



#9777

INTERACTIONS

JAPANESE AMERICAN NATIONAL MUSEUM, 2000

Grade Levels: 9-13+

30 minutes

DESCRIPTION

High school students have four days to discover what life was like for Japanese-American teenagers living in Manzanar Internment Camp during World War II. Interviews with former camp inmates and visiting the ruins of the camp cause them to ask, "What would I have done?" "Could it happen to me?"



ACADEMIC STANDARDS

Subject Area: United States History - Era 8 - The Great Depression and World War II (1929-1945)

- ★ Standard: Understands the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs
 - Benchmark: Understands events on the U.S. home front during World War II (e.g., economic and military mobilization; the internment of Japanese Americans and the implications for civil liberties) (See Instructional Goal #1.)
 - Benchmark: Understands how minority groups were affected by World War II (e.g., how minority groups organized to gain access to wartime jobs and discrimination they faced, factors that led to the internment of Japanese Americans) (See Instructional Goals #1 and 2.)
 - Benchmark: Understands how World War II influenced the home front (e.g., the impact on science, medicine, and technology; how Americans viewed their achievements and global responsibilities at the war's end; how minorities contributed to the war effort and the contradiction between their treatment at home and the goals that they were fighting for in Europe; the effects of the relocation centers on Japanese American families) (See Instructional Goals #2 and 3.)

INSTRUCTIONAL GOALS

1. To contrast modern teenage life with life for Japanese teens in American concentration camps during World War II.
2. To imagine the thoughts and feelings of American citizens of Japanese descent during World War II.
3. To apply the lessons learned from American internment camps for Japanese citizens to life in modern America.

VOCABULARY

1. anemic
2. artifacts
3. barracks
4. brainstorm
5. concentration camps
6. dignity
7. euphemism
8. incarceration
9. indignity
10. internment camps
11. mess hall
12. outrage
13. relocation centers
14. speculation
15. sugar-coated
16. vigilant

BEFORE SHOWING

1. Briefly describe each of the following terms or events.
 - a. Japanese immigration to the United States
 - b. Franklin D. Roosevelt's Executive Order 9066
 - c. concentration camps
2. Discuss what rights the Constitution provides for American citizens. Consider the Bill of Rights.
 - a. What are the general rights of all American citizens?
 - b. What are the specific rights of American citizens accused of a crime?

DURING SHOWING

1. View the video more than once, with one showing uninterrupted.
2. Discuss Day 1.
 - a. What role did brainstorming play on this initial day of research?
 - b. What resources and information did the students' on-line research produce?
 - c. Who did the students interview?
 - d. What was their plan for further research?
3. Discuss Day 2.
 - a. What valuable information did the students learn at the museum? Consider faces in photographs, visualizing, and talking with the museum guides.
 - b. Why were the students wearing gloves while looking at the artifacts?
 - c. What was the difference between the information recorded in the yearbooks and newspapers from the camps and from the personal diaries and poems?
 - d. How did the videos depict life in the camps?
 - e. What additional input did the interviews give the students?
 - f. What were the pros and cons of either first visiting Manzanar or first doing more interviews?
4. Discuss Day 3.
 - a. Why did the students choose to do further interviews at a BBQ?
 - b. What did the students learn at Manzanar?

AFTER SHOWING

Discussion Items and Questions

1. Discuss the purpose of the American concentration camps.
 - a. How might these camps have protected American citizens of Japanese descent?

- b. What role did fear play in the creation of these camps?
 - c. What is the significance of FDR and the Supreme Court Justices referring to these holding areas for Japanese as concentration camps?
 - d. Why did the names of the camps change over time?
 - e. What other euphemisms were used in reference to the camps?
2. Discuss what life was like in the Japanese relocation centers.
 - a. How were teenagers' lives changed?
 - b. What was the purpose of armed guards watching the camps?
 - c. How was family life changed?
 3. Discuss Japanese reaction to life in the concentration camps.
 - a. What memories did the survivors have?
 - b. Why is it important to talk about the experience? To learn something from the experience?
 - c. How did this experience change the lives of those incarcerated?

