

Manzanar National Historic Site



Lesson 1: Identity Awareness

How Does My Identity Shape My Experience in America?

Activity 1: Who Am I?

How do we start to understand different life experiences?

Objective:

Students examine what constitutes an identity.

Procedure:

- ✓ Have students create individual journals (distribute notebooks, journals or blank pages for students to assemble and staple together).
- ✓ Take digital images of each student to paste in his/her journal.
- ✓ As questions arise during this unit, ask students to write them at the bottom of a journal page.
- ✓ As a class, define the word culture. Write all possible answers on the board. The following example may serve as a starting point:

Culture can be defined through language, dance, food, customs and social norms.

- ✓ Have your class create one definition for culture and write it in their journals.
- ✓ Read the following questions to your students and have the students write responses in their journals:

Who are you? Is your identity made up of your eye color, your shoe size, your favorite video game or book? Is your identity defined by your family size, the music you listen to, the food you eat, your favorite hobby, who you associate with, or your dream profession? Do all of these concepts make up your identity? Use the definition of culture to help you define your identity.

Do you feel your friends or classmates would describe you differently than you describe yourself? If so, how?

How does your identity or experience affect your opportunities in life?

Do you feel your experience in America today is different than it would have been in the 1940s? If so, how?



Education Week at Manzanar, Ansel Adams 1943

Grade Level: 10 & 11

Time: 90 minutes

Materials:

Student journals

Internet access

Densho member login

Blank ID Tags

Concepts Covered:

Write for detail.

Understand elements of journal writing.

Support observations with specific detail.

Relate personal characteristics and modern points of view to the past.

CDE Standards:

10th Grade

English/Language Arts Writing

2.1

History-Social Science

10.8.6

11th Grade

English/Language Arts Writing

2.1 2.3

History-Social Science

11.7.5

Activity 1: **Who Am I?**

How do we start to understand different life experiences?

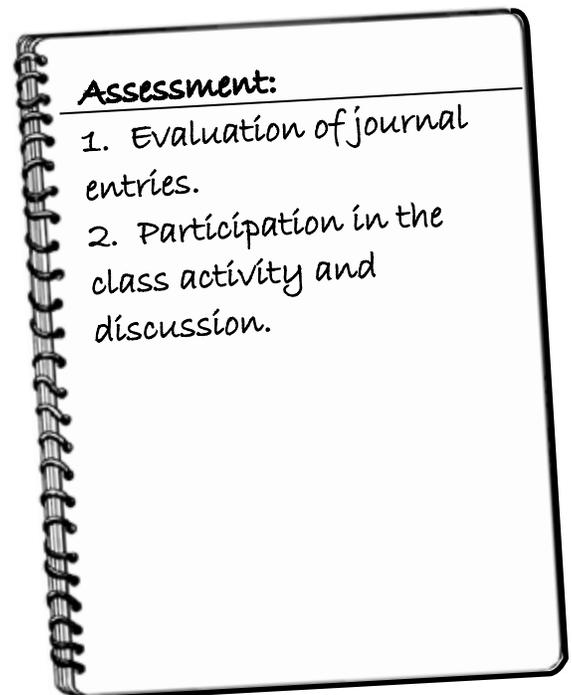
Procedure (continued):

- ✓ Share the following portrait of adolescent experiences in the 1940s. Visit Densho's online archive at www.densho.org (obtain a free login one week prior to the assignment). Click on the Archive section titled Visual History Collections, Manzanar Collection. Select Dennis Bambauer and listen to or read his oral history interview section *Memories of Being Taken from Orphanage to Manzanar as a Child* (1 minute and 42 seconds). In addition, click on Densho's Visual History Collection, select May K. Sasaki and listen to or read her oral history interview section *Feeling Ashamed of Being Japanese American: Changing Name from "Kimiko" to "May"* (2 minutes 51 seconds). Ask your students to revisit the previous list of questions and apply them to the lives of Dennis and May. Ask what they think shaped Dennis' and May's identities (Dennis is in the *Remembering Manzanar* film).

- ✓ Have each student ask two classmates to describe him/her and journal their depictions. Provide your students with the following questions to stimulate discussion:

How many siblings do you imagine he/she has?
What do you think his/her favorite type of music is?
What do you think is his/her favorite activity/hobby?
What do you think his/her future career will be?
How do cultural customs and/or traditions define him/her?

- ✓ Have the groups volunteer to share their answers with the class. Ask your students if they feel their classmates' responses are accurate. Do they feel these descriptions define their identity and culture?
- ✓ Discuss personal identities versus perceived identities.
- ✓ Have the class divide into small groups to answer the following question: How does your identity shape America's identity? Students share examples with the class.
- ✓ Ask students to create their own ID tags, using the format provided in the Lesson 1 Activity 1 Resources. On the back of their ID tags, have students write one thing about themselves that no one would know by looking at them. Conclude with a final discussion on the concepts of perception and reality in regards to identity.





Activity 1: **Who Am I?**

ID Tags

Cut and distribute one tag to each student. Have the students write a brief description of themselves on the back of their tags. *Option: Attach strings to the tags so students may tie the tags to their clothing.*

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
TO WHOM ISSUED

NAME _____

Family No.

YOU ARE INSTRUCTED TO REPORT
READY TO TRAVEL ON:

TO BE RETAINED BY PERSON
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Manzanar National Historic Site



Lesson 1: Identity Awareness

How Does My Identity Shape My Experience in America?

Activity 2: Friends

How do we start to understand different life experiences?

Objective:

Students utilize primary sources and work together in groups to create original plays.

Procedure:

Day 1:

- ✓ Journal: Students write for 10 minutes on the topic “Friends.” They can describe the importance of friends, describe a friend, detail an incident when a friend helped or disappointed them, etc. Ask for volunteers to share their journal entries.
- ✓ Read the children’s picture book *The Bracelet* to the class.
- ✓ Students read the poem “In Response to Executive Order 9066” by Dwight Okita (located in the Lesson 1 Activity 2 Resources).
- ✓ Students read excerpt from a Poston yearbook, *Into the Desert!* by Nancy Karakane (located in the Lesson 1 Activity 2 Resources).
- ✓ Fill in the Friends: Comparison & Contrast Chart for all three reading selections (located in the Lesson 1 Activity 2 Resources).

Day 2:

- ✓ Take 10 minutes to review responses to the chart.
- ✓ Discuss how friends, parents, siblings, neighbors, teachers, doctors, clergy, caretakers, grocers, coaches and others play a role in shaping individual identities and the community’s identity/culture.
- ✓ Share letters that Japanese American children wrote to Miss Breed, their San Diego librarian/friend, while they were interned. The letters can be found in the book *Dear Miss Breed* by Joanne Oppenheim or online at:

http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

On the website, click on the magnifying glass icon labeled *Letter to Miss Breed: September 27, 1942*. Explore the role that this librarian played in many lives as a friend outside of camp.

Grade Level: 10 & 11

Time: 3 hours
(4 class periods)

Materials: *The Bracelet* by Yoshiko Uchida, *In Response to Executive Order 9066* by Dwight Okita, *Into the Desert!* by Nancy Karakane, Comparison & Contrast Chart, Play writing assignment, Internet access or *Dear Miss Breed* by Joanne Oppenheim

Concepts Covered:

Work cooperatively in a group (dividing responsibilities, reaching a consensus).

Create an original play using the elements of fiction and **focus** on the universal theme of friendship.

Incorporate ideas from primary & secondary sources into a short play.

Use realistic dialogue and concrete details.

Rehearse & present a student-written play to an audience.

CDE Standards:

**10th Grade
English/Language Arts
Listening & Speaking**

1.10 1.11 2.1

**History-Social Science
10.8.6**

**11th Grade
English/Language Arts
Writing**

2.3

**History-Social Science
11.7.5**

**9-12th Grade
Visual Performing Arts**

2.1 2.2

Activity 2: **Friends**

How do we start to understand different life experiences?



Momo Nagano (right) and her friends at Dorsey High, Los Angeles, 1940. Momo Nagano Collection, Manzanar NHS

Procedure (continued):

- ✓ Divide class into groups of four or five (depending on the size of the class). Have each group choose a chairperson.
- ✓ Distribute the play writing assignment (located in the Lesson 1 Activity 2 Resources) and allow the students to work together for the rest of the period.

Day 3:

- ✓ Students continue working on their plays. The objective is to finish their play by the end of the period.

Day 4:

- ✓ Groups rehearse their plays and present them to the class.

Assessment:

1. Teacher informally evaluates the process of each group.
2. Evaluation of final script.
3. Evaluation of play.

Extension:

1. Conduct an internet search for Ralph Lazo, a Los Angeles teenager of Irish and Mexican ancestry, who disagreed with internment and followed his friends to Manzanar. He lived in the camp for more than two years.
2. Analyze the language employed in Executive Order 9066 (brochure found in Educator Resources disc) and discuss the impacts of the authorization.

***FRIENDS: Comparison & Contrast Chart***Activity 2: **Friends**

Elements	<i>The Bracelet</i>	<i>Poem: In Response.....</i>	<i>Into the Desert</i>
Main Characters			
Setting			
Relationship between girls before the war			
Key words or dialogue which reveals how the girls feel about each other before and/or after the war			
Significance of parting gifts			
How did these experiences change or influence their lives?			
Conclusion			



*In Response to
Executive Order 9066:*

All Americans of Japanese Descent
Must Report to Relocation Centers

Dear Sirs:

Of course I'll come. I've packed my galoshes
and three packets of tomato seeds. Denise calls them
love apples. My father says where we're going
they won't grow.

I am a fourteen-year-old girl with bad spelling
and a messy room. If it helps any, I will tell you
I have always felt funny using chopsticks
and my favorite food is hot dogs.
My best friend is a white girl named Denise—
we look at boys together. She sat in front of me
all through grade school because of our names:
O'Connor, Ozawa. I know the back of Denise's head very well.

I tell her she's going bald. She tells me I copy on tests.
We're best friends.

I saw Denise today in Geography class.
She was sitting on the other side of the room.
"You're trying to start a war," she said, "giving secrets
away to the Enemy. Why can't you keep your big
mouth shut?"

I didn't know what to say.
I gave her a packet of tomato seeds
and asked her to plant them for me, told her
when the first tomato ripened
she'd miss me.

Dwight Okita

Activity 2: **Friends**

INTO THE DESERT!
From, "Out of the Desert"
April 1, 1943
Poston, Arizona

The girl wore only a simple brown serge garment, that was girdled by a white cord, on which were the mystic knots of trinity. She had purchased this at the Mission of Capistrano, and it was one of her dearest possessions.

As the breeze blew into the room, fanning back her jet black hair, it revealed the features of an Oriental. The slanting eyes, high cheekbones, and sallow skin belonged to Masako, a typical Japanese girl, smartly dressed and with American ideas and ways.

Today, she was sitting in her favorite arm-chair, cuddled into a ball, listening to the radio. All of a sudden, she sat up straight! What was this she heard? Could it be possible? Then with a sudden inspiration, she lifted her face towards the heavens in pain, while her lips moved with a silent prayer. For what she heard was that which every Japanese was to hear every day, for weeks to come. It was the first announcement of the evacuation of the Japanese from the West Coast!

This announcement struck Masako with a strong sense of rebellion. It was hard to realize she would have to leave school and home. In a few days Nobu, Aiko and Chiyoko checked out of school and evacuated to Manzanar. Next, Chiyeko, Masao and Shigeo were leaving. All her dearest and closest friends were being divided and sent to different camps! Mortification overflowed her thoughts. She resented the actions of the government and could not understand why all the Japanese had to sell their homes, furniture and everything that was near and dear and go to a windy, dusty desert to stay perhaps for years.

Then the dreaded announcement came of the evacuation of Los Angeles. Masako wondered where her destination would be. The last place she expected to go to was Poston!!!

Finally, after weeks of selling, shopping and packing, the day of evacuation came. Masako went slowly and sadly around the neighborhood, head bowed, tears on the verge of falling, saying farewell to friends she had known since she was knee-high; friends with whom she had attended school; friends that were true! It was hard to believe that she had to leave them and never see them again. As Masako clasped hands with her best-friend, Irene, Irish by birth, the tears that were on the verge of falling, finally stole on their downward path. Masako handed the white cord, with the mystic knots of trinity, to Irene, for Irene had been so fond of it. Masako knew that her dearest treasure was worth giving to this dear friend.

On the morn of May 29, 1942, at the Santa Fe Station, Irene and Masako were again clasping hands only this time, Masako was hanging half-way out of the train window and Irene was standing on the platform. The train started to roll slowly, slowly, slowly, until it left only a tiny dot, the figure of Irene.

Since Masako had stayed up the previous night, without a wink of sleep, she was restless, and soon after her home and friends were left behind, she fell into a deep slumber.

When she awoke, she saw marvels of nature which seemed as though they could be created only by rubbing Aladdin's Magic Lamp or by a mystic wishing well. Miles and miles of vineyards and orchards showed their greenness in the sparkling sunlight. The valleys and the hillsides were profusely in flower, glistening in their great variety of smiling tints and shades. *(continued)*

Activity 2: **Friends***INTO THE DESERT! (continued)*

As the train drew near its destination, she felt a sudden wave of hot air, becoming stronger and stronger. Could the destination be a place of great heat? Finally after thirteen hours of boring traveling, she arrived at Poston!

The heat was terrific! Her first impression was severe, critical. The place was nothing but a 120 degree oven, swarming with dust, dirt, and insects of every type! So this was the kind of place to which the Japanese had disappeared! But after a few weeks, she changed her opinion of the place. She tried to like this new kind of life. Again she lifted her eyes, shining and alive, towards the heavens, while her lips moved with a silent prayer of thankfulness. Then on her face there came a serene smile of hope. Though the heavens towards which she gazed might become stormy, and lightning spears of hatred, fear and prejudice came hurling towards her, her expression of confidence would never change, for she would always remember, there is still hope.

*Nancy Karakane
Junior, Poston High School 1943*



Poston War Relocation Center, Arizona, 1943, artist unknown

Activity 2: **Friends****A Short Play Assignment****Directions:**

1. With your group members, brainstorm a situation involving friends who have to be separated for an unknown length of time. If you wish, your group may use the events of one of the pieces of literature we read about the internment (*The Bracelet, In Response to Executive Order 9066* or *Into the Desert*) as the basis for the play. The play may be about the internment, but it does not have to be. Using an outline, your brainstorming should include:

- The Theme of Friendship:** *Strive to make the theme of friendship recognizable, to engage the audience's attention immediately and to sustain it throughout the play. The theme of friendship should be revealed by the two main characters' actions and reactions to the impending and actual separation.*
- Characters:** *Create two main characters who are friends. You may have one or more minor characters. List each character's personality and behavioral traits. One of your characters may be a narrator or double as a narrator.*
- Setting:** *Where does your play occur? Develop a location, time period (past, present or future) and time of day or night for your play. Try to limit your play to one location.*
- Develop the Conflict:** *How does the separation motivate your characters?*
- Opposing Motivation:** *Explore the different ways your two main characters act and react toward the separation.*
- Confrontation:** *Describe a situation in which the characters meet/talk and confront each other about their opposing desires. Your confrontation scene may involve parting gifts.*
- Resolution:** *How do the two main characters resolve their conflicting desires? How does the play end?*

2. Based on your group's brainstorming outline, write a rough draft for your play. Develop your character(s) through the use of realistic dialogue. Your play may build suspense or use humor as it dramatizes the action. Use the following scripting structure for your play:

- Exposition:** *Create the setting and time period of your play through the dialogue and action of your characters. Have your characters reveal their relationship and "normal" lives through their interactions.*
- Conflict:** *Introduce the separation and focus how it produces changes in the lives and behaviors of the characters. The conflict should build to a climax in the action.*
- Resolution:** *How do the two main characters overcome the conflict created by the separation? How are they different or the same as they were before the separation? (continued)*



A Short Play Assignment (continued)

3. Make sure that you include stage directions in parentheses. **Remember:** When writing for the stage, all the action must be seen or heard. The dialogue is crucial to developing the characters and actions. The staging must be simple and not involve a lot of props.

Example:

Narrator: Two young girls wait at a train station.

Masako: (sadly) I wish I didn't have to leave.

Irene: I wish I knew how long you will be gone for.

Masako: I guess this is goodbye. (She turns her face away from her friend.)

4. Rehearse your completed play and be prepared to present it to the class on _____.



Manzanar, 1943
Katsumi Taniguchi Collection, Manzanar NHS



Manzanar National Historic Site



Lesson 1: Identity Awareness

How Does My Identity Shape My Experience in America?

Activity 3: Perceptions

How do we start to understand different life experiences?

Objective:

Students learn about the effects of racial hatred and stereotyping.

Procedure:

- ✓ Discuss in class Dwight Okita's poem "In Response to Executive Order 9066" (found in Lesson 1 Activity 2 Resources).
- ✓ In the poem, Miss Ozawa's friend Denise states "You're trying to start a war." Ask students if Denise's comment was based on: the color of Miss Ozawa's skin, Miss Ozawa's culture or Miss Ozawa's perceived identity. Was Denise's comment based on the color of her own skin, her own culture, her own identity or world events?
- ✓ Ask students how they treat people based on perceptions. Do they treat people differently based on accent, clothing, hair color, shoe size, physical disability, status, or the amount of money they have? What influences their perceptions of people (media, parents, friends, etc.)?
- ✓ Ask students if they feel they are treated differently because they are teenagers. Initiate a discussion with the following quote:

...sometimes you hear people say that teenagers are lazy, rude, selfish and materialistic. Teenagers today get compared to teenagers of the past who were described as patriotic and idealistic. Yet, in reality, among values teens say they rank highest are "being honest," "working hard," "being a good student" and "giving time to helping others."

[source: <http://www.connectforkids.org/node/202>]
- ✓ Initiate a discussion about how stereotypes can create problems for individuals and communities. Examples:

How can you encourage your culture, your community and the legal system to see you as an individual instead of grouping you with others your age?

How do perceptions shape individual experiences?

