barbed wire. The family's camp "apartment" turned out to be a dirty, smelly horse stall.</p>
(7) Ted Talk: George Takei: Why I Love A Country That Once Betrayed Me	<p>George Takei is a famous Hollywood actor and activist. During World War II, he was relocated to an internment camp at the age of 5. In this speech, Takei recounts his own memory of this time. He speaks of the "grotesquely abnormal" living conditions he and his family endured at an internment camp in Arkansas. He highlights his parents' resilience and how they rebuilt their lives after the War.</p> <p>Takei also calls attention to the Japanese Americans who volunteered to fight for their country in spite of their relocation. These men were initially denied the right to serve, and then the decision was reversed. Some of these Japanese American soldiers turned out to be the most highly</p>	<p>It is so powerful – it makes me see what he saw, feel what his five-year old self felt, with the added knowledge of the older man.</p> <p>Facing suspicion. Fear. Outright hatred. Rounded up with no charges, no due process.</p> <p>He called it a prisoner of war camp. I've never heard it called that before.</p> <p>After the war, they faced intense hostility and poverty when they moved to Los Angeles.</p> <p>Takei's father sounds amazing. He told his son,</p> <p><i>"Our democracy is a people's democracy: it can be as great as the people can be, but it is also as fallible as people are. American</i></p>

Title	New/important learning about the topic	How does this resource add to what I learned already?
	decorated soldiers to serve in the U.S. military during WWII.	<i>democracy is vitally dependent on good people who cherish the ideals of our system, and actively engage in the process of making our democracy work."</i>
(8) From Wrong To Right: A U.S. Apology for Japanese Internment	In 1988 President Ronald Reagan officially acknowledged the pain, suffering and humiliation Japanese Americans were put through during World War II. He signed the Civil Liberties Act of 1988 which gave the Japanese survivors of internment camps an official apology. The government also compensated these survivors with a sum of \$20,000. Japanese American survivors were not as concerned with the financial payment as they were with correcting a mistake against them put forth by the U.S. Government.	An exhibit in Washington, D.C. acknowledges our government's wrongdoing against Japanese Americans during World War II. President Reagan signed an Act in '88 with an official apology and \$\$ compensation for survivors of these internment camps. Some Japanese Americans appreciated the gesture of apology for the wrongful imprisonment and betrayal by their own government.

Rolling Vocabulary Model—Fantastic Five

1. For each resource, read and select five words that exemplify the central idea of that information source.
2. Next, use your five words to write about the most important idea of that information source, one sentence for each word.

<i>Resource #1</i>	The Attack On Pearl Harbor
World War II Japan Axis Pearl Harbor Attack	<ol style="list-style-type: none"> 1. World War II involved many countries fighting in Europe and North Africa. 2. Japan entered World War II with the goal of controlling Southeast Asia and the South Pacific. 3. Together, Japan, Germany and Italy made up the Axis powers in WWII. 4. To deter Japan from invading countries in Asia, President Roosevelt moved all of the U.S. warships in California to the naval base at Pearl Harbor, Hawaii. 5. To prevent the U.S. from interfering with its plans to invade countries in Asia, Japan planned and carried out a surprise attack on Pearl Harbor destroying U.S. battleships and killing thousands of military personnel.
<i>Resource #2</i>	Japanese American Relocation in the U.S. during WWII
Pearl Harbor Military zone Japanese Americans Relocation Intern (v)	<ol style="list-style-type: none"> 1. In 1941 Japan coordinated a surprise attack on the U.S. Naval Base in Pearl Harbor, Hawaii, killing thousands of our military and destroying hundreds of our ships. This attack drew the U.S. in to World War II. 2. The U.S. created a military zone which ran along the entire coast of the Pacific Ocean from Washington to California. 3. Many Americans blamed Japanese Americans for the attack on Pearl Harbor and worried that Japanese Americans living in the military zone were spies for Japan. 4. President Roosevelt issued an order requiring Japanese Americans living in the military zone to leave their homes and relocate to isolated relocation centers far from the ocean.

	<p>5. Japanese Americans were interned, or held as prisoners, in these relocation centers, surrounded by guards with guns.</p>
<i>Resource #3</i>	Life at the Manzanar Camp
<p>Discrimination</p> <p>Manzanar</p> <p>Barracks</p> <p>Hard work</p> <p>Loyalty Test</p>	<ol style="list-style-type: none"> 1. After the attack on Pearl Harbor, Japanese Americans had to endure discrimination because of their Japanese ancestry. 2. Japanese Americans living on the West Coast were forced to move to relocation centers like the one in Manzanar, California. 3. More than 10,000 Japanese Americans were forced to live in overcrowded barracks at Manzanar. These barracks had 8 people to a bedroom, contained an oil stove, one hanging light bulb and straw-filled mattresses. 4. Even though the Japanese Americans were held as prisoners at Manzanar, they worked hard to make it more livable by growing gardens, establishing churches, and publishing a newspaper. 5. As the War progressed, Japanese Americans at relocation centers were required to take loyalty tests to prove their loyalty to America and weren't allowed to serve in the military until 1944.
<i>Resource #4</i>	The Bracelet
<p>Evacuate</p> <p>Enemy alien</p> <p>Registration number</p> <p>Tanforan Racetracks</p> <p>Horse stall</p>	<ol style="list-style-type: none"> 1. During World War II, the government forced Japanese families to evacuate their homes on the West Coast and move to internment camps. 2. After Pearl Harbor, Japanese residents who were not citizens were considered enemy aliens who might be dangerous and disloyal to the U.S. 3. The evacuated Japanese families were given registration numbers which were used to identify them. 4. The Tanforan Racetrack was used as a temporary relocation center for Japanese Americans before they were moved to permanent internment camps. 5. The Japanese American families were forced to live in horse stalls, which were small, dusty and still smelled like horses.