Applications and Activities

1. Investigate more into the American concentration camps.
 - a. How did some people use the bombing of Pearl Harbor to justify the relocation centers?
 - b. How many Japanese-Americans were convicted of war crimes?
 - c. What happened to the homes and possessions of the Japanese-Americans who were held in the internment camps?
 - d. When did the U.S. government admit the camps were wrong? How were these wrongs redressed?
2. Research a significant historical or current event that happened "right in your backyard". Imagine being a teenager during this event. Consider making a video documenting the progress and findings of the research.
 - a. Brainstorm current knowledge and speculation on the topic.
 - b. Investigate on-line.
 - c. Contact persons who could assist in research.
 - d. Conduct interviews of school personnel and community members knowledgeable of the subject.
 - e. Visit a local museum or public display that covers significant aspects of the event.
3. Compare the internment of American citizens of Japanese descent with the treatment of people of Middle Eastern origin and citizenship after September 11, 2001.
4. Justify or dispute the following statements.
 - a. The majority isn't always right.
 - b. All the things the Japanese people went through are because people were afraid.
 - c. There had to be people there who feel as I do.
 - d. We have to be vigilant. It could happen again.
 - e. Japanese-Americans have nothing to do with my family, my community, my culture, or me. They're really different from me.
 - f. So what if these Japanese-Americans' constitutional rights were violated. Rights get violated every day.
 - g. This happened before I was born. It doesn't make any difference. There's nothing that could have been done about it.
 - h. The travesty of justice could easily happen to any other group. Educating people will prevent its happening to other minorities in our American democracy.
 - i. Education is needed before one can act responsibly.

5. Investigate related topics. Consider the following.
 - a. racial profiling
 - b. Nisei, Issei, Sansei, and Yonsei (categories of Japanese immigrants to America)
 - c. the Civil Rights Movement, Martin Luther King Jr., and Malcolm X
 - d. the Middle Passage
 - e. the Trail of Tears
 - f. the Holocaust
 - g. the Bataan Death March
 - h. the Civil Liberties Act of 1988
 - i. Day of Remembrance (February 19)
6. Create fictional accounts. Consider the following situations.
 - a. A diary entry of a non-Japanese-American classmate who sees the way Japanese-American students are being treated at school after the bombing of Pearl Harbor.
 - b. A list of personal effects of a Japanese-American teenager who can take only what he/she can carry to a relocation center. Give reasons for each item taken and ways to dispose of what must be left.
 - c. A personal letter written to a former classmate from a teenager in Manzanar. Consider lack of privacy, barbed wire, and possible mail censorship.
 - d. A diary entry of a Japanese-American given \$25 after being released from Manzanar to start life anew.
7. Role-play a class discussion following the bombing of Pearl Harbor between Japanese-American students, non-Japanese-American students, and a teacher.
 - a. Is the current treatment fair to Japanese-Americans?
 - b. Are Japanese-Americans loyal to Japan or America?
 - c. What is lost and what is gained by this treatment of Japanese-Americans?
8. Debate what could have been done to prevent America's concentration camps.
 - a. What can one person do?
 - b. What role did the media play?
 - c. Were the camps a military necessity?
 - d. What was the public response?
 - e. Why were Germans not incarcerated?



RELATED RESOURCES



- [The Bracelet #9649](#)



World Wide Web

The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **ASIAN AMERICANS IN THE SANTA CLARA VALLEY**

<http://www.scu.edu/SCU/Programs/Diversity/scvasian.html>

Beginning with The Basics, History, and Local Resources, this site branches out to resources and demographics beyond this specific Californian community to cover a number of diverse Japanese-American topics.

- **JAPANESE RELOCATION PHOTOGRAPHS**

<http://www.lib.utah.edu/spc/photo/9066/tule.htm>

The photographs in this exhibit represent a sampling of the resources available in the Special Collections Department, J. Willard Marriott Library, University of Utah and are presented in categories: living, labor, education, and buildings.

- **ASIAN AMERICAN RESOURCES**

<http://www.scu.edu/SCU/Programs/Diversity/exhibit2.html>

A diverse site that includes electronic journals and websites with general information on Asian American history and culture, the Japanese-American Internment On-line Exhibit, and specific historical and cultural information regarding local communities.

- **CIVIL LIBERTIES ARCHIVES AND STUDY CENTER**

<http://www.janm.org/clasc/index.htm>

This web site is a subsite of the Japanese American National Museum, which produced this video. Contains a map of the internment camps, detailed statistics from each camp, a chronology of events, and related links.

- **CHILDREN OF THE CAMPS**

<http://www.pbs.org/childofcamp/index.html>

This PBS web site is connected to a different documentary video, yet it contains valuable information including photos, links to related historical documents, a timeline, and resources for teachers.