Grade Level: 10 & 11

Time: 60 minutes

Materials:

*In Response to
Executive Order 9066*

by Dwight Okita

Student Journals

Personal ID tags

Concepts Covered:

Understand other people's experiences and points of view.

Draw conclusions and **write** about new ideas.

CDE Standards:

10th Grade

English/Language Arts

Reading

3.2

History-Social Science

10.8.6

11th Grade

English/Language Arts

Reading

3.2

History-Social Science

11.7.5



Dorethea Lange, 1942



Clem Albers, 1942



Clem Albers, 1942



Activity 3: **Perceptions**

How do we start to understand different life experiences?



*“Americans All” booth at the Pan-Pacific Industrial Exposition, Los Angeles, 1945
Photo by Hikaru Iwasaki, courtesy of Bancroft Library/UC Berkeley*

Procedure (continued):

- ✓ Referring to the previous two questions, ask students to spend 10 minutes journaling their ideas for making positive changes in their community. Follow the journaling exercise with a class discussion on strategies for seeing others as individuals and being seen as an individual.
- ✓ Invite volunteers to reveal what they wrote on the back of their ID tags (see Lesson 1 Activity 1 Resource section).

Assessment:

1. Class participation
2. Journal entries

Extension:

1. Students create an action plan to implement their ideas for positive change.

Manzanar National Historic Site



Lesson 1: Identity Awareness

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How do we start to understand different life experiences?

Objective:

Students reflect on what they learned.

Procedure:

- ✓ Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What do you **know** about different cultures and ethnic groups in America?

What do you **know** about differing life experiences?

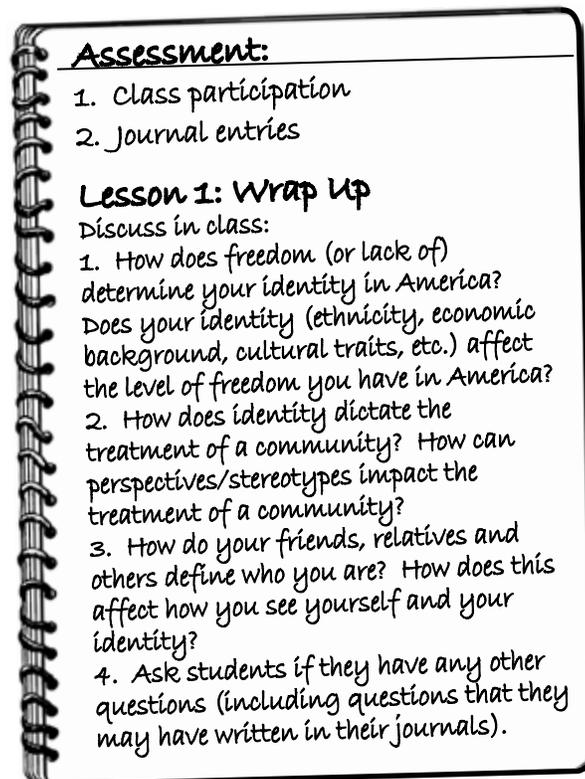
What do you **want** to know about your identity in your community?

What do you **want** to learn about the cultures and ethnic groups in America?

What did you **learn** about the identity of your family and community?

What did you **learn** about different life experiences?

- ✓ This information is shared with the entire class.



Grade Level: 10 & 11
Time: 20 minutes
Materials:
 Student journal
 KWL chart (optional)

Concepts Covered:
Assess students' background knowledge.
Anticipate what students expect to learn.
Evaluate what they have learned.
Fill out charts.

CDE Standards:
10th Grade
English/Language Arts
Writing
 2.3
History-Social Science
 10.8.6
11th Grade
English/Language Arts
Writing
 1.1
History-Social Science
 11.7.5



Lesson 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 1: Setting the Scene: America in the 1940s

How do we connect with the past?

Objective:

Students evaluate similarities and differences between life in the 1940s and today.

Procedure:

- ✓ Play big band or jazz music from the 1940s, or pick a particular artist such as Louis Armstrong, Nat “King” Cole, Bing Crosby, Billie Holiday, Judy Garland, Duke Ellington, Glenn Miller, Woody Guthrie, Tommy Dorsey or any others from that time period. Play radio programs such as *The Green Hornet* and/or watch newsreels. Online resources include:

Universal Newsreels- www.archive.org/details/universal_newsreels
Old-Time Radio Shows- www.archive.org/details/oldtimeradio
- ✓ Ask students if they have ever heard the music or radio show before, and if so, ask them what time period they think it is from. Show current TV shows, advertisements or movies that use music from the late 1930s to early 1940s. If possible, print out the music and sing the songs together.
- ✓ Have students research what life was like in the early 1940s. Give them class time and ask them to continue the assignment as homework. Ask the class to journal their findings with a paragraph answering the following questions. Students should use the library, internet and/or family/friends who lived during that time as part of their research.

What were popular leisure activities?

What foods were popular?

What were popular professions?

Who was the target of prejudice and racism, in your area? Who wasn't?

What were some big news stories?



Fruits and Vegetables Market in Los Angeles, Dorothea Lange, 1942 (I AM AN AMERICAN sign was posted December 8, 1941)

Grade Level: 10 & 11
Time: 75 minutes (class)
30 minutes (home)

Materials:
1940s music and radio recordings and/or newsreels
DVD films (optional)
Song lyrics (optional)
Library & internet access

Concepts Covered:

Listen for detail.

Determine the purpose and standpoint of media communication from the past.

Learn different points of view.

CDE Standards:

10th Grade
English/Language Arts
Listening and Speaking

1.10 1.11

History-Social Science
10.8.6

11th Grade
English/Language Arts
Listening and Speaking

1.2 1.3

History-Social Science
11.8.7



Activity 1: **Setting the Scene: America in the 1940s**

How do we connect with the past?



*Louis Armstrong and His Orchestra, New York City, 1937
Library of Congress photograph*

Procedure (continued):

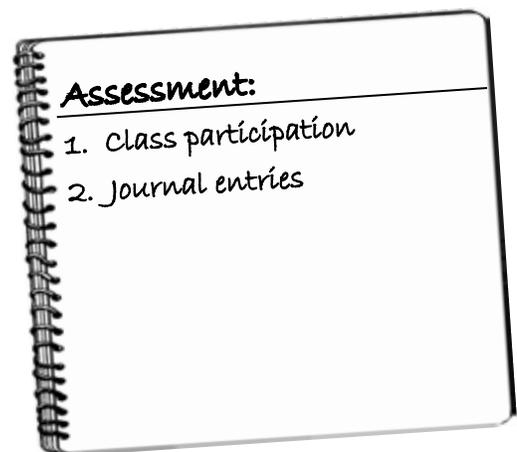
- ✓ As a class discuss the following questions:

How did the African American musicians of swing and jazz music emerge during a time when segregation and discrimination were still accepted and legal across America?

What was America like in the early 1940s? How is life different today? Compare and contrast the differences.

How do you feel connected to or alienated by the cultures and traditions of America?

How does the past define us today? What impact does history have on your life?



Manzanar National Historic Site



Lesson 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 2: Learning from Each Other

How do we we connect with the past?

Objective:

Students learn about the past through the experiences of an older person they know.

Procedure:

- ✓ Review oral history interviews with your class online through the Densho website, www.densho.org (obtain a free login one week prior to the lesson). Interviews are found on the website under the Archive section Visual History Collections. Choose one option such as the Manzanar Collection.
- ✓ Ask students to conduct an interview with a parent, grandparent or elderly friend and document answers in their journal. Encourage students to record the interview if their interviewee provides consent. Also, remind your students to respect the privacy of their interviewee as he/she may not want to answer some questions. The class assignment is to have the students encourage the interviewees to respond with descriptions of what life was like when they were teenagers. The Leading Questions below are also located in the Lesson 2 Activity 2 Resources section.



Young people dancing at Manzanar.
Francis Stewart, 1942

Young women in a barracks apartment.
Francis Stewart, 1942



How did you wear your hair?

*What was your favorite movie and why?
How much did it cost for snacks or a soda at a movie?*

What sports were popular? What movie stars or music groups were popular?

Did you go to dances? What types of dances did you do?

What were the common modes of transportation?

How has technology changed?

What sights, sounds or smells remind you of your childhood?

How did you rebel or get into trouble?

Did you serve in the military?

Do you remember positive stories and/or stories of struggle?

How have you changed since then?

What wisdom can you pass on to young people?

Grade Level: 10 & 11

Time: 3 hours (class)
90 minutes (home)

Materials: Student journals, Internet access, Leading Questions List, Video or Audio recorder (optional), Densho member login

Concepts Covered:

Learn about different points of view.

Listen for detail.

Present an oral report.

CDE Standards:

10th Grade

English/Language Arts

Listening and Speaking

1.1 1.13

History-Social Science

10.8.6

11th Grade

English/Language Arts

Listening and Speaking

1.1 1.2 1.3

History-Social Science

11.7.6 11.8.1 11.8.7



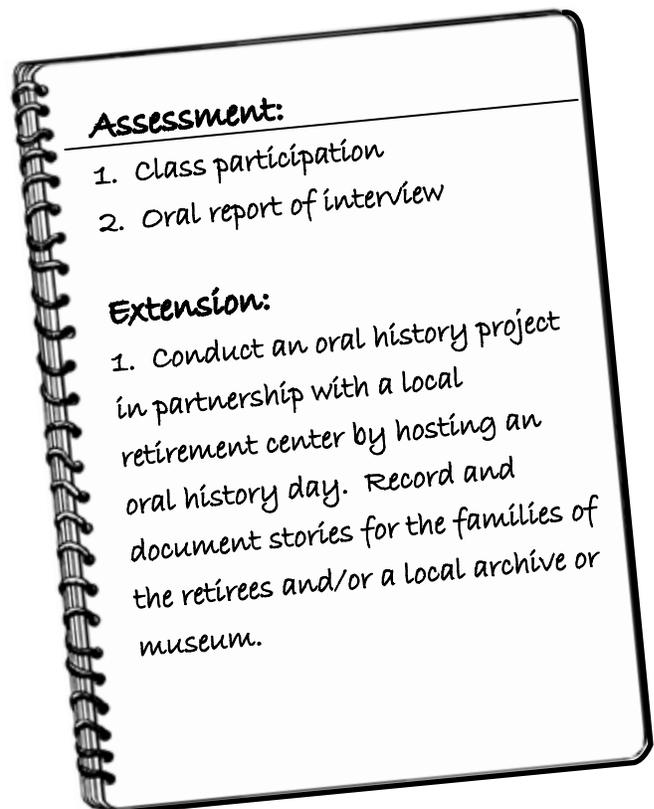
Activity 2: **Learning from Each Other**
How do we connect with the past?



Boys basketball game at Manzanar. Francis Stewart, 1942

Procedure (continued):

- ✓ Have students develop and present 5-10 minute oral reports to the class, based on their interviews.
- ✓ Ask students if (or how) their experiences define who they are. How do they feel the interviewee's stories define his/her identity or life story?
- ✓ Ask your students: "How do you connect with stories from the past?"



Activity 2: **Learning from Each Other***Leading Questions for an Interview*

How did you wear your hair?

What was your favorite movie and why? How much did it cost for snacks or a soda at a movie?

What sports were popular? What movie stars or music groups were popular?

Did you go to dances? What types of dances did you do?

How has technology changed?

What were the common modes of transportation?

What sights, sounds or smells remind you of your childhood?

How did you rebel or get into trouble?

Did you serve in the military?

Do you remember positive stories and/or stories of struggle?

How have you changed since then? What wisdom can you pass on to young people?

Manzanar National Historic Site



Lesson 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 3: Tracing the Past

How do we connect with the past?

Objective:

Students relate to past and present forms of communication.

Procedure:

- ✓ Ask students the following question: Why do we write, build monuments or leave our mark? Ask them to think of all the written communication they see in the world around them. Give them five minutes to consider and journal various reasons for graphic communication. Discuss the evolution of the English alphabet.
- ✓ Have students share their answers and make a list of responses on the board. Sample answers may include:
 - to communicate feelings, ideas and thoughts*
 - to remind us to do things*
 - to prove we know something*
 - to prove we were at a place*
 - to leave a memory*
 - to help us learn*
 - to deface*
 - to make a statement*
 - to rebel or protest*
 - to beautify....*
- ✓ Ask students to think of various forms of communication. Are there other ways to create a lasting memory, thought, design, religious belief, etc? Sample answers may include: roadside memorials for accident victims, Egyptian hieroglyphics, graffiti*, written literature, American Indian petroglyphs, Stonehenge, Taj Mahal, Easter Island statues, objects left at historical places such as paper cranes at Manzanar National Historic Site.
- ✓ Discuss the handout Rock Art of the Owens Valley (located in the Lesson 2 Activity 3 Resources section). Have your students research the topic of Japanese Kanji (or search the internet together). Compare American Indians' petroglyphs and Japanese Kanji. Stress that both use symbols that may represent entire words or ideas rather than individual letters.



Kanji inscriptions on reservoir walls at Manzanar. Manzanar NHS

Grade Level: 10 & 11

Time: 2 hours (class)
2 hours (home)

Materials: Chalk or dry erase board, Rock Art of the Owens Valley handout, Related Resources (images & poem), Internet or literary resources, **Kanji Pict-o-Graphix** - Michael Rowley (optional)

Concepts Covered:

Determine the purpose of various forms of communication from different eras.

Compare & contrast visual forms of communication.

Understand vocabulary for visual writing and experiment with new forms of communication.

Utilize the internet to research petroglyphs, pictographs and other forms of written communication.

Create a story using historical forms of communication.

Present an oral report.

Organize & communicate ideas clearly in written and in verbal form.

CDE Standards:

10th Grade
History-Social Science
10.8.6

11th Grade
History-Social Science
11.7.5

9-12th Grade
Visual Performing Arts
3.1 3.2 3.3 3.4



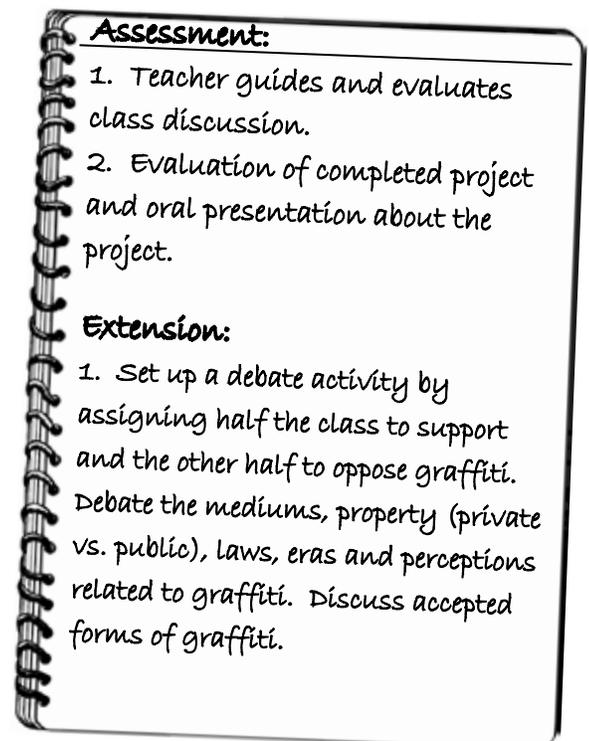
Activity 3: Tracing the Past

How do we connect with the past?

Procedure (continued):

- ✓ Show pictures: Bighorn Sheep petroglyph, artifacts left at Manzanar cemetery, Kanji and English graffiti inside Manzanar sentry posts, objects left at the Vietnam Veterans Memorial, and a poem left at Ground Zero in New York City (located in the Lesson 2 Activity 3 Resources section). Stress that each form of communication is unique to itself. Compare and contrast appropriate time periods for communication, for instance graffiti created years after internment (sentry posts at Manzanar NHS), the time lapse between World War II and the creation of the World War II Memorial (Washington, D.C) versus the Vietnam War and the creation of the Vietnam Veterans Memorial (Washington, D.C.).
- ✓ Ask students the following questions:
 - In what ways might you leave your mark for future generations?*
 - Will it be written or in another form?*
 - Will it be similar to the American Indian petroglyphs?*
 - Is it necessary to leave a literal or figurative mark?*
- ✓ Have students create their own mark in the medium of their choice. Students will have this as a homework assignment. Students will present their projects to the class.
- ✓ Written ideas include:
 - Rock art created by American Indians
 - Japanese Kanji
 - Basque shepherders' tree carvings
 - Aztec calendar
 - Music
 - Manuscript for a film, book, play, etc.
 - Painting or drawing
- ✓ Discuss the topic of graffiti, the positive and negative reactions, placement (public or private property) and the era it is made. *
- ✓ Conclude the lesson by reviewing how important identities and cultures are to our past. By learning about the past, we learn more about our country, our people, ourselves and our future. Discuss the places that preserve and protect stories and sites, such as museums, parks, historic sites, libraries, etc. Visit the National Park Service website at www.nps.gov to explore some of the special places preserved by and for the American people.

**Discuss the implications and legal ramifications associated with defacing property and the environment. The point of the lesson is to explore various forms of communication, not to encourage graffiti.*





Activity 3: Tracing the Past

Rock Art of the Owens Valley

Vocabulary:

petroglyph: a carving or line drawing on rock, especially one made by prehistoric people. Petroglyphs are engravings, made by pecking, carving or scratching a design into a rock surface. Early explorers and pioneers also made petroglyphs.

pictograph: a picture representing a word or idea, a hieroglyph. Pictographs are rock paintings, made from plants and minerals like red ochre mixed with oil and applied to rock surfaces with sticks, fingers, hands and brushes (made of animal fur or tail).

tableland: a flat elevated region; a plateau or mesa. Petroglyphs can be found in the tableland areas of the Owens Valley, CA.

For at least 12,000 years, American Indian cultures have called the Owens Valley home (Manzanar War Relocation Center was located in the Owens Valley). American Indians were attracted to the area because of its abundant resources, especially in the volcanic tablelands (near Bishop, California). Almost every plant and animal was used by the American Indians for food, fiber or medicine. Evidence of American Indians can be seen in the petroglyphs in the mountains, valleys and eastern deserts of California. The Owens Valley Paiute continue to live in the region.

In California, American Indians made two types of rock art: petroglyphs and pictographs. Petroglyphs are typically found in the desert regions (sometimes on tablelands or canyon walls) like Little Petroglyph Canyon on the China Lake Naval Weapons Center known as one of the greatest concentrations of rock art in the world. This Mojave desert site has 20 known pictographs compared to nearly 5,000 petroglyphs.

Some American Indians share stories about shamans or medicine men creating rock art to preserve a record of their visionary trances. Many pictographs and petroglyphs appear to be geometric designs. Symbols may represent an idea or an object rather than a specific letter of an alphabet. American Indians told stories through symbols.





Activity 3: **Tracing the Past**



*Petroglyph of a Big Horn Sheep made by American Indians. Petroglyph located in the Mojave Desert, California
Carrie Andresen-Strawn, 2006*



Activity 3: Tracing the Past



*Cemetery Monument at Manzanar National Historic Site. Kanji characters represent the phrase “soul consoling tower.”
National Park Service photo*

Offerings and objects found at Manzanar, a former World War II War Relocation Center for Japanese Americans, have diverse meanings. Among the objects are photographs, letters, glass pieces, ceramics, barbed wire, metal objects, tin cans, flowers, coins, origami cranes, flags and banners. Many objects are from Manzanar, left over from the camp era. Former internees, their children and others leave offerings on the monument. Some offerings represent spiritual connections, others symbolize relatives, and peace is represented through origami cranes. The objects tell stories about Manzanar and about a specific time period.



Activity 3: **Tracing the Past**



*Kanji and English writing on the walls of the Manzanar sentry post written decades after World War II
National Park Service photo*



Activity 3: Tracing the Past

Objects left at the Vietnam Veterans Memorial

Washington, D.C.



*Personal artifacts left at the Vietnam Veterans Memorial, 2005
National Park Service photo*

This collection is unlike any museum collection. Among the artifacts are photographs, letters, MIA/POW bracelets, medals, helmets, dog tags, boots, canned food, unopened beer cans, cigarettes, birthday cards, toys, bullets and casings. Soldiers who returned home leave objects for those who did not. Many objects are from parents, spouses, siblings, and children. Some offerings are direct communications between the living and the dead, connections between those who were killed and those who remember. They tell us not only something about the people on the Wall, they tell us about an era.

Learn more about the Vietnam Veterans Memorial at www.nps.gov/vive.



Poetry left at Ground Zero,
New York City, NY

Activity 3: **Tracing the Past**

The Towers

You rushed up the stairs of the towers
As we rushed down...
You looked for those who needed you...
They were all around

Your job is to save...that is what you
are taught to do...
no matter each horror or incident
it is expected...of you..

We see you today...going up each stair...
We are helpless and cry out
In despair
The building collapsed
Our hearts did too...
America lost its heroes
With you

Those of us living who don't even
Know your name
Yet your brothers
And America will never be the same

Again and again firefighters
will all come along
the same oaths and traditions
will always carry on

And you... who follow the footsteps
Of those who went up those stairs
We give you our love and hope
And our prayers

And that this horror in America
Can never again be
We wish God speed to you
And hold your brothers
Eternally.

Author's Name unreadable

Poem found on <http://memory.loc.gov/service/afc/afc2001015/ph/ph037v.jpg>



Lesson 2: Connections to the Past

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How do we connect with the past?

Objective:

Students reflect on what they have learned.

Procedure:

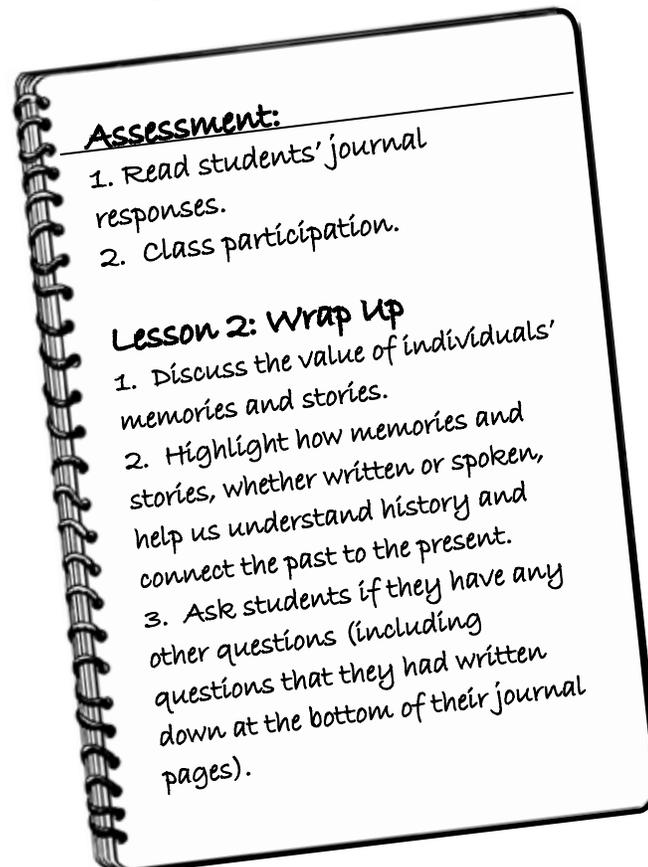
- ✓ Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about the stories of the past?
 What did you **know** about the person you interviewed?

What do you **want** to know about your connection to the 1940s?
 What do you **want** to know about the person you interviewed?

What did you **learn** about the past and its influence on you and America?
 What did you **learn** about the person you interviewed?

- ✓ This information is shared with the entire class.



Grade Level: 10 & 11

Time: 20 minutes

Materials:

Student journals

KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.
Anticipate what students expect to learn.
Evaluate what they have learned.
Fill out charts.

CDE Standards:

10th Grade
English/Language Arts
Writing
 2.3
History-Social Science
 10.8.6

11th Grade
English/Language Arts
Writing
 2.3
History-Social Science
 11.7.5

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 1: History of Japanese Americans

How does war affect America's identity?

Objective:

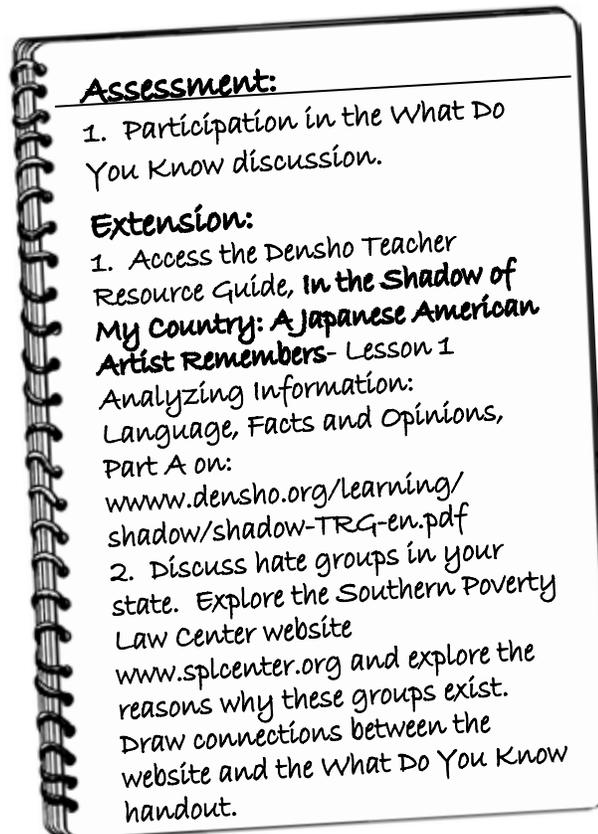
Students begin to explore the context surrounding the World War II internment of Japanese Americans.

Procedure:

- ✓ Pass out the What Do You Know handout (located in the Lesson 3 Activity 1 Resources section) and give students five minutes to fill it out individually. You may read the What Do You Know statements to the class and have them raise their hands to decide if they think the statement is true or false.
- ✓ Conduct a classroom discussion based on stereotypes and wording within the What Do You Know handout.

In the guide, the word "Americans" is used. Define Americans. Do all Japanese Americans have a single culture or identity? Do they appear to be grouped together in the What Do You Know handout?

- ✓ Encourage students to verify his/her answers throughout the lessons. At the end of the lessons, check the What Do You Know handout again and see if all the questions have been answered. If they haven't been answered, break the statements up and have students find the answers.



Grade Level: 10 & 11
Time: 20 minutes
Materials:
 What Do You Know?
 handout

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade
English/Language Arts
Writing

1.5

History-Social Science
 10.8.6

11th Grade
English/Language Arts
Writing

2.2 2.3

History-Social Science
 11.7.5

Activity 1: **History of Japanese Americans***What Do You Know?**America's Treatment of People of Japanese Ancestry***Directions:**

Read each statement below. If you think a statement is true, circle T. If you think it is false, circle F.

- T F 1. *Japanese Americans were prohibited by law from marrying Caucasians in California during the early 20th Century.*
- T F 2. *It was illegal for Japanese and other Asian immigrants to become naturalized citizens during the first half of the 20th century.*
- T F 3. *During World War II, most Japanese Americans were loyal to Japan and were a threat to their fellow Americans.*
- T F 4. *Japanese Americans who were removed from their homes and sent to relocation centers were always treated by their government, the media and the public with great dignity and respect.*
- T F 5. *All Japanese Americans refused to join the U.S. Army to fight in World War II.*
- T F 6. *During World War II, some Chinese Americans wore buttons that read "I am Chinese" to distinguish themselves from Japanese Americans and to avoid discrimination.*
- T F 7. *No Japanese Americans were convicted of acts of espionage and sabotage against the United States government during World War II.*
- T F 8. *Japanese Americans who lost property while they were interned in relocation centers were repaid in full for all their losses as soon as the war was over.*
- T F 9. *After World War II was over, all Japanese Americans who had been in the relocation centers were welcomed back to their homes and communities.*

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 2: War

How does war affect America's identity?

Objective:

Students explore the issues that led to World War II.

Procedure:

- ✓ Briefly discuss world events prior to the United States entering World War II, such as immigration laws, racism, the Great Depression and the war in Europe and Asia.



Japanese Aerial Photograph of the Attack on Pearl Harbor, Hawaii December 7, 1941
U.S. Navy Photographic Collections

- ✓ Have students choose an issue that brought the U.S. into World War II. Offer students time in the library or on the internet for the preliminary research. For homework, have each student further research the topic and put together a 3-5 minute presentation on the topic/issue. Encourage your students to use props for their programs. Sample topics: cartoons or other drawings, journalist's perspectives, citizenship laws, the "Yellow Peril," invasions of China and Poland, etc.
- ✓ Students develop and deliver presentations to the class. The presentations will allow students to start to explore fear, hysteria, racism, governmental concerns and controversy before World War II.
- ✓ Begin reading *Farewell to Manzanar* by Jeanne Wakatsuki Houston & James D. Houston. The first chapter titled, "What is Pearl Harbor?" will take you directly into the war and how it began. Continue reading the book throughout the remaining lessons to learn about the wartime experiences of Jeanne and her family.

Assessment:

1. Student involvement in the pre-World War II discussion.
2. Research and presentation on pre-World War II issues.

Extension:

1. Discuss how other groups were treated during World War II: African Americans in the military, Jewish people in Europe, Chinese in Nanking, prisoners of war, the U.S. internment of Germans and Italians, etc.

Grade Level: 10 & 11

Time: 2 hours (class)
90 minutes (home)

Materials:

Farewell to Manzanar by
Jeanne Wakatsuki Houston
& James D. Houston
Internet or library access

Concepts Covered:

Read for detail.

Discuss broad concepts and **establish** context.

CDE Standards:

10th Grade English/Language Arts Reading

1.1 2.3

Listening & Speaking

1.1

History-Social Science

10.8.1 10.8.5 10.8.6

11th Grade English/Language Arts Reading

2.1 2.3

Listening & Speaking

1.2

History-Social Science

11.7.1 11.7.3 11.7.5

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 3: Introducing War Hysteria

How does war affect America's identity?

Objective:

Students learn how fear and hysteria in American society affected Japanese Americans during World War II and eventually led to their internment.

Procedure:

- Show pictures of Pearl Harbor on December 7, 1941. Images can be found on the USS Arizona Memorial website located at www.nps.gov/usar. On the left side of the website click on Photos and Multimedia. In the middle of the page click on Photo Gallery, December 7, 1941, to examine the photos.
- Have students share descriptions of what they see, what they associate with the images and what fears arise. Ask students: *What would it be like if this happened today? Do you see any comparisons between the events of December 7, 1941 and the events of September 11, 2001? Do you remember that day? How did you feel?*
- Return the discussion to the events of December 7, 1941 and ask the following questions: *How would you feel if you encountered a Japanese American on a street in Los Angeles the day after Pearl Harbor? How would you feel if you were a Japanese American the day after Pearl Harbor? How would your fears be similar or different?*
- Share the Densho website (www.densho.org) with the class. Pearl Harbor interviews are found under the Archive section, Topics, Pearl Harbor and Aftermath and choose any of the options under this section. Click on Personal Recollections to find videotaped oral history interviews with Japanese Americans describing the events. Access the documents as well. Interviews paint a vivid picture of fear, hysteria and the uncertainty that many people felt after the bombing. Another location is the Library of Congress <http://www.loc.gov/rr/program/journey/pearlharbor.html>. Click on Read a Transcript to read quotes from interviews recorded on the streets of Washington, D.C., December 8, 1941.
- Distribute President Franklin D. Roosevelt's speech titled, "A Date Which Will Live In Infamy," and/or play a recording or video of the speech for the class. The speech is available on the National Archives website <http://www.archives.gov/education/lessons/day-of-infamy/>
- Ask students to reflect on FDR's speech and pose the following questions. *What does it mean? Is war part of America's identity? How does war affect people's lives and actions?*
- Discuss fear and hysteria along with the following: *How do you experience fear? How has a current or previous war affected you? Do you think clearly when you are afraid?*

Grade Level: 10 & 11

Time: 2 hours (class)
1 hour (home)

Materials:

Glossary handout
Historic Evacuation poster
Teenager Evacuation poster
Student journals
Internet access
Executive Order 9066 handout
Densho member login

Concepts Covered:

Learn about cause and effect.

Relate to important events of the past.

CDE Standards:

**10th Grade
History-Social Science**
10.8.6

**11th Grade
History-Social Science**
11.7.5

**9-12th Grade
History-Social Science**
Historical Interpretation

1 2 4
Chronological-Spatial Thinking

1
Historical Research
2



Activity 3: Introducing War Hysteria

How does war affect America's identity?

Procedure (continued):

- ✓ Provide the Executive Order handout (located on the Educator Resources disc) to your students. Discuss Executive Order 9066 and what it meant. Talk about particular terms by dissecting them such as: espionage, sabotage, alien enemies, etc. What do the terms mean? Discuss the justifications for interning all Japanese Americans from the Exclusion Zone (for a map, see War Relocation Centers handout on the Educator Resource disc) and only certain Italian and German Americans and aliens throughout the United States. Discuss who was targeted after the events of September 11, 2001. Discuss similarities and differences between the Executive Order 9066 and the U.S.A. Patriot Act of 2001.

- ✓ Post the 1942 Evacuation poster in your classroom and around your school. Then, ask students to imagine what it would be like to be "evacuated" from their home. Use the statement below to help your students imagine the situation.

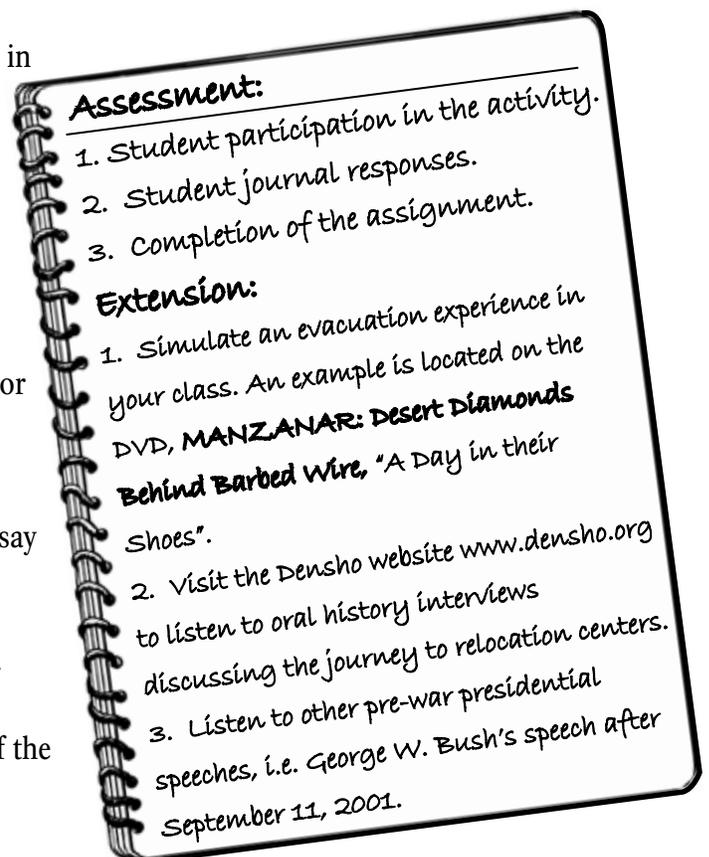
Imagine the Western Defense Command ordered your family to leave home in seven days. Japanese Americans interned at Manzanar could bring only what they could carry, usually two suitcases. Family pets and school friends were left behind. What items would you pack into those suitcases for a trip to an unknown destination and an uncertain future? The military has forbidden you to bring televisions, computers, phones, camera and video games into camp. What will you bring?

- ✓ Have your students close their eyes to visualize their home and all of its contents. Ask them to choose the items they would pack and have them write their answers in their journal.
- ✓ Read the Archie Miyatake ID booklet (located on the Educator Resources disc) to learn about how Archie's father smuggled an illegal camera lens into Manzanar. Discuss the items that could have been smuggled into camp and the motivations for bringing them.

- ✓ Post the Instructions To All Teenagers handout (located in Lesson 3 Activity 3 Resources section). Teachers can modify the poster locations, dates or criteria for the instruction group.

- ✓ Discuss and document the fears and reactions associated with the posters, the conversations that may have taken place in a community after an evacuation poster was posted (home, classrooms, grocery stores, baseball fields, buses, etc.) and the strategies to endure or resist an evacuation. Share the Supreme Court cases *Korematsu v. United States* and *Hirabayashi v. United States*, which demonstrate incidents of resistance. As a homework assignment, ask your students to write an essay on their reactions to the Instructions To All Teenagers handout.

- ✓ Provide the Glossary handout (located on the Educator Resource disc) to introduce students to the terms and conditions that will be addressed throughout the rest of the activities.



Activity 3: **Introducing War Hysteria**

**WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME
CIVIL CONTROL ADMINISTRATION
PRESIDIO OF SAN FRANCISCO, CALIFORNIA**

INSTRUCTIONS TO ALL

TEENAGERS

Living in the Following Areas:

All of that portion of the City of Los Angeles, State of California, including that portion known as the San Fernando Valley. All of that portion within the boundary of Los Angeles County and Orange County.

Pursuant to the provisions of Civilian Exclusion Order No. 33, this Headquarters, dated May 2, all persons ages 13 to 19, both alien and non-alien, will be evacuated from the above areas by 12 o'clock noon, P.D.T., Saturday, May 10.

No teenager living in the above areas will be permitted to change residence after 12 o'clock noon, P.D.T., Sunday, May 2, without obtaining special permission from the representative of the Commanding General, Southern California Sector, at the Civil Control Station located at:

Los Angeles Unified School District
Administrative Offices
333 Beaudry Street
Los Angeles, California 90051

Such permits will only be granted for the purpose of uniting teenage members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the teenage population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, educational supplies, textbooks, household goods, DVD players, ipods's, television sets, cell phones, hand held video games, automobiles, boats and animals.
3. Provide temporary residence elsewhere for all teenagers and teenage siblings.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

Activity 3: **Introducing War Hysteria**

The Following Instructions Must Be Observed:

1. A responsible teenager in each sibling group, preferably the oldest teenager, or the person in whose name most of the property is held, and each teenager living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A.M. and 5:00 P.M. on Monday, May 5, or between 8:00 A.M. and 5:00 P.M. on Tuesday, May 6.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

- (a) Bedding and linens (no mattress) for each teenager
- (b) Toilet articles for each person
- (c) Extra clothing for each person
- (d) Sufficient forks, spoons, plates, bowls and cups for each person
- (e) Essential personal effects for each person

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual teenager or sibling group.

3. No pets of any kind will be permitted.

4. No personal items and no household goods will be shipped to the Assembly Center.

5. The United States Government through its agencies will provide for the storage, at the sole risk of the owner, of the more substantial household items, such as refrigerators, microwave ovens, washers and dryers, computers, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given teenager.

6. Each sibling group, and teenager living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A.M. and 5:00 P.M., Monday, May 5, or between the hours of 8:00 A.M. and 5:00 P.M., Tuesday, May 6, to receive further instructions.

G.A. Warren
Lieutenant General, U.S. Army
Commanding Officer

Manzanar National Historic Site



LESSON 3: WAR

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How does war affect America's identity?

Objective:

Students reflect on what they have learned.

Procedure:

- ✓ Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have students create their own KWL charts in their journals.

What did you **know** about the correlation between fear and hysteria and government actions during times of war?

What did you **know** about the experiences of Japanese Americans during World War II?

What more do you **want** to know about the issues related to war?

What Japanese American experiences during World War II do you **want** to know more about?

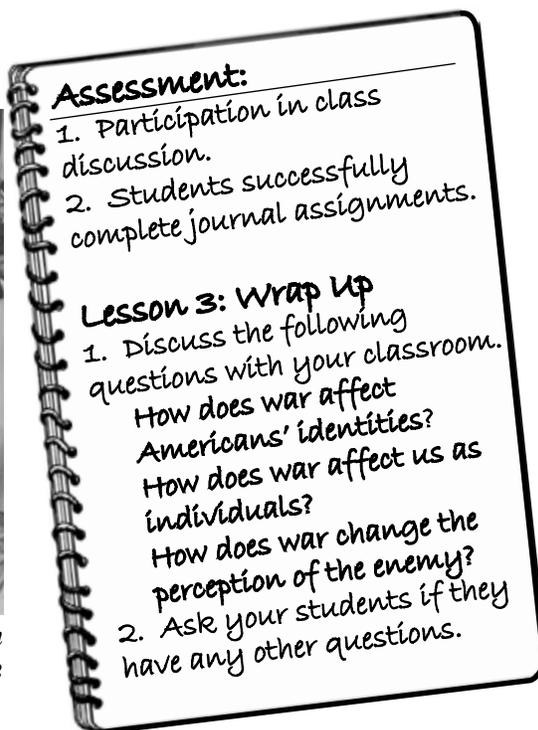
What did you **learn** about the circumstances that led to U.S. entry into World War II?

What did you **learn** about the lives of Japanese Americans prior to and during World War II?

- ✓ This information is shared with the entire class.



Men reading an evacuation poster written in Japanese in Los Angeles. Clem Albers, 1942



Grade Level: 10 & 11
Time: 20 minutes
Materials:
 Student journals
 KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade English/Language Arts Writing

2.3
History-Social Science
 10.8.6

11th Grade English/Language Arts Writing

2.3
History-Social Science
 11.7.5

Manzanar National Historic Site



Lesson 4: Internment Experiences

How Does My Identity Shape My Experience in America?

Activity 1: Remembering Manzanar

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

Objective:

Students formulate a better understanding of Japanese American internment and reflect on what they learned .



Dusty street scene, Manzanar. Clem Albers, 1942

Procedure:

- ✓ Hand out the *Remembering Manzanar* Discussion Questions worksheet (located in the Lesson 4 Activity 1 Resources section).
- ✓ Watch *Remembering Manzanar* DVD (22-minutes).
- ✓ Discuss questions as a class and/or break into groups for discussion, then report findings to the class.

Assessment:

1. Involvement in class discussion.
2. Groups working collectively.
3. Evaluate quality of shared material during class discussions.

Extension:

1. For more detailed lesson plans about Civil Rights, reference the *Densho* CD.
2. Read the book: **Remembering Manzanar** by Michael Cooper, **A Place Where Sunflowers Grow** by Ami Lee-Tai, **The Bracelet** by Yoshiko Uchida or **Dear Miss Breed** by Joanne Oppenheim. All of these titles and more are located in the bibliography.
3. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Events and Experiences."
4. Alternative film suggestion: **Day of Independence**.

Grade Level: 10 & 11
Time: 60 minutes
Materials:
Remembering Manzanar
 DVD
Remembering Manzanar
 Discussion Questions
 worksheet

Concepts Covered:

Compare & contrast

information from primary sources.

Relate primary source material from a historical period to present day.

CDE Standards:

10th Grade
English/Language Arts
Listening & Speaking
 1.1
History/Social Science
 10.8.6

11th Grade
English/Language Arts
Listening & Speaking
 1.3 2.2
History/Social Science
 11.7.3 11.7.5



Activity 1: **Remembering Manzanar**

Remembering Manzanar Discussion Questions

After watching the film *Remembering Manzanar*, use what you have learned to answer the following questions.

1. What did you learn about the Japanese immigrant experience? How were people's identities affected by this experience? How does it compare with your family's experience?
2. How did the U. S. government's and media's use of propaganda fuel the growing fear and hysteria and affect Japanese Americans?
3. What does "shikata ga nai" mean? What does it mean to you?
Is there a phrase or word in American culture that means the same thing?
4. What lessons can we learn from the U.S. government's internment of Japanese Americans and others?
How are these lessons relevant today?



Manzanar National Historic Site

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:

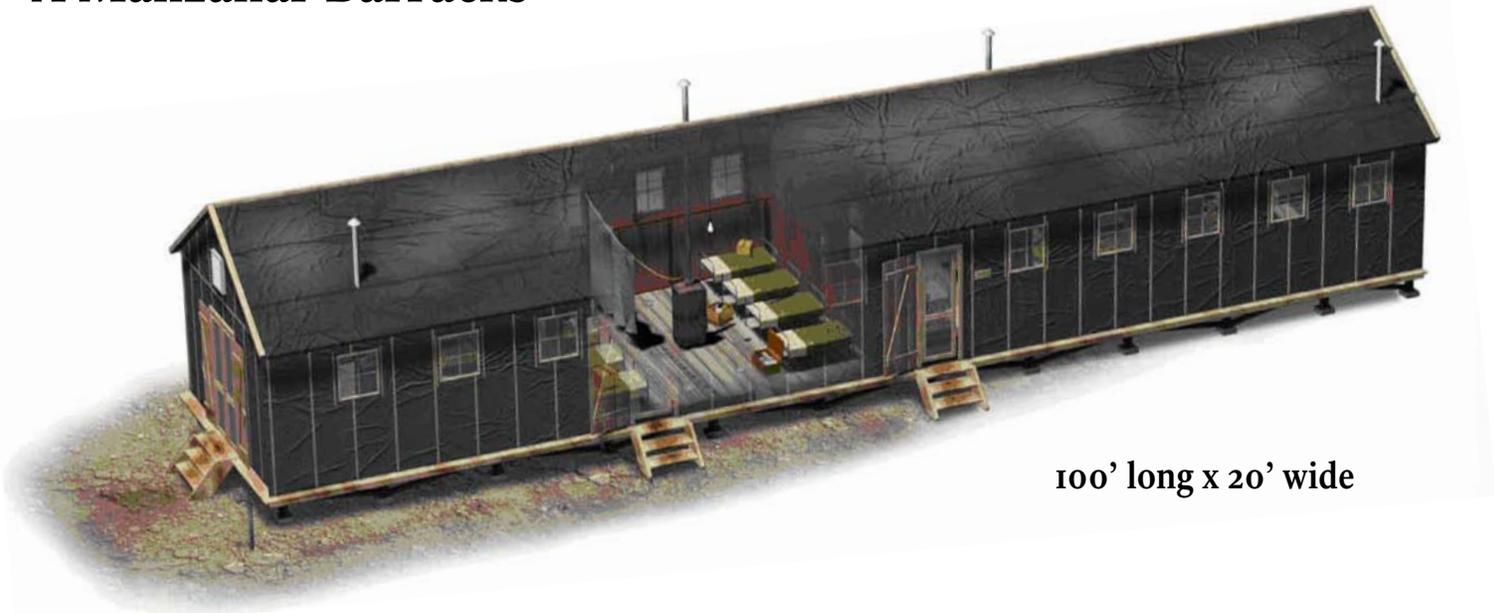
1. Student participation in the activities.
2. Completion of the assignment.

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

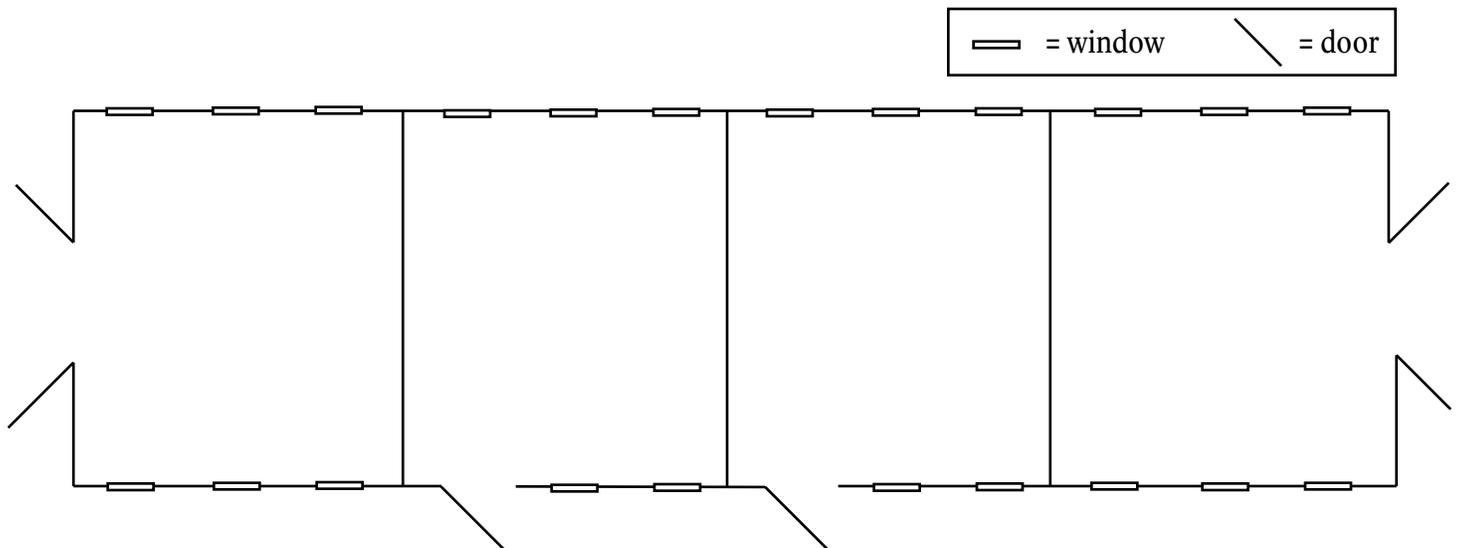


100' long x 20' wide

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.



Manzanar National Historic Site



Lesson 4: Internment Experiences

How Does My Identity Shape My Experience in America?

Activity 3: Identities

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

Objective:

Students learn about Japanese American internment by reading individual stories of people who were at Manzanar and other camps.

Procedure:

- ✓ Distribute and assign different individual ID (identification) booklets which are available in .pdf format on the Educator Resources disc or visit www.nps.gov/manz. The stories of over sixty individuals are represented so that each student can explore a different experience.
- ✓ Students independently read the ID booklets in class to learn the unique story of an individual affected by internment.
- ✓ Divide students into groups of four to discuss their ID booklets and answer questions on the Discussion Groups worksheet (located in the Lesson 4 Activity 3 Resources section).
- ✓ Students share the conclusions from the group discussion with the entire class. Explore recurring themes in the ID booklets and class discussion.
- ✓ Students are given the Writing Assignment handout (located in the Lesson 4 Activity 3 Resources section). Have them choose one writing assignment from this handout. Depending on the ability of the class, students can be given one to two weeks to complete one of the writing assignments (possibly for homework). Provide the Letter Assignment handout (located in the Lesson 4 Activity 3 Resources section) to students who choose assignment 1.
- ✓ Ask students to journal a day in their lives. They should take their journal with them everywhere they go to log all their activities for one day. For instance, they should record what time they wake up, times for school classes, band or drama practice, chores, sports, etc.



Grade Level: 10 & 11

Time: 2 hours (class)

1 week (home)

Materials:

ID Booklets
Discussion Groups Worksheet
ID booklet writing assignment
ID booklet scoring sheet
Letter Assignment handout
Student journals

Concepts Covered:

Summarize biographical information.

Compare & contrast information from primary sources.

Relate primary source material from a historical period to present day.

Understand the elements that comprise characterization.

Develop interview techniques.

Use vivid diction and figurative language (metaphor, simile, symbolism, etc.) in original compositions.

CDE Standards:

10th Grade

English/Language Arts

Reading

2.3 2.4 2.5

Writing

1.3 1.4 1.5 2.1

Written & Oral English Language Conventions

1.1 1.2 1.3

History/Social Science

10.8.6

11th Grade

English/Language Arts

Reading

2.4 2.6

Writing

2.1 2.4

Listening & Speaking

2.2

History/Social Science

11.7.3 11.7.5



Activity 3: **Identities**

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



Lining up for a meal at a Manzanar mess hall. Ansel Adams, 1942

Procedure (continued):

- ✓ Ask students to review their recorded day and discuss the following questions: *Do your recorded activities represent a typical day of your life? Do your activities represent your identity in America? If someone read your daily log would that person know that you live in America or could these same activities take place in another country?*
- ✓ Conduct a classroom discussion with the following questions:
 - Have you ever treated someone differently due to their identity?*
 - How can you ensure that we treat everyone fairly and respectfully?*
- ✓ Have students write final reflections in their journal.

Assessment:

1. Involvement in class discussions.
2. See that each group is working cooperatively and evaluate the quality of shared material during whole class discussion.
3. Individual grades based on writing assignments.

Extension:

1. Refer to education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**, "Manzanar Scrapbook".
2. Have students compare their daily log with the day in the life of a Japanese American internee. They can do this by reviewing the War Relocation Center newspapers or by listening to oral history interviews. Both can be found on Densho's website www.densho.org. They may also read a memoir from a former internee or camp employee.



Activity 3: **Identities**

ID Booklet Writing Assignment Scoring Sheet

Student Name: _____

	Possible Points	Points Earned
<i>Following Directions</i>		
1. Assignment turned in on time	5	_____
2. Follows directions for chosen assignment	5	_____
<i>Content</i>		
3. Uses information from ID booklet	10	_____
4. Shows insight into internment camp experience	10	_____
<i>Technique</i>		
5. Grammar, Spelling, and Syntax	10	_____
6. Presentation	10	_____
TOTAL:	<u>50</u>	_____

Student Name: _____

	Possible Points	Points Earned
<i>Following Directions</i>		
1. Assignment turned in on time	5	_____
2. Follows directions for chosen assignment	5	_____
<i>Content</i>		
3. Uses information from ID booklet	10	_____
4. Shows insight into internment camp experience	10	_____
<i>Technique</i>		
5. Grammar, Spelling, and Syntax	10	_____
6. Presentation	10	_____
TOTAL:	<u>50</u>	_____

Activity 3: **Identities****ID Booklets: Discussion Groups**

Directions: Read the ID booklet you received. Then in groups of four or five, answer the questions below:

1. Have each person in your group summarize the life story of the person in their ID booklet.
2. What similarities and differences did your group find in the experiences of each person?
3. Was there anything about a particular person's experience that your group found surprising or especially significant? Any unusual differences?
4. Did you connect emotionally to the person's story in your ID booklet? Why or why not?
5. What made the biggest impression on your group members?
6. If one of your booklets profiles a child of a WRA (War Relocation Authority) staff member, describe the differences between staff children and internee children.
7. How many different perspectives on the camp experience were reflected in your group's ID booklets? What were they?
8. How did the identities of the individuals affect their opportunities and/or lack thereof in America?
9. How are the stories in the ID booklets relevant to our lives today?
10. Describe any additional findings or thoughts that your group noted. Be prepared to report your findings to the class tomorrow.

Activity 3: **Identities****Writing Assignments****Directions:**

Read your ID booklet carefully. The booklets contain real stories from people who experienced Japanese American internment. Some of the people wrote their card themselves, other cards were written by their friends and families. After you have read your card, complete one of the following writing assignments.

Your assignment is due on _____.

Assignment 1

Imagine you are the person in the ID booklet. Write a letter describing internment. In paragraph one, explain the internment experience. In the next paragraph, write about the advice you think this person would want to share with students today. Refer to specific information in the ID booklet. Your letter should include all five parts of a friendly letter (heading, salutation, two to three body paragraphs, closing, and signature).

Assignment 2

Imagine that you could interview the person in the ID booklet. Write a list of questions you would like to ask (you should have at least 5 questions). In a well-written paragraph, describe how you feel about the person in your ID booklet.

Assignment 3

Imagine you are the person in the ID booklet. Try to express your feelings and experiences during the war. You may write a short story, a poem, a series of diary entries or a descriptive passage. Try to include some imagery (metaphor, simile, symbolism, allusion, etc.) and vivid vocabulary. Make your reader “see” and “feel” what you saw and felt during the war.

Assignment 4

If you have a relative or friend who lived through internment or another experience that violated people’s civil or human rights (the Holocaust, the Armenian Holocaust, escape from Vietnam, or prisoner of war) create an ID booklet biography for him/her. You may want to conduct an interview to get more information. If you have a photograph, copy it and place it next to the biography.



Activity 3: **Identities**

Letter to You from a Fictitious Former Internee

(Fill in the blanks with your own creative writing)

_____, California

Date: _____

Dear _____:
(your name)

I'm glad to hear that you are studying about the Japanese American internment in your class this year. I hope that the booklets help you understand something about our experiences, during World War II. In the camp, I learned many things...

Forty-three years after we left camp, the U.S. government apologized for putting us there. They realized you cannot take people away just because they look or act differently. After the terrible events of September 11, 2001, I hope that Arab and Muslim Americans or anybody else are not viewed as "the enemy" and subjected to racial profiling. It is important that after this tragedy, we learn from the mistakes of the past. We should...

Thank you for your interest in my life, and I hope that you have learned how tragic prejudice and racism can be for all of us.

Sincerely,

Manzanar National Historic Site



Lesson 4: Internment Experiences

How Does My Identity Shape My Experience in America?

Activity 4: Daily Motion

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

Objective:

Students utilize primary sources to understand what life was like at Manzanar and other internment camps.

Procedure:

- ✓ Have students read the *Manzanar Free Press* newspapers and/or other camp newspapers. The Densho online archive contains 3,938 newspapers representing all 10 camps. Go to www.densho.org, click on Archive, log in, click on Camp Newspaper Collections (left side) and choose a newspaper.

- ✓ Divide the class into small groups. Refer students to their “daily log” (Lesson 4 Activity 3).

- ✓ Have students work in pairs on the following tasks and questions:
*Compare the newspapers, ID booklets, the film **Remembering Manzanar** and find three similarities and three differences when you compare your daily log activities to internees’ lives in the war relocation centers.*

How were the daily activities in war relocation centers

*similar to how the rest of America was living?
 How were they different?*

How do day-to-day activities in early 1942 differ from later dates of 1944-45?

If the people in the war relocation centers were conducting their lives as other Americans were, why were they interned?

- ✓ Have each group share their answers with the entire class.

Assessment:

1. Group Participation
2. Successful completion of comparison assignment.

Extension:

1. Encourage students to read non-camp newspaper articles written between 1942 and 1945. Newspapers may include **San Francisco Chronicle, Los Angeles Times, Seattle Times, New York Times, etc.** **San Francisco Chronicle** examples can be found at www.sfmuseum.org, by searching by year, subject or through the index.

Grade Level: 10 & 11

Time: 60 minutes

Materials:

Manzanar Free Press

newspapers

Student journals

Internet access

Densho member login

Concepts Covered:

Analyze primary sources.

Compare & contrast

ideas and themes.

Summarize main points.

CDE Standards:

10th Grade

English/Language Arts

Reading

2.4 2.5

Listening & Speaking

2.1 2.5

History/Social Science

10.8.6

11th Grade

English/Language Arts

Reading

3.2

Listening & Speaking

1.4 2.2

History/Social Science

11.7.3 11.7.5

Manzanar National Historic Site



Lesson 4: Remembering Manzanar

How Does My Identity Shape My Experience in America?

Activity 5: KWL

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

Objective:

Students reflect on what they have learned.

Procedure:

- ✓ Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources section) as an example or have your students create their own KWL charts in their journals.

What did you **know** about the Japanese American internment experience?

What did you **know** about the individual effects of internment?

What do you **want** to know more about in relation to the internment of Japanese Americans and others during World War II?

What else do you **want** to know about how internment shaped identities in America?

What did you **learn** about the internment of Japanese Americans during World War II?

What did you **learn** about the effects internment had on individuals?

- ✓ This information is shared with the entire class.



Manzanar Memorial Day Service with Boy Scouts and the American Legion. Francis Stewart, 1942

Assessment:

1. Class participation.
2. Journal entries.

Lesson 4: Wrap Up

1. Discuss the following questions with your classroom.
 - Why were Japanese Americans sent to internment camps?
 - What was life like in the internment camps?
 - Did everyone have the same experience? Why or why not?
2. Ask your students if they have any other questions.

Grade Level: 10 & 11

Time: 20 minutes

Materials:

Student journals

KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade English/Language Writing

2.2

History/Social Science 10.8.6

11th Grade English/Language Arts Writing

1.1

History/Social Science 11.7.5

Manzanar National Historic Site



Lesson 5: Perspectives & Consciousness

How Does My Identity Shape My Experience in America?

Activity I: The Power of Words

How can perspectives dictate the treatment of a race or community?

Objective:

Students utilize primary source documents focusing on Japanese Americans to explore aspects of the racial atmosphere of America in the 1940s.

Procedure:

- ✓ Have the class define connotation and denotation.
- ✓ Pair up students to read the Comparison/Contrast worksheet (located in the Lesson 5 Activity I Resources section) and a copy of the *Life* magazine article “How to Tell Japs from the Chinese” dated December 22, 1941 (located in the Lesson 5 Activity I Resources section). The students will complete the worksheet together.
- ✓ Have the class discuss the worksheet answers and the offensive and inappropriate use of the term “Japs.”
- ✓ Distribute the Propaganda Worksheet (located in the Lesson 5 Activity I Resources section) and have students work in pairs to analyze the text of the article.
- ✓ Regroup the class for discussion and have students share worksheet questions and answers.
- ✓ Ask your class how language and propaganda are used today. Have students provide examples from sources such as television, the internet, newspapers, billboards, etc. (this can also be a homework assignment).
- ✓ Assign individuals or groups a 3-5 minute presentation on their propaganda example of choice. Students then present their propaganda selection.

Assessment:

1. Student answers on the worksheets.
2. Group reports.
3. Evaluation of oral presentations.

Extension:

1. Have students write an advertisement for television, internet, radio or a magazine, using propaganda to sway classmates' opinions. Have the advertisement pertain to a current event or movement. Provide students with examples such as newspapers, magazines, political advertisements and/or internet access.
2. Read the article “How to Tell Your Friends From the Japs” (*Life* magazine, December 22, 1941) found on www.time.com/time.
3. Access Densho's Teacher Resource Guide, **In the Shadow of My Country: A Japanese American Artist Remembers**—Lesson 1 Analyzing Information: Language, Facts and Opinions, Part B on densho.org/learning/shadow/shadow-TRG-en.pdf

Grade Level: 10 & 11

Time: 60-90 minutes (class)
60 minutes (home)

Materials:

Comparison/Contrast worksheet
Life magazine article, “How to Tell the Japs from the Chinese”
Propaganda worksheet

Concepts Covered:

Explore the use of propaganda.

Analyze purpose for a newspaper article.

Identify tone.

Analyze the use of “loaded words”.

Identify use of denotation and connotation of words to draw incorrect conclusions.

CDE Standards:

10th Grade

English/Language Arts Reading

1.1 2.4 2.8 3.8

Writing

1.5 2.3

Listening & Speaking

1.1 2.2

History/Social Science

10.8.6

11th Grade

English/Language Arts Reading

1.3 2.6

Writing

2.4

History/Social Science

11.7.5



Reprinted from Life magazine, December 22, 1941, pgs. 81-82

Activity 1: The Power of Words

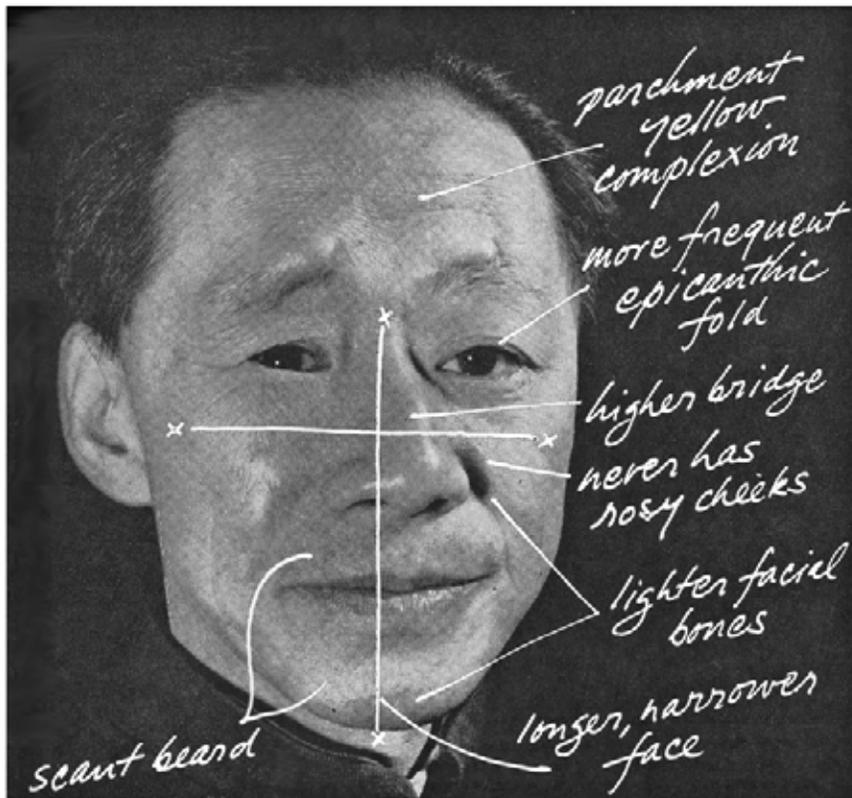
HOW TO TELL JAPS FROM THE CHINESE

ANGRY CITIZENS VICTIMIZE ALLIES WITH EMOTIONAL OUTBURST AT ENEMY

In the first discharge of emotions touched off by the Japanese assaults on their nation, U. S. citizens have been demonstrating a distressing ignorance on the delicate question of how to tell a Chinese from a Jap. Innocent victims in cities all over the country are many of the 75,000 U. S. Chinese, whose homeland is our staunch ally. So serious were the consequences threatened, that the Chinese consulates last week prepared to tag their nationals with identification buttons. To dispel some of this confusion, LIFE here adduces a rule-of-thumb from the anthropometric connotations that distinguish friendly Chinese from enemy alien Japs.

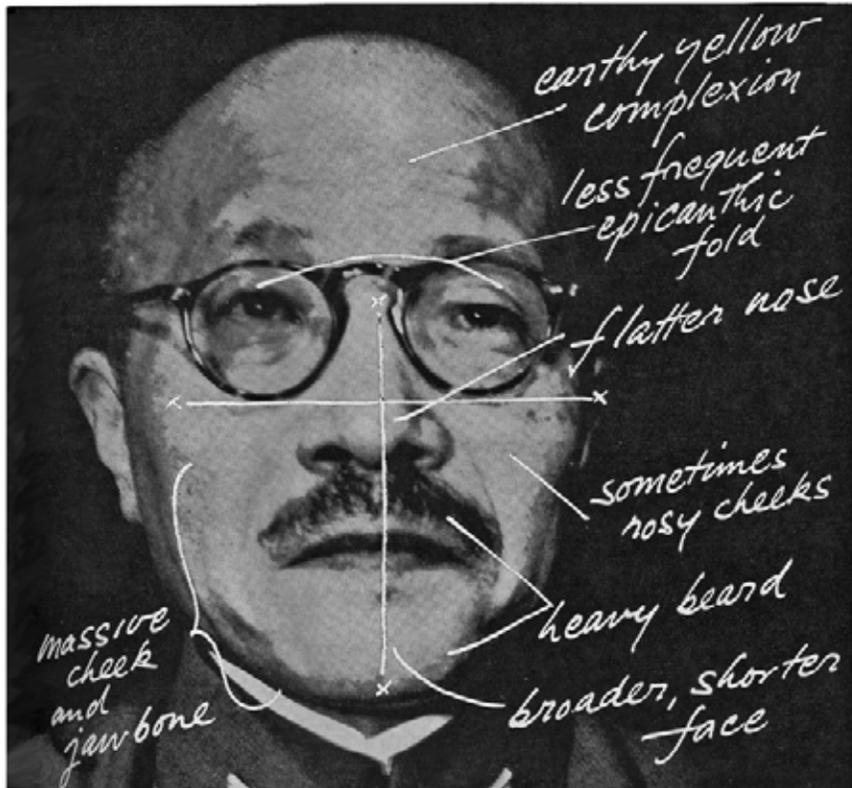
To physical anthropologists, devoted debunkers of race myths, the difference between Chinese and Japs is measurable in millimeters. Both are related to the Eskimo and North American Indian. The modern Jap is the descendant of Mongoloids who invaded the Japanese archipelago back in the mists of prehistory, and of the native aborigines who possessed the islands before them. Physical anthropology, in consequence, finds Japs and Chinese as closely related as Germans and English. It can, however, set apart the special types of each national group.

The typical Northern Chinese, represented by Ong Wen-hao, Chungking's Minister of Economic Affairs (left, above), is relatively tall and slenderly built. His complexion is parchment yellow, his face long and delicately boned, his nose more finely bridged. Representative of the Japanese people as a whole is Premier and General Hideki Tojo (left, below), who betrays aboriginal antecedents in a squat, long-torsoed build, a broader, more massively boned head and face, flat, often pug, nose, yellow-ocher skin and heavier beard. From this average type, aristocratic Japs, who claim kinship to the Imperial Household, diverge sharply. They are proud to approximate the patrician lines of the Northern Chinese.



Chinese public servant, Ong Wen-hao, is representative of North Chinese anthropological group with long, fine-boned face and scant beard. Epicanthic fold of skin above eyelid is found in 85% of Chinese. Southern Chinese have round,

broad faces, not as massively boned as the Japanese. Except that their skin is darker, this description fits Filipinos who are often mistaken for Japs. Chinese sometimes pass for Europeans; but Japs more often approach Western types.



Japanese warrior, General Hideki Tojo, current Premier, is a Samurai, closer to type of humble Jap than highbred relatives of Imperial Household. Typical are his heavy beard, massive cheek and jaw bones. Peasant Jap is squat Mongo-

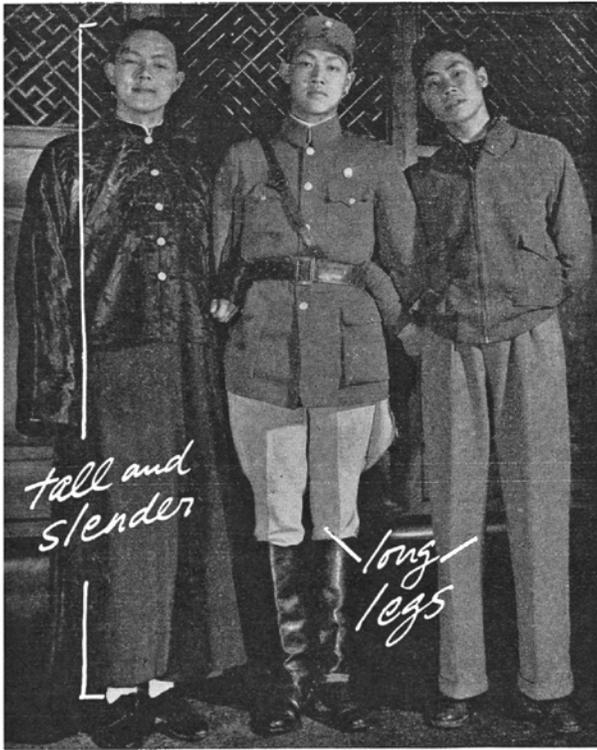
loid, with flat, blob nose. An often sounder clue is facial expression, shaped by cultural, not anthropological, factors. Chinese wear rational calm of tolerant realists. Japs, like General Tojo, show humorless intensity of ruthless mystics.



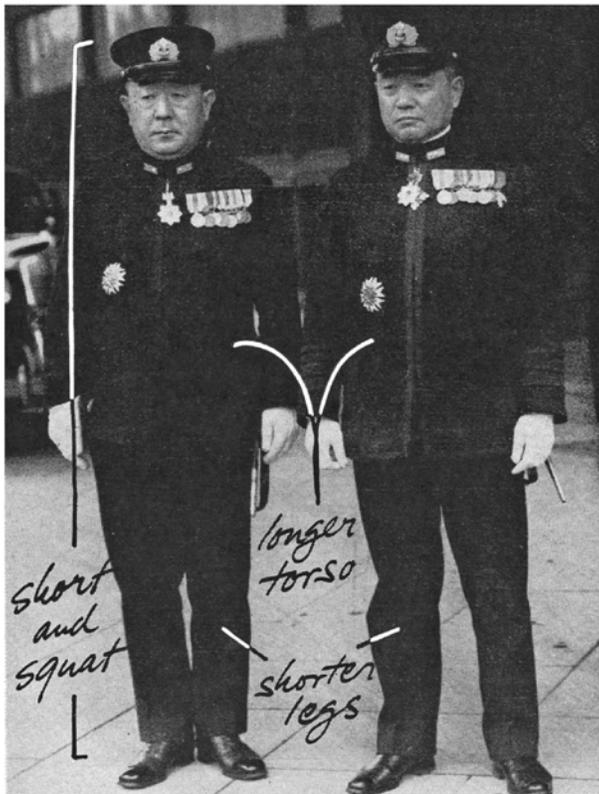
Chinese journalist, Joe Chiang, found it necessary to advertise his nationality to gain admittance to White House press conference. Under Immigration Act of 1924, Japs and Chinese, as members of the "yellow race," are barred from immigration and naturalization.



Japs and Chinese (continued)



Tall Chinese brothers, full length, show lanky, lithe build of northern anthropological group that has suffered most in China's recent history from flood, famine and war with Japs. Average height of Northern Chinese is 5 ft. 7 in., sometimes exceeds 6 ft. Most Chinese in America come from southern and coastal cities, Canton and Shanghai. They are shorter than Northern Chinese, but retain the slight proportions of the young men shown here. When middle-aged and fat, they look more like Japs.



Short Japanese admirals, full length, exhibit the squat, solid, long torso and short stocky legs of the most numerous Japanese anthropological group. Since Navy is relatively new and junior service, Jap naval officer corps numbers fewer Samurai, has more of the round-faced, flat-nosed peasant type. Over 6 ft. tall, Admiral Nomura shows traits of the big, fair-skinned hairy Ainu, aborigines who still live on reservations in Northern Japan. Special Emissary Kurusu, also atypical, looks European.

Activity 1: **The Power of Words**

Reprinted from *Life* magazine, December 22, 1941, pgs. 81-82

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Activity 1: **The Power of Words****Comparison/Contrast Worksheet**

Directions: With a partner, read the December 22, 1941 *Life* magazine article, “How to Tell Japs from the Chinese.” Then, look through the article and write down words and phrases that describe each group. Use the ideas you generate with this worksheet to answer the questions on the Propaganda Worksheet (located in Lesson 5 Activity 1 Resources section). Be prepared to discuss your answers with the class.

Words and phrases describing the Japanese

Words and phrases describing the Chinese

Activity 1: **The Power of Words****Propaganda Worksheet**

The December 22, 1941 *Life* magazine article “How to Tell Japs from the Chinese” is an example of propaganda. Propaganda is the systematic manipulation of information designed to influence thinking and behavior. Think about the purpose of this article and answer the following questions:

1. Why was this article published? What is the significance about the date it was published?
2. What is the tone of the article? How does the tone influence the interpretation of the text?
3. After reading this article, what conclusions do you think someone would draw about Japanese people?
4. After reading the article, what conclusions do you think the average American during World War II would draw about Chinese people?
5. What conclusions did you and your partner draw about the attitudes of the American press during World War II?
6. In light of what happened on September 11, 2001, do you think an article like this focusing on Arab Americans or Muslim Americans would appear in *Life* magazine today? Why or why not?
7. Do you think that it was appropriate for this article to appear in December of 1941? Why or why not?
8. Do you think attitudes have changed about this type of racial profiling since Pearl Harbor? How?

Manzanar National Historic Site



Lesson 5: Perspectives & Consciousness

How Does My Identity Shape My Experience in America?

Activity 2: Perspectives

How can perspectives dictate the treatment of a race or community?

Objective:

Students utilize primary source documents to understand and identify with the internment experiences of Japanese Americans.

Procedure:

- ✓ Divide students into groups of four to six depending on class size.
- ✓ Give each group one piece of literature to read and discuss. Literature may consist of factual news articles, individual columnists' articles, poems, letters to the editor, autobiographical materials, etc. that focus on selected Japanese Americans' experiences during World War II. Literature includes: "This Needs to Be Said" by Oliver Carlson; "Letter to the Editor," *Herald-Express*; *Santa Monica Evening Outlook*, 1945; *I Am the Mountain of Manzanar* by Michiko Mizumoto; "Coast Japs are Interned in Mountain Camp," *Life* magazine, April 6, 1942; Earl Wilson's column *L.A. Daily News*, August 24, 1945, *Nisei Daughter: The Second Generation* by Rose Furuya Hawkins (articles located in the Lesson 5 Activity 2 Resources section).
- ✓ Pass out the worksheet, *Views Toward Japanese Americans* (located in the Lesson 5 Activity 2 Resources section) to each group. Students complete it and prepare a 5-minute oral presentation on their findings.
- ✓ Each group delivers their presentation to the entire class.
- ✓ Have a class discussion focusing on questions generated by group presentations. Discuss and critique the literary techniques employed by each author. Particularly, focus on how the use of a specific genre helps the writer communicate his/her message.



Family at Manzanar, 1943. Katsumi Taniguchi Collection/Manzanar NHS

Grade Level: 10 & 11
Time: 2 hours (class)
 1 week (home)

Materials:

7 Primary Source articles
 Views Toward Japanese Americans worksheet

Concepts Covered:

Read for detail.

Compare & contrast authors' reactions to the internment of Japanese Americans.

Identify features of different writing genres.

Analyze impact of writing genre on theme.

Understand meaning in context (wartime situation).

Support observations with specific detail.

CDE Standards:

10th Grade

English/Language

Reading

1.1 2.4 2.5 2.8 3.8

Writing

1.5 2.3

Listening & Speaking

1.1 1.2 2.2

History/Social Science

10.8.6

11th Grade

English/Language Arts

Reading

1.3 2.1 2.6

Writing

1.2 1.6 2.4

Listening & Speaking

1.2 2.2

History/Social Science

11.7.3 11.7.5



Activity 2: Perspectives

How can perspectives dictate the treatment of a race or community?



Manzanar High School yearbook, 1943-44

Procedure (continued):

- Sample discussion questions:

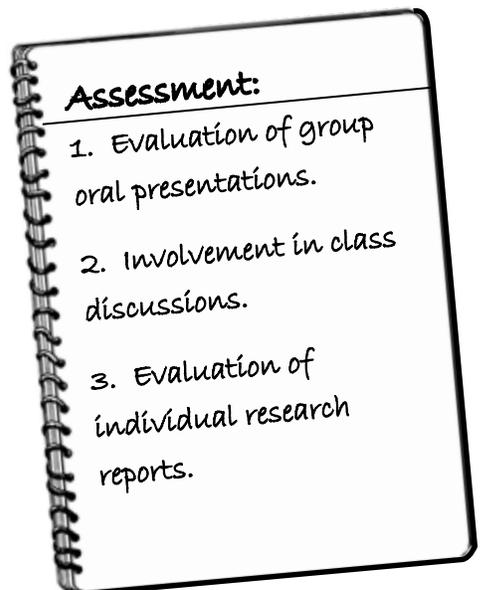
How does poetry, especially free verse like "I Am the Mountain of Manzanar" help the reader realize the emotional impact of internment? Focus on the word choice, format, tone, etc.

What is the impact of the personal letter format in the editorial section of the Herald-Express? Again, note word choice. Some of the same words used to label Japanese Americans are used in both these letters and the poem. How does their effect on the reader differ?

Look at the article from Life magazine. Is the material presented objectively or subjectively? Find specific examples to support your answers.

What is the effect of writing in poetry or prose? Do readers tend to believe one genre over another?

- At the conclusion of the class discussion, assign each student a 5-page research paper on a first person article, poem, etc., of their choice related to Japanese American internment.



Assessment:

- Evaluation of group oral presentations.
- Involvement in class discussions.
- Evaluation of individual research reports.



Activity 2: Perspectives

Primary Source I

This Needs to Be Said

by

Oliver Carlson

Los Angeles Today, November 10, 1945

The Japs are coming back! Rumors and still more rumors abound and multiply with each telling, till the average citizen is both angry and befuddled. And some, at least, mutter that dire consequences will befall any “damned yellow-bellies” who show up in their vicinity.

Just a week or two ago, for example, the whole city of Burbank was astir with talk that 3000 Japs were to be moved into army barracks there. At once tempers began to mount and threats to be made. No damned government bureaucrats were going to dump 3000 traitorous Japs in the midst of Burbank and get away with it! No Siree! “Ship ‘em back to Japan!” “Get rid of the whole mess of them, kit and caboodle!”

Thoughtful citizens wondered what they could do to stop the emotional tide of hatred. Timid citizens shuddered at the prospect of riots and bloodshed.

Then, in the midst of all this excitement, it discovered that the Public Forum, conducted by the Burbank Board of Education, was having as its next speaker, Mr. G. Raymond Booth, who would discuss the problem of what to do with our Japanese. Mr. Booth, by the way, had been employed by the U.S. Government to handle its Relocation Authority in Los Angeles.

Audience Convinced

The Senior High School auditorium was well filled for the meeting. Many felt or feared that troublemakers would use that Forum meeting to fan the flame of hatred still higher.

I am happy to report that there was no trouble of any kind. Mr. Booth won his audience completely. In a detailed, frank and pleasing discussion of how Government authorities had checked and watched all Japanese, both foreign and native born, he convinced his audience that Federal authorities would not release any dangerous or subversive Japanese to roam about the cities and highways of California. He pointed out, to the amazement of his audience, that not a single act of sabotage, either in the United States or in Hawaii, could be traced to a Japanese, but that this was not true of Italians or Germans.

Mr. Booth cited the army records of the American-born Japanese (Nisei) as the most heroic and most decorated, and most wounded in the whole army. These young Nisei, he said, were fighting a double war: World War II against Fascism, Nazism and Japanese Militarism—and also the Revolutionary War to give them the rights and benefits of citizenship in this country.

When the lecture ended Booth was deluged with questions, asked mostly by high school students. But these were not asked in anger, but for further clarification of the issue. The meeting ended in a spirit of real Americanism. The audience went away feeling that their fears were unfounded. Some were a bit ashamed at the way they had talked and threatened previously.

Burbank, judging by the reports I have received in the past few days, is no longer jittery. Furthermore, it now knows that the 3000 Japs was a ten-fold exaggeration. And I feel sure that when some of those boys with yellow complexions and slanted eyes, wearing purple hearts walk down San Fernando Road or Olive Street, many a resident of Burbank will smile at him in gratitude and understanding for the double fight he had to put up. And some may well mumble to themselves, “There, but for the Grace of God, go I.”



Primary Source II

Letter to the Editor

Santa Monica Evening Outlook, October 20, 1945, pg 3

Editor *The Outlook*:

My blood is boiling! I have just read an article in the *Outlook*, which tells of 30 Jap families being quartered in converted Army barracks on Pico Boulevard, between 24th and 25th Streets. The same news item says also that thousands of other Jap families are to be returned to Southland communities.

The City of Santa Monica should rise in righteous indignation at any such procedure, when there are veterans, dozens of them, advertising in the papers for a place—any place—to live. Is there no way to keep these abominable, little yellow rats out of our city? If the barracks can be reconverted to house 30 Japanese families, why on earth can't they be used for our own boys and their wives and babies, many of whom are desperate for even one room?

I have seen the long line of young people waiting at the *Outlook* in the afternoons for the paper to come off the press, hoping to find something—anything—to rent. And in the face of this, living quarters are being built for those Japs.

Signed Mrs. David M. Flourney



Activity 2: Perspectives

Primary Source III

Letter to the Editor

Herald-Express, November 27, 1945

He Loves Some Japs

TOKIO, Japan—Our country is a great one—for one basic reason—it was settled by people who came to these shores because they were tired of tyranny and its more modern brothers, Fascism and Nazism.

I wish that you would send me the names of a few red blooded Americans, such as the one in Denver, a taxi driver, who refused to carry a Japanese soldier who had completed 58 missions over Germany. This incident is but one of many such actions which sometimes makes me wish that all of us had the opportunity to see unity such as we have in a combat unit.

Sometimes I actually feel ashamed of my country, so much so that it would not be too hard to change citizenship.

Why do we insist that the Japanese-Americans are not Americans?

Why do we draw no such lines against the German-Americans and the Italian-Americans?

I'm part German and the civilian or serviceman who wants a 175-pound argument needs only to say that I am not an American.

I have lost a brother, a great guy, in this war. To carry a loss further, I have also lost a nephew who was no less than a brother.

My school days and childhood were spent in and around Los Angeles. It was, and I speak with the utmost sincerity, my privilege to have numbered many Japanese among my friends. One of them is a major in the Army Air Corps Intelligence.

Do you think that our army and our F.B.I. would allow a post to be held by a disbeliever in democracy?

Why don't our people at home realize that we have a very good law, a law that a man is not guilty until proven so. Certainly a man with 58 missions over Germany cannot be considered or classified as an alien.

Before God I wish that the opinion expressed by me was my own, entirely, but it is also the opinion of the majority of servicemen.

S. Sgt. Bryson Rogers

5th Division, U.S.M.C.R.

Editor's Note—We doubt that a majority of servicemen share Sergeant Roger's enthusiasm for Japs. California found most Japs vicious before Pearl Harbor and most of the United States shared California's opinion after Pearl Harbor. Sergeant Rogers should read the testimony at the trial of Yamashita or peruse General Wainwright's story. There are undoubtedly some good Japs, but they are too rare to get enthusiastic over the race.



Primary Source IV

I Am the Mountain of Manzanar

Dust storms
Sweat days
Yellow people
Exiles

I am the mountain that kisses the sky
in the dawning
I watched the day when these, your people, came
into your heart

Tired
Bewildered
Embittered

I saw you accept them with compassion
impassive but visible
Life of a thousand teemed within your bosom
A thousand that hated and feared you
Silently you received and bore them
Daily you fed them from your breast
Nightly you soothed them to forgetful slumber
Guardian and keeper of the unwanted

They say your people are wanton
Saboteurs
Haters of white men
Spies

Yet I have seen them go forth to die
For their only country
Help with the defense of their homeland
America

I have seen them look with trusting eyes at nature
And know the pathos of their tearful laughter
Choked with enveloping mists of dust storms
Pant with the heat of sweat days, still laughing
Their only sin, their faces
Exiles

And I say to those who hate and those outside your bounds
Scoff if you must, but the dawn is approaching
When these, who have learned and suffered in silent courage
Better, wiser, for the unforgettable interlude of detention
Shall tread on free soil again
Side by side, peacefully with those who sneered at the
Dust storms
Sweat days
Yellow people
Exiles



Primary Source V

Coast Japs are Interned in Mountain Camp

From *Life* magazine, April 6, 1945

In a high mountain-walled California valley 240 miles from the sea, the vanguard of 112,000 Japanese residents of the proscribed Pacific Coast combat zone were settled comfortably last week, prepared to wait out the war in willing and not unprofitable internment. Of 1,000-odd Japs who arrived at the Government's Manzanar "reception center" in Owens Valley, March 22-23, more than four fifths were citizens of the U.S. All were volunteers who had offered their services to help prepare the encampment for those who will necessarily follow. For in the next month, the Army warns, evacuation of all Japanese and all German and Italian aliens from the West Coast's military zone must be complete.

The Army hopes this great and unprecedented migration will continue to be as spontaneous and cheerful as its first chapter. For continue it must, and continue it will, until every enemy alien and every individual of Japanese descent—whether friend or foe—is banished from the strategic areas of the coastal States. Last fortnight the Army extended a velvet glove to its first voluntary internees. The soldiers who escorted them across the Mojave Desert to Manzanar were friendly and affable, and the Japs commented afterward on the courteous treatment they had received. Nevertheless the trappings of war were there. And the commanding general of the West Coast area promised the Army would not shrink from using force to complete evacuation, if other methods failed.

The reception center in which the internees found themselves proved a scenic spot of lonely loveliness. The Japs gasped when they saw Mt. Whitney, highest peak in the U.S., shrugging its white shoulder above lesser ranges just 10 miles away. They were gratified to discover no mosquitoes. They tested the soil and found it hard and arid, but potentially fertile. . .

All this looked good last week—to the Japs, to coastal Californians who had howled long and loud for evacuation of aliens, to the Army, and even to some of Inyo County's hostile citizenry who had bitterly protested establishment of the center in their serene valley. Yet Manzanar, for all its hopes and assets was no idyllic country club. Manzanar was a concentration camp, designed eventually to detain at least 10,000 potential enemies of the U.S. Last week a Japanese-American internee emphasized that he and his comrades had come to Manzanar "without bitterness or rancor—wanting to show our loyalty in deeds, not words."



Primary Source VI

Feature Article

by

Earl Wilson

Los Angeles Daily News, August 24, 1945, pg. 36

NEW YORK.—I ventured into a nest of 30 Japs. Naturally, I was shaky about it.

“Step into our crub,” said T. Tai, a balloon-cheeked, leather-skinned little Japanese of about 55, who was wearing a white polo shirt, as he admitted me to the Japanese-American Young Men’s association, 9 W. 98th st. He said crub. He meant club.

I entered tremblingly. My Beautiful Wife had warned me they might slice me up for Sukiyaki. Of course, she said, they’d name it sukiyakidoodle-dandy.

“Why,” I asked, “do you call it young men’s association?”

“It was young men—years back,” laughed George T. Okuzaki, a tallish, spectacled white-haired Japanese domestic of about 60. “You see, we’ve been here long, long years. We used to have just strudents here. Just Japanese strudents.”

I leaned back, feeling much braver. Their four story, brick house, pinched in between Negro apartment buildings, is comfortable. And I liked that letter R for the letter L.