Resource #5	<p>Why I Love A Country That Once Betrayed Me (Ted Talk by George Takei)</p>
<p>Hysteria Inalienable Fallible Prejudice Ideals</p>	<ol style="list-style-type: none"> 1. After the Pearl Harbor attack, anti-Japanese hysteria was so great that it spread to anti-Japanese American feelings, leading to their imprisonment in the relocation camps. 2. How could our country’s founding documents declare that we have “an inalienable right to life, liberty and the pursuit of happiness” and then deny that right to its own citizens? 3. Our democracy is guided by these founding documents, but it is only as strong as the people living in it, and people are fallible – they can make mistakes, and terrible judgements, and be moved by hatred. <p>4 & 5. Japanese American soldiers were fighting for ideals of their country and against the prejudice of their countrymen.</p>
Resource #6	<p>From Wrong To Right: A U.S. Apology for Japanese Internment</p>
<p>Civil Liberties Act Apology Exhibition Redress “kodomo no tame ni”</p>	<ol style="list-style-type: none"> 1. The Civil Liberties Act was signed by President Reagan in 1988 to recognize the injustices against Japanese Americans during World War II. 2. In this Act, the U.S. government gave the people evacuated to internment camps a formal apology and \$20,000 to each survivor. 3. The Executive Order calling for Japanese internment is on exhibition in Washington, D.C. right next to the original Civil Liberties Act document. 4. Many survivors of the interment camps did not want to seek redress for the injustices they suffered, for it was “not the Japanese way.” 5. Even though the Japanese community was divided over this issue, younger Japanese Americans pursued redress for kodomo no tame ni. They want to teach future generations that past wrongs need to be made right.

1. After reading all the resource selections, go back and review the words.
2. Now select the five words that taught you the most from ALL the word lists, **or** choose one word from each source. These are the words that most exemplify this topic and display what you thought was the most valuable learning.
3. Use the final list of words to summarize the learning from all of the sources.

Final Words	Topic Summary
<p>World War II</p> <p>Pearl Harbor</p> <p>Discrimination</p> <p>Relocation</p> <p>Barracks</p> <p>Fallible</p>	<p>After Japan's surprise attack on the U.S. military base at Pearl Harbor, our country officially declared war against Japan and became a major force in World War II. As a result, Japanese Americans experienced immense prejudice and discrimination because of their ancestry. Many Americans felt anger and suspicion towards their fellow citizens who were Japanese American.</p> <p>The U.S. government forced the Japanese Americans living on the West Coast to leave their homes and relocate to internment camps. They endured harsh living conditions at these camps, which were located in isolated areas of the country and were surrounded by barbed wire and armed guards. Their new "homes" were overcrowded army barracks that only had the basic necessities for survival.</p> <p>Thousands of innocent Japanese Americans remained in these relocation centers until the end of the War. Decades later, survivors of these internment camps were issued a formal apology from the U.S. government for the injustices they had to endure.</p> <p>This history shows that our democracy is fallible, that we have to work to uphold its ideals in the face of fear and suspicion, but also that we can do so even when we are the objects of that fear.</p>

Rolling Vocabulary—Fantastic Five

1. For each resource, read and select five words that exemplify the central idea of that information source.
2. Next, use your five words to write about the most important idea of that information source, one sentence for each word.

<i>Resource #1</i>	The Attack On Pearl Harbor
<i>5 words</i>	<i>5 sentences, 1 for each word</i>
<i>Resource #2</i>	Japanese American Relocation in the U.S. during WWII
<i>5 words</i>	<i>5 sentences, 1 for each word</i>

<i>Resource #3</i>	Life at the Manzanar Camp
<i>5 words</i>	<i>5 sentences, 1 for each word</i>
<i>Resource #4</i>	The Bracelet
<i>5 words</i>	<i>5 sentences, 1 for each word</i>

<i>Resource #5</i>	Why I Love A Country That Once Betrayed Me (Ted Talk by George Takei)
<i>5 words</i>	<i>5 sentences, 1 for each word</i>
<i>Resource #6</i>	From Wrong To Right: A U.S. Apology for Japanese Internment
<i>5 words</i>	<i>5 sentences, 1 for each word</i>

Rolling Vocabulary, continued

1. After reading all the resource selections, go back and review the words.
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3. Use the final list of words to summarize the learning from all of the sources.

Final Words	Topic Summary

Rolling Knowledge Journal for Japanese Internment

1. Read or view each selection in the set, one at a time.
2. After you read each resource, stop and think what the big learning was. What did you learn that was new and important about the topic from this resource? Write, draw, or list what you learned from the text about the topic.
3. Write how this new resource added to what you learned from the previous resource(s).

Title	New/important learning about the topic	How does this resource add to what I learned already?
(1) video & (2) text The Attack On Pearl Harbor		
(3) Japanese American Relocation in the U.S. During WWII		

Title	New/important learning about the topic	How does this resource add to what I learned already?
(4) <i>The Japanese Relocation</i> newsreel		
(5) Life at the Manzanar Camp		
(6) The Bracelet		

Title	New/important learning about the topic	How does this resource add to what I learned already?
<p>(7)</p> <p>Ted Talk: George Takei: Why I Love A Country That Once Betrayed Me</p>		
<p>(8)</p> <p>From Wrong To Right: A U.S. Apology for Japanese Internment</p>		