



# Lesson 4: Internment Experiences

How Does My Identity Shape My Experience in America?

## Activity 2: Interned

How did the identities of Japanese Americans shape their internment experiences?

### Objective:

Students discover and relate to internee experiences.

### Procedure:

- ✓ Ask students to remember the essential items that they packed when they considered internment (Lesson 3 Activity 3).
- ✓ Discuss the size of a barracks using the barracks sheet (located in the Lesson 4 Activity 2 Resources section). Take your class to a large space such as your school parking lot or gymnasium. Divide the space into four 20' x 25' apartments using a tape measure, string and/or chalk. Have eight students stand in each 20' x 25' barracks apartment and ask them to imagine that space with 8 cots and a heating stove. Ask what is missing (kitchen, bathroom, furniture, etc.) Ask them what they could do to improve things. Ask students to share what they remember from the barracks images shown in the movie *Remembering Manzanar*. Discuss how their essential items would help them live in this situation/circumstance. How would they create privacy?
- ✓ Homework assignment: Have students journal their reflections to the following questions.

*What would this experience have done to shape your identity in America?*

*Should the internment of Japanese Americans be forgotten or remembered? Why?*

- ✓ Discuss reflections and answers during the next class.



People hauling possessions to their Manzanar barracks. Clem Albers, 1942

**Grade Level:** 10 & 11  
**Time:** 1 hour (class)  
 30 minutes (home)

**Materials:**  
 Student journals  
 Barracks picture  
 Tape measure

### Concepts Covered:

**Analyze** controversial historic events.

**Write** coherent essays.

### CDE Standards:

**10th Grade English/Language Arts Writing**

2.3

**History/Social Science**

10.8.6

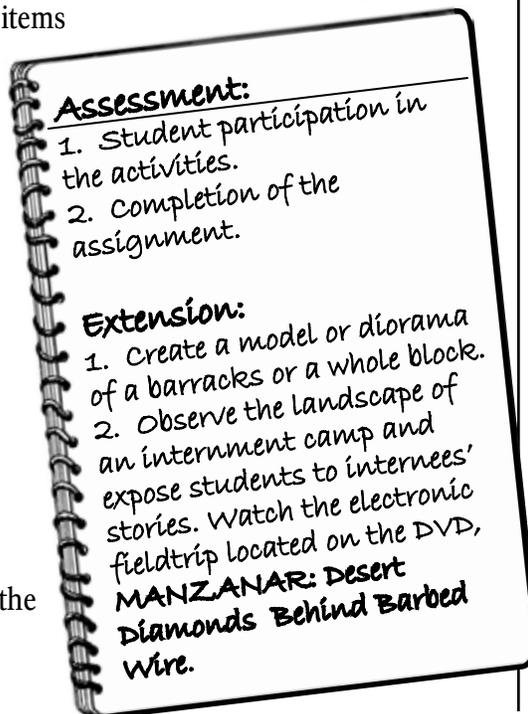
**11th Grade**

**English/Language Arts Writing**

2.4

**History/Social Science**

11.7.3 11.7.5



**Assessment:**

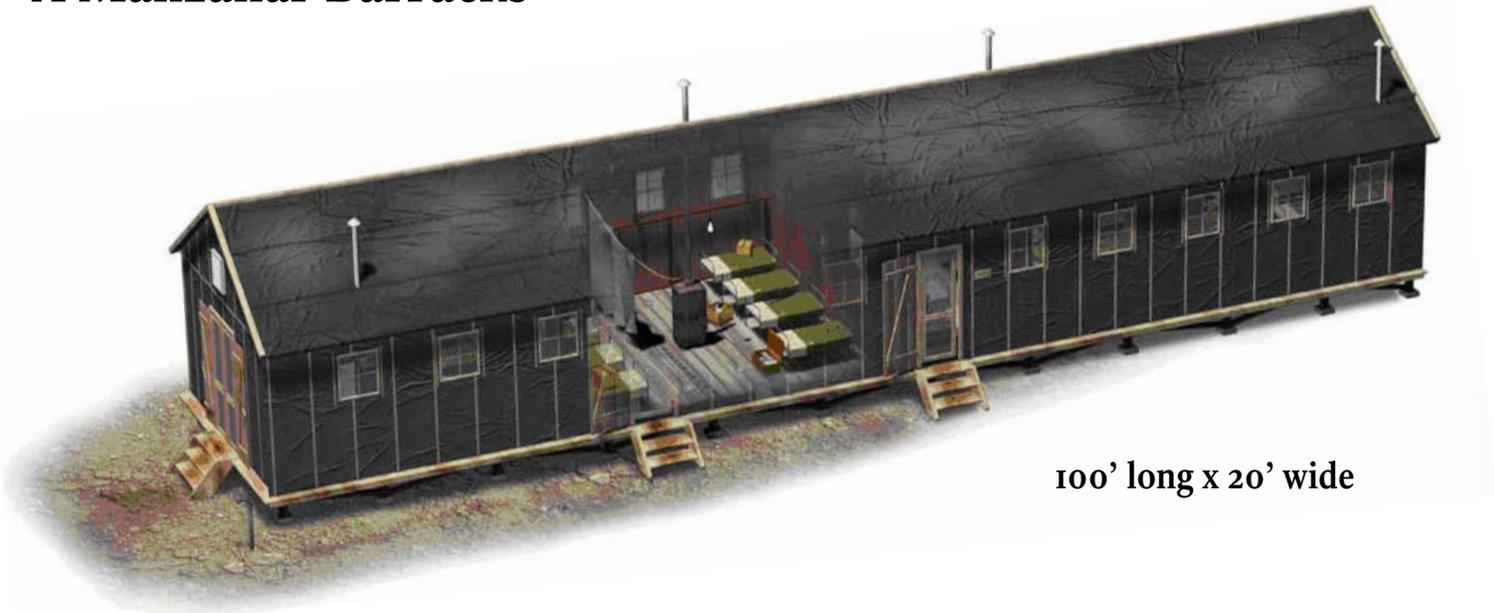
1. Student participation in the activities.
2. Completion of the assignment.

**Extension:**

1. Create a model or diorama of a barracks or a whole block.
2. Observe the landscape of an internment camp and expose students to internees' stories. Watch the electronic fieldtrip located on the DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire.**



# A Manzanar Barracks



100' long x 20' wide

Each barracks was divided into four 20' x 25' rooms. Eight cots (7' long, 3' wide) were originally provided for each room. 32-36 people were assigned to each barracks (8-9 people per "apartment") in the early months of the camp.

The barracks were crowded until the "leave clearance program" was initiated in early 1943. This program allowed internees to leave Manzanar and relocate to the Midwest or East once they were accepted into jobs or universities, had secured a place to live and received a clear FBI background check. As internees moved out of camp, additional rooms became available, providing private quarters.

Use this barracks floor plan to sketch the eight cots in each of the four rooms. Design a different arrangement in each room. Options include: partitions, beds, luggage, homemade tables or chairs, etc.