“We’ve a very democratic crub,” Tai, the manager, said. “Every man creans his own rooms, does his own cooking. Some go to basebawr games, some pray the horses.”

Did they (I asked) wish to keep Hirohito as emperor?

“We’re ariens, but good ariens,” Tai said. “When the war started the preesman come here but not a single man was taken from this house. We think the emperor should remain. He does no harm. The powerticians make him do things. He keeps the country together. That’s why it never sprits up.”

A fat little Japanese, in protest against the weather, sauntered through the next room in shorts and under-shirt, and Okuzaki yelled at him, “It it hrot enough for you?”

“What do you think of the atomic bomb?” I asked.

“A terriber, inhuman weapon,” Tai said. “One member had a famry in Hiroshima, another had a famry in Nagasaki. Suppose that bum was dropped in the midder of New York city. How you rike it?”

“Wouldn’t Japan have used it?” I asked.

“I think maybe they do,” he said.

He denied they worship the emperor. “A mistake in transration,” he said. “More respect than worship.” I noticed on the mantel two great brass heads of animals, with grinning, sneering mouths and cruel brass teeth. They were, of course, “rions.” (Not to be confused with Reonard Ryons): There was a Bible in one corner, amid the hundreds of books. Okuzaki goes to the Japanese Methodist church, 323 W. 110th street.

“Hows the sukiyaki nowadays?” I asked.

“Sirroin steak hard to get,” Okuzaki said. “Mostry use robster and Wrong Isrand duck. But some do get sirroin. They go to brack market.”

Suddenly I heard a scarey, whirring noise over by head, and decided they were now going to make me into sukiyaki as my B. W. had warned.

“What’s that?” I asked, fearfully. “An atomic bomb?”

“Oh, no,” laughed Tai. “Just a vacroom creaner. As I say before, each member creans his own room and never comprains. We have a paradise here. No women to boss us, sometimes a ritter beer to drink. We awr right.”



Activity 2: Perspectives

Primary Source VII

Nisei Daughter: The Second Generation

When people ask

About my mother
I look away and say,
“Oh, she’s been gone
A long time now.
I hardly knew her anyway.”

But I know she was
A renegade. Why else
Was she standing on some foreign shore,
Uncomfortable in high-heeled shoes
And black dress with bust darts,
Her cherry-blossom kimono
Left far behind?

How else did she consent
To trade her rice-paper walls
For corrugated tin
And to live, honor, and obey
This crude stranger, *Ito-San*
Who sipped Coca-Cola
Through a straw?

Yes, my mother was a renegade.
She braved the future
By swallowing her pride,
Her delicate fingers
Shaping paper swans
After a long day
Of picking cotton
In the Imperial Valley.

She sewed dresses

For my doll
Long after her feet
Were too tired to work the treadle
Of her prized Singer.

She taught me words:
Mi-mi, ha-na, ku-chi,
Pointing to my ear,
My nose, my mouth.

She fed me full
Of fat rice balls
And pickled radishes,
Afraid I might ask
For bologna sandwiches.

Mama, forgive me.
I guess I knew you well.
I was your miracle child,
Your second generation
Nisei daughter,
Born to you
When you were already too old,
Already too torn
By barbed-wire fences
And mixed loyalty.

Oh, where have you gone
Little moon-faced child
Who once chased fireflies
For paper lanterns
In old Japan?

Rose Furuya Hawkins



Questions

Views Toward Japanese Americans

Name of selection you read: _____

1. From whose perspective (point of view) is the text (article, story, poem, etc.) written?
2. What is the author's attitude towards Japanese Americans and internment?
3. What is the agenda or objective of the article, letter, poem, etc.? How do you know? (Quote specific examples from the text as evidence.)
4. In the discussion with your group, what new information did you personally learn about the treatment and/or internment of Japanese Americans?
5. What, if any, evidence of prejudice or stereotyping did your group find in this piece?
6. What question(s) do you have about the internment or treatment of Japanese Americans as a result of reading this text?

Manzanar National Historic Site



Lesson 5: Perspectives & Consciousness

How Does My Identity Shape My Experience in America?

Activity 3: Racism & Racial Profiling

How can perspectives dictate the treatment of a race or community?

Objective:

Students examine articles that attack or defend racial profiling. Students compare and contrast past and present forms of racial profiling.

Procedure:

- ✓ Divide students into groups of three or more. Provide each group with all four of the following articles, the Racial Profiling worksheet, and excerpts from Lt. General J.L. DeWitt's *Final Report* (located in the Lesson 5 Activity 3 Resources section). Articles include:

 - “Racial Profiling: Justice for All?” by Ajai Bharadwaj
 - “In Support of Racial Profiling” by Rachel Marsden
 - “Racial Profiling: Should it be Used for Aviation Security?” by Richard Bloom
 - “Dubai Ports World: Commercial Racial Profiling” by Ivan Eland
- ✓ Students read and discuss the information and then fill out the worksheet as a group.
- ✓ Set up a debate activity by assigning half the groups to support and the other half to oppose racial profiling. Provide time for the groups to research their topic and to practice debating the issue. Provide the How Do We Protect Our Liberty? and Constitutional Amendments handouts (located in the Lesson 5 Activity 3 Resources section).
- ✓ Groups debate their position on racial profiling to the whole class. Invite students to raise questions and issues. While you mediate, ask for clarification, keep time, ensure that each group has three strong arguments. Keep track of arguments and comments that support, oppose and are impartial by writing them on a chart for the class to see. As a guide, use the debate rules from the Education World website <http://web.archive.org/web/20060503194518/http://w3.tvi.edu/~cgulick/roles.htm>
- ✓ **Debate Rules**

 - No put downs.
 - You must raise your hand if it's not your time to speak.
 - Teams lose 1 point for each interruption.
 - Teams lose 1 point for whispering while another speaker is talking.
- ✓ **Times**

 - Opening statements for both sides = 3 minutes each
 - Arguments for both sides = 7 minutes each
 - Rebuttals = 7 minutes each
 - Closing statements for both sides = 3 minutes each

Grade Level: 10 & 11

Time: 4 hours (class)
1 week (home)

Materials:

9 Selected Articles
How Do We Protect Our Liberty?
handout
Constitutional Amendments
handout
Internet access
School or public library access
Racial Profiling worksheet

Concepts Covered:

Read & summarize

multiple articles.

Learn about different points of view.

Use evidence and research to support arguments.

Draw conclusions from multiple perspectives.

CDE Standards:

10th Grade

English/Language

Reading

1.1 2.4 2.8 3.8

Writing

1.5 2.3

Listening & Speaking

1.1 2.2

History/Social Science

10.8.6

11th Grade

English/Language Arts

Reading

1.3 2.6

Writing

2.4

History/Social Science

11.7.5



Activity 3: **Racism & Racial Profiling**

How can perspectives dictate the treatment of a race or community?

Procedure (continued):

- ✓ As a class:
 - Compare and contrast current racial profiling scenarios with the internment of Japanese Americans during World War II.*
 - Discuss the variety of uses for racial profiling and review the arguments from the debates.*
 - Discuss how we can right a wrong once it has happened.*

- ✓ Have students read the press release “Lessons Learned and Bridges Built” by the Japanese American National Museum (located in the Lesson 5 Activity 3 Resources section) as an example of how communities can come together and move forward. Discuss the press release and list some local organizations that build bridges in your community.

- ✓ Provide each student with the following articles: *LA Times* articles by Richard Winton and Teresa Watanabe titled “LAPD Defends Muslim Mapping Effort,” “LAPD’s Muslim Mapping Plan Killed” and the letters to the editor (articles located in the Lesson 5 Activity 3 Resources section). Discuss how a community’s outcry stopped the Muslim mapping plan.

- ✓ Discuss people and organizations that currently speak out and challenge authority and compare them to Japanese Americans who spoke out during World War II. Ask the class for examples of people who question security, liberties and laws they believe are unjust today.

- ✓ Conclude the racial profiling lesson by assigning individual projects. Students write a paper on, draw a picture of, or create diary entries for a conscientious objector (present or past). Allow students one week to work on their projects. Encourage students to utilize resources such as the American Civil Liberties Union website at www.aclu.org.



Crowd scene, Ansel Adams, 1942

Assessment:

1. Student involvement in class discussion.
2. Check to see that each group is working cooperatively and evaluate the quality of shared material during the class debate.
3. Individual grades are based on final project.

Extension:

1. Download the Minnesota House of Representatives Research Department’s study titled “Racial Profiling Studies in Law Enforcement: Issues and Methodology”, found at <http://www.house.leg.state.mn.us/hrd/pubs/raceprof.pdf>. The study briefly describes the central concepts, issues and methodological challenges involved in studying racial profiling in law enforcement.
2. Ask students to find music lyrics that challenge authority, war, human or civil rights. Examples: “Give Peace a Chance” by John Lennon, “Master of War” by Bob Dylan, “The Rape of the World” by Tracy Chapman, “Get Up Stand Up” by Bob Marley, “Redemption Day” by Sheryl Crow, etc.
3. The American Civil Liberties Union website (www.aclu.org) provides other topics for debate such as free speech.
4. Compare & contrast the internment experiences of Japanese Americans and German Americans, during World War II. For resources on German American Internment visit the German American Internee Coalition website www.gaio.info/. This site also offers seventeen lesson plans for teachers.

Activity 3: **Racism & Racial Profiling****Article I**

Lt. Gen. J. L. DeWitt was commander for the Western Defense Command which included the West Coast. He established military zones and personally ordered the evacuation of Japanese Americans. Revisit the Executive Order 9066 poster, which was issued in his name. Below is a portion of Lt. Gen. J.L. DeWitt's letter of transmittal to the Chief of Staff, U.S. Army, June 5, 1943, of his:

Final Report; Japanese Evacuation from the West Coast 1942

1. I transmit herewith my final report on the evacuation of Japanese from the Pacific Coast.

2. The evacuation was impelled by military necessity. The security of the Pacific Coast continues to require the exclusion of Japanese from the area now prohibited to them and will so continue as long as that military necessity exists. The surprise attack at Pearl Harbor by the enemy crippled a major portion of the Pacific Fleet and exposed the West Coast to an attack which could not have been substantially impeded by defensive fleet operations. More than 115,000 persons of Japanese ancestry resided along the coast and were significantly concentrated near many highly sensitive installations essential to the war effort. Intelligence services records reflected the existence of hundreds of Japanese organizations in California, Washington, Oregon and Arizona which, prior to December 7, 1941, were actively engaged in advancing Japanese war aims. These records also disclosed that thousands of American-born Japanese had gone to Japan to receive their education and indoctrination there and had become rabidly pro-Japanese and then had returned to the United States. Emperor-worshipping ceremonies were commonly held and millions of dollars had flowed into the Japanese imperial war chest from the contributions freely made by Japanese here. The continued presence of a large, unassimilated, tightly knit and racial group, bound to an enemy nation by strong ties of race, culture, custom and religion along a frontier vulnerable to attack constituted a menace which had to be dealt with. Their loyalties were unknown and time was of the essence. The evident aspirations of the enemy emboldened by his recent successes made it worse than folly to have left any stone unturned in the building up of our defenses. It is better to have had this protection and not to have needed it than to have needed it and not to have had it – as we have learned to our sorrow.

3. On February 14, 1942, I recommended to the War Department that the military security of the Pacific Coast required the establishment of broad civil control, anti-sabotage and counter-espionage measures, including the evacuation, therefrom of all persons of Japanese ancestry. In recognition of this situation, the President issued Executive Order No. 9066 on February 19, 1942, authorizing the accomplishment of these and any other necessary security measures. By letter dated February 20, 1942, the Secretary of War authorized me to effectuate my recommendations and to exercise all powers which the Executive Order conferred upon him and upon any military commander designated by him. A number of separate and distinct security measures have been instituted under the broad authority thus delegated, and future events may demand the initiation of others. Among the steps taken was the evacuation of Japanese from western Washington and Oregon, California and southern Arizona. Transmitted is the final report of that evacuation

(continued on next page)

Activity 3: **Racism & Racial Profiling****Article I (continued)**

5. There was neither pattern nor precedent for an undertaking of this magnitude and character; and yet over a period of less than ninety operating days, 110,442 persons of Japanese ancestry were evacuated from the West Coast. This compulsory organized mass migration was conducted under complete military supervision. It was effected without major incident in a time of extreme pleasure and severe national stress, consummated at a time when the energies of the military were directed primarily toward the organization and training of an Army of sufficient size and equipment to fight a global war. The task was, nevertheless, completed without any appreciable divergence of military personnel. Comparatively few were used, and there was no interruption in a training program.

6. In the orderly accomplishment of the program, emphasis was placed upon the making of due provision against social and economic dislocation. Agricultural production was not reduced by the evacuation. Over ninety-nine percent of all agricultural acreage in the affected area owned or operated by evacuees was successfully kept in production. Purchasers, lessees, or substitute operators were found who took over the acreage subject to relinquishment. The Los Angeles Herald and Express and the San Diego Union, on February 23, 1943, and the Tacoma News-Tribune, on February 25, 1943, reported increases not only in the value but also in the quantity of farm production in their respective areas.

7. So far as could be foreseen, everything essential was provided to minimize the impact of evacuation upon evacuees, as well as upon economy. Notwithstanding, exclusive of the costs of construction of facilities, the purchase of evacuee motor vehicles, the aggregate of agricultural crop loans made and the purchase of office equipment now in use for other government purposes, the entire cost was \$1.46 per evacuee day for the period of evacuation, Assembly Center residence and transfer operations. This cost includes financial assistance to evacuees who voluntarily migrated from the area before the controlled evacuation phase of the program. It also covers registration and processing costs; storage of evacuee property and all other aspects of the evacuee property protection program. It includes hospitalization and medical care of all evacuees from the date of evacuation; transportation of evacuees and their personal effects from their homes to Assembly Centers; complete care in Assembly Centers, including all subsistence, medical care and nominal compensation for work performed. It also reflects the cost of family allowances and clothing as well as transportation and meals during the transfer from Assembly to Relocation Centers... .

Lt. Gen. J.L. DeWitt to the Chief of Staff, U.S. Army, June 5, 1943, in U.S. Army, Western Defense Command and Fourth Army, *Final Report; Japanese Evacuation from the West Coast 1942*, Washington D.C.: Govt. Printing Office, 1943, pp. vii-x.

Activity 3: **Racism & Racial Profiling****Article II**

*The Tech Newspaper, Volume 123, Issue 3: Tuesday, February 11, 2003
MIT (Massachusetts Institute of Technology) College newspaper*

Racial Profiling: Justice for All?

by Ajai Bharadwaj

Growing up in an all- white suburb of Milwaukee, the second most racially segregated city in the United States, I always felt a little different because of my ethnicity. In a high school of 800, I was the only Indian. Some of my classmates thought I was an Arab, and used racial slurs of that nature. My friends, however, never treated me any differently. Thinking back, I do recall often driving around the neighborhood at night and noticing that the majority of people pulled over by the cops were not white. It's easy to remember, especially because each time, my friends and I would sarcastically comment, "Oh, they must have been driving while black." Things like that, at some level, made me feel that being colored put me at a disadvantage.

The law enforcement community has been put in the spotlight recently due to such "racial profiling." Racial profiling is generally defined as any police-initiated action (e.g., detainment, arrests, searches) that is solely based on the suspect's race, ethnicity, or national origin rather than their behavior or any information that may lead police to believe they have been engaged in criminal activity. The recent trend has been to use the term "racially based policing," which takes into account policing actions that may involve racial bias coupled with some other factor (such as race and the neighborhood in which the action occurs). This new terminology seems like an attempt to mask the fact that minorities are still being singled out solely based on their race

Racial profiling has been around for quite a long time, no doubt since the times when slavery was legal. In the "melting pot" of America, however, racism has become more than just a black and white issue. In the wake of the Sept. 11 attacks on the World Trade Center, many people have begun to realize that the problem is bigger than they thought, myself included.

I have been detained at airport security checkpoints numerous times since Sept. 11, including three times during one trip in early 2002. Just because my skin is brown and I have black hair, why should it automatically be assumed that I am much more likely to be an international terrorist? Prior to Sept. 11, I had never been detained at a security checkpoint in my life.

Turban-wearing Sikhs have been especially discriminated against since the attacks. Does the simple fact that someone wears a turban and has a beard make that person automatically more likely to be a terrorist? No.

Even more outrageous are the stories we hear about people being removed from airplanes. In June 2002, the American Civil Liberties Union filed five lawsuits against four major airlines whose pilots removed people from their flights based on race or ethnicity. In one case, a man (a U.S. citizen) sitting in the first class section of the plane noticed an elderly woman glaring at him and several other passengers. He then allegedly heard the woman tell the captain, "Those brown-skinned men are behaving suspiciously." Minutes later, he and two other men were removed from the plane and put on a later flight.

(continued on next page)

Activity 3: **Racism & Racial Profiling****Article II (continued)**

In all the cases, the men were of Middle Eastern or Asian descent, and all had passed rigorous security checks and were cleared to board. They were only taken off the plane because someone felt “uncomfortable” with them on board. Most of the terrorists in recent year who have acted out against this country have been non-minorities. And yet, would the woman on the plane have felt as “uncomfortable” if a John Walker Lindh, Timothy McVeigh, or a Ted Kaczynski had sat next to her on the plane? The fact is that anyone can be a terrorist.

Isn't it better to be safe than sorry, you ask? To quote ACLU National Staff Attorney Reginald Shuford, “Absolutely. All of us want to be safe. But...what happened to these men had nothing to do with safety and everything to do with bias.”

Isn't it a little unpatriotic to complain about a minor inconvenience such as this, given the legitimate need to combat terrorism? According to Shuford, “There is nothing patriotic about discrimination, nor is there any honor in suffering it in silence. To the contrary, allowing it to go on unchallenged seriously undermines fundamental American values that we fought so hard to achieve.”

Racial profiling threatens to undermine the very fabric of American society today by providing a means through which racism is allowed to continue in this country. Where does one draw the line between “racial profiling” and racism? Don't you find it interesting that the term “racial profiling” does not have an immediately negative connotation like “racism” does? Getting past the politically correct terminology and putting it bluntly, racial profiling is simply racism in the name of security. Profiling people via ethnicity-based stereotypes and generalizations is the same as being a racist and judging someone on their color. I, for one, am sick of walking into a convenience store and being quietly watched as I walk up and down the aisles.

Racial profiling, racism, and other forms of prejudice all stem from a fear of the unknown. The only way to combat prejudice is to face it head on. Every person in the world lives in their own unique little sphere of existence, and very few of us make the effort to venture outside of it. I implore everyone to explore the unknown. Get to know a black man, a white girl, someone from the Middle East, someone from China, an Indian, a Hispanic person. Leave your little cave behind and see the world through the eyes of others -- you might be surprised at what you will see.

http://www-tech.mit.edu/V123/N3/racial_profiling.3f.html

Activity 3: **Racism & Racial Profiling****Article III**

Ms. Marsden is a political columnist, political and media strategist and radio/TV personality.

In Support of Racial Profiling by Rachel Marsden

The ejection from a jetliner of an Arab-American member of US President Bush's Secret Service detail has re-ignited the ethnic profiling debate, and has sent the reality-challenged proponents of political correctness into a tailspin.

Agent Walied Shatner is crying racial discrimination because the pilot of the commercial airliner had the audacity to question Shatner's credentials when he strutted aboard the aircraft carrying a gun. I guess Shatner feels that the world would be a much better place if the pilot would have simply welcomed him and his sidearm aboard, tossed him a little bag of peanuts, and focused on getting that plane full of people up in the air as soon as possible.

Shatner, and others, should realize that racial profiling is now an absolute necessity--a sort of "suspect identification." Let's face it--there are plenty of justifiable reasons to place Arabs and Muslims under more intense scrutiny.

Muslim extremists have been responsible for countless acts of terrorism against Americans (and the West in general): the September 11th attacks on the World Trade Center and the Pentagon; the bombing of the USS Cole in Yemen in 2000; the bombings of US Embassies in Kenya and Tanzania in 1998; the hijacking of Pan Am Flight 103 over Lockerbie, Scotland in 1988; the 1983 bombing of the US Embassy in Beirut; the bombing of Marine barracks in Beirut; the hostage taking at the US Embassy in Tehran during the Carter administration. The list goes on.

Add all this to the fact that five of the seven countries listed by the US as sponsors of terrorism are Arab and/or Muslim (Iran, Iraq, Libya, Sudan and Syria).

Sure everyone has a right to privacy, but that right should never outweigh the right to life. If limiting one's freedom is reasonably necessary to prevent harm to others, then so be it. We're in an era when Muslim extremist fruitcakes are slamming large commercial planes into buildings full of civilians and boarding airliners with bombs stuffed in their Reeboks. No one should have a problem with taking the time to answer a few questions, or to have their bags checked a little more thoroughly. Tolerance works both ways.

So why not subject every single passenger, regardless of religion or ethnic background, to the same extensive searches and security measures? Well, this just isn't effective. It's the same reason why police don't target 80-year old grandmothers in drug trafficking investigations.

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Activity 3: **Racism & Racial Profiling****Article III (continued)**

Some might argue that Tim McVeigh (who bombed the Oklahoma City federal building) wouldn't have been screened out through this kind of racial profiling; however, the difference is that, unlike Muslim extremists, McVeigh only had perhaps a few dozen people who were equally fervent about his cause. Yossef Bodansky, in his seminal work *Bin Laden: The Man Who Declared War on America*, noted the existence of a "solid, capable Islamic terrorist infrastructure in the West, capable of operating both at home and overseas" that does not rely upon specific instructions from Bin Laden. Clearly the threat to the Western world by Muslim extremists is far more widespread and imminent than the odd attack by a few redneck rebels.

Since the early 1990's the trend in terrorism has been toward directly targeting civilians. The end of the Cold War, the creation of new states, and the leaving of certain states in unstable or anarchic conditions gave impetus to the rise of a new set of Muslim extremists whose ideology or motivations call for indiscriminate targeting. In this climate, suspect identification is not only fair, but necessary.

Everybody's profiling now anyway. Even those who oppose ethnic profiling and are preoccupied with civility and political correctness still automatically racially profile their fellow passengers when they're sitting in a pressurized tin can hurtling through the sky at 600 miles per hour, 35,000 feet above the ground. At least if we know that it's being done before the plane gets in the air, people of all ethnic groups can feel safer.

<http://www.rachelmarsden.com/columns/profiling.html>

Activity 3: **Racism & Racial Profiling****Article IV**

Richard Bloom is an associate professor of clinical and political psychology and chairman of the security program for the science, technology and globalization degree program.

Racial Profiling: Should it be Used for Aviation Security?

by Richard Bloom

Recently, many politicians, activists, media representatives, concerned citizens, and some security experts have attacked the use of racial profiling as a tool to prevent, minimize, and manage security problems. These opponents are often misguided, misinformed, and at times flat-out wrong.

Racial profiling is the identification of racial factors, such as skin color, hair texture, facial structure, physical attire, spoken language, accent, surname, and travel history, which experts and statistics have associated with a specific behavior, such as an act of aviation terrorism.

Once an association is developed, the relevant characteristics are used to predict the possibility of the behavior and become part of an operational procedure. For example, individuals displaying these characteristics in an airport check-in line may be subject to more and/or different screening than others. Rarely, if ever, do racial factors alone comprise a profile.

Opponents of racial profiling attack the practice for several reasons.

Problems of definition

Some say racial factors cannot be useful in confronting aviation terrorism, because race as a valid concept does not exist and is often confused with ethnicity.

Scholars do disagree about what constitutes race, and some even interchange race and ethnicity. However, if a human characteristic can be used to predict a specific behavior, such as aviation terrorism, the difficulty in naming it does not matter.

Problems of value

Some opponents insist the use of racial factors as predictors of behavior is illegal, immoral, or unethical, and that racial profiling is no more than blatant stereotyping.

Even if racial profiling can be used to prevent, minimize, or manage aviation terrorism, strong arguments can be made for and against its legality. This calls for an ongoing dialogue in society.

The ongoing discourse on the morality and ethics of racial profiling ultimately depends on whether one uses criteria of means, ends, or a combination of both. In other words, answers depend on philosophical and religious determinations of whether ends justify means in situations such as aviation terrorism, and whether certain means, such as racial profiling, can never be justified by ends.

Stereotyping denotes the use of membership in a group to make inaccurate judgments about an individual. If racial profiling continues to lead to accurate predictions about incipient aviation terrorism, stereotyping, by definition, is not occurring.

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Activity 3: **Racism & Racial Profiling****Article IV (continued)****Problems of accuracy**

Some claim racial profiling just doesn't work. They maintain that using racial factors offers no accuracy, unacceptable accuracy, or unacceptable errors in predicting aviation terrorism.

It is true that racial profiling is not 100 percent accurate when used to prevent, minimize, and manage aviation terrorism, but neither does it approach zero percent accuracy. Sophisticated opponents and supporters argue over the combinations of true positives, true negatives, false positives, and false negatives that result through the use of a specific racial profile or a number of profiles in aviation terrorism situations.

New methods to assess the accuracy of racial profiles are being developed, but these still cannot handle the complexities of data collected from different profiles and aviation terrorism situations. Meanwhile, what levels of accuracy or failure are acceptable until better evaluation methods are developed? This is a public policy question that depends largely on answers to the problems of value described above.

Problems of implementation

Some opponents assert racial profiling engenders mistreatment and abusive security screening incidents, and that people identified as security risks are inevitably harassed.

At times, racial profiling has engendered abuse, as have other types of profiling. But if problems of value and accuracy are addressed, safeguards can be put in place to minimize abuses. And if opponents can prove empirically that the practice causes an unusual frequency or intensity of mistreatment, safeguards can be improved.

Problems of evaluation

Some complain no ongoing system is in place to track the success and failure of racial profiling, and that feedback is nonexistent, inaccurate, or untimely. Even if racial profiling starts out as accurate, they say, it soon drifts into huge error and actually ensures the growth of aviation terrorism.

Many profiling systems, including those using racial factors, have neglected the collection of ongoing feedback and subsequent modifications. Assuming adequate answers have been developed for problems of value, accuracy, and implementation, one can correct this shortfall through the myriad of methodologies developed by social scientists. Opponents draw our attention to several important concerns about racial profiling. But when these problems are addressed according to society's values and scientific accuracy, racial profiling is an appropriate tool in the fight against aviation terrorism.

Yet why has racial profiling generated so much furor? One answer lies in the ongoing ugliness of racial politics in the United States and other countries. Another is the all-too-frequent incompetent and corrupt use of racial profiling. Both have led to a full-court press on a tool that can be effective in preventing and adjudicating aviation terrorism and security problems. Aviation leaders must resist this offensive, remain sensitive to legitimate concerns, and contribute to the safety of us all.

For more information on racial profiling and other security topics, access the International Bulletin of Political Psychology (IBPP), a weekly international journal, at <http://security.pr.erau.edu>.

*Article provided by Embry-Riddle Aeronautical University
<http://www.erau.edu/er/newsmedia/leader/fall1999/perspec.html>*

Activity 3: **Racism & Racial Profiling**

Article V

February 21, 2006

Dubai Ports World: Commercial Racial Profiling

by Ivan Eland

Some members of Congress, exhibiting post-9/11 jingoism and paranoia, are pressuring the Bush administration to reconsider its decision to allow Dubai Ports World, an Arab company, to take over operations at six U.S. ports. The approval should stand.

Congressman Peter T. King (R-NY), Chairman of the House Homeland Security Committee and, more importantly, a Congressman from an area near two of the ports that will be operated by Dubai Ports World, expressed this xenophobic view about Dubai's acquisition of the British company that is currently operating the ports: "In the post-9/11 world, there should have been a presumption against this company."

Why? Because two of the 9/11 hijackers happened to be from the United Arab Emirates (UAE), the country in which the company is based. Yet the British company, Peninsular and Oriental Steam Navigation Company, was allowed to operate the ports in New York, New Jersey, Baltimore, Philadelphia, Miami, and New Orleans despite Richard Reid's (the infamous "shoe bomber") British citizenship. And American companies are permitted to operate some U.S. ports despite the fact that Timothy McVeigh, Jose Padilla, and other U.S. citizens are convicted or accused terrorists. For that matter, how do we know that even an American company running the ports would be immune from terrorist infiltration?

In fact, since two of the 9/11 hijackers were from the UAE, Dubai Ports World might even have a stronger interest in operating safe and secure ports than companies from other nations. Dubai has a worldwide presence, an extensive history of operating ports, and a reputation to uphold. If a terrorist incident occurred in one of its ports, the company would probably lose more business worldwide than a non-Arabic company would under the same circumstances.

The company should be evaluated on its qualifications to operate the ports, not on McCarthy-like litmus tests for Arabs or the UAE. Besides, although Dubai Ports World will operate the ports, U.S. federal and local authorities will remain in charge of security.

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Activity 3: **Racism & Racial Profiling****Article V (continued)**

Members of Congress such as Congressman King and New York Senator Charles E. Schumer certainly get points with their New York constituents for defending the nation against the onslaught by “Arab terrorists,” and perhaps trying to protect U.S. companies from foreign competition as well.

But if Arab companies truly cannot be trusted to operate U.S. ports, then shouldn't they be banned from all involvement with U.S. airports, farming, electrical generation, water works, nuclear power plants, chemical, biomedical, and pharmaceutical production, and tunnel, bridge, stadium, and skyscraper construction? Extending this flawed logic further, perhaps even airlines from Arab countries should be banned from landing at U.S. airports because they might be used in terrorism or bring terrorists into the United States—in spite of the fact that the planes used on 9/11 were U.S. airliners.

After 9/11, U.S. authorities incarcerated and questioned people based on their Arabic nationalities and Islamic religion. The vast majority of them had no connection to terrorism or the 9/11 attacks. This was widely perceived to have been an overreaction. Yet more than four years after 9/11, this racial and ethnic profiling has now moved from individuals to businesses. The Bush administration was right to insist that no security threat emanated from a routine business purchase of a British firm by an Arab company. The politicians should quit posturing and move on to more important issues.

Provided by Antiwar.com
<http://www.antiwar.com/eland/?articleid=8582>

Activity 3: **Racism & Racial Profiling****Article VI**

Los Angeles, CA Press Release: FOR IMMEDIATE RELEASE - October 11, 2001

PRESS CONTACTS: Cynthia Wornham - ckomai@janm.org - 310-479-9929 Allison Kido

Lessons Learned and Bridges Built

Town Hall Meeting on Ethnic Tensions, U.S. Security and Civil Liberties to be Hosted By KPCC 89.3fm and the Japanese American National Museum

Despite the positive reports in the media about Angelenos embracing their Arab-American and Muslim neighbors, there has also been a rise in hate crimes aimed at these and other related groups since the September 11 terrorist attack. In collaboration with the Japanese American National Museum, KPCC 89.3 FM will broadcast live a Town Hall Meeting to discuss these and other related issues on Thursday, Oct. 11 from 7 to 9 p.m., hosted by Kitty Felde on "Talk of the City." The Town Hall Meeting will be re-broadcast on Friday, Oct. 12 from 1 to 2 p.m. The event is open to the public free of charge.

The Town Hall Meeting will feature guests from a variety of backgrounds within the Los Angeles area including Dr. Maher Hathout from the Muslim Public Affairs Council and FBI special agent Matthew McLaughlin. Assistant Sheriff Larry Walde, who oversees Los Angeles field operations, including the racial profiling task force, will also participate along with members of the task force.

Participants will examine the racial tensions within the Japanese American community in Los Angeles during World War II. Voices of community leaders who built bridges between the Korean and African American communities after the 1992 civil unrest will also be heard. In addition, the FBI and ACLU will discuss how citizens can balance the need for security with civil liberties. Questions the meeting may raise include: What lessons have we learned? What mistakes should we avoid?

KPCC and the Japanese American National Museum view the Town Hall Meeting as an opportunity to build bridges--not only between the Arab-American and Muslim communities and the rest of Southern California--but also among the other diverse communities of Los Angeles.

The Town Hall Meeting will be held at the Japanese American National Museum, located at 369 E. First Street, in the Little Tokyo district of Downtown. There are limited spaces available to attend the event and RSVPs are necessary. Call 213-625-0414, ext. 2233.

Information courtesy of the Japanese American National Museum, <http://www.janm.org/press/release/11>

Activity 3: **Racism & Racial Profiling****Article VII***November 10, 2007***LAPD Defends Muslim Mapping Effort**

By Richard Winton, Teresa Watanabe and Greg Krikorian
Los Angeles Times Staff Writers

The LAPD's plan to map Muslim communities in an effort to identify potential hotbeds of extremism departs from the way law enforcement has dealt with local anti-terrorism since 9/11 and prompted widespread skepticism Friday.

In a document reviewed Friday by The Times, the LAPD's Los Angeles Police Department's counter-terrorism bureau proposed using U.S. census data and other demographic information to pinpoint various Muslim communities and then reach out to them through social service agencies.

LAPD officials said that it is crucial for them to gain a better understanding of isolated parts of the Muslim community. Those groups can potentially breed violent extremism, the LAPD said in its plan. "This is not . . . targeting or profiling," Police Chief William J. Bratton said Friday in defending the program. "It is an effort to understand communities," he said.

But the effort sparked an outcry from civil libertarians and some Muslim activists, who compared the program to religious profiling.

Others noted that the effort faces enormous practical difficulties. The U.S. Census Bureau is barred by law from asking people for their religious affiliation. As a result, there is no scientific data on the size of the nation's Muslim population, let alone its location, with estimates of the population nationwide ranging from about 1.4 million adults in a Pew Research Center study this year to the 7 million or more claimed by some community organizations.

Census data on ancestry also would not yield accurate Muslim estimates, because significant numbers of ethnic Iranians are Jewish and many ethnic Lebanese, Palestinians and Syrians are Christians.

"It's not realistic to think you are going to be able to find out where all the Muslims are," said Salam Al-Marayati, executive director of the Muslim Public Affairs Council.

Hussam Ayloush of the Council on American-Islamic Relations in Anaheim said the LAPD project seemed based on the European experience of isolated and often-distressed Muslim enclaves -- a model that doesn't apply to the United States, where the Muslim population is far more dispersed.

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Activity 3: **Racism & Racial Profiling****Article VII (continued)-pg. 2**

American Muslims differ from their European co-religionists in several other respects. A Pew survey of 1,050 adult American Muslims nationwide found them to be "largely assimilated, happy with their lives and moderate." Although two-thirds are immigrants, most respondents said Muslims should integrate into U.S. society rather than isolate themselves.

The survey found striking differences between American Muslims and their European counterparts, with more in the U.S. rejecting extremism and supporting coexistence with Israel. Only 2% of American Muslims were low-income, compared with rates of 18% and higher in the United Kingdom, France, Germany and Spain.

The LAPD's proposal differs substantially from the way federal counter-terrorism authorities have dealt with Southern California's Muslim community.

Stung by decades of controversy over its monitoring of antiwar and civil rights groups, the FBI has been wary of post-9/11 initiatives that would draw criticism that its anti-terrorism efforts are based on racial profiling of Muslims.

As a result, its counter-terrorism efforts have been largely driven by informants, intelligence reports or specific incidents that direct attention to a particular group or community.

"We learned our lesson early on," one retired FBI counter-terrorism official said Friday.

The official, who spoke on condition of anonymity, questioned the logic of the mapping program, reasoning that the wholesale plotting of Muslim communities -- rather than zeroing in on suspected extremists -- could drain counter-terrorism resources and alienate Muslim residents at a time when they are crucial to law enforcement efforts.

Al-Marayati and others who gathered for Friday prayer at the Islamic Center of Southern California questioned the premise of the mapping project. There were no clearly defined Muslim neighborhoods in Southern California, he said.

Some neighborhoods are known for large Middle Eastern populations, but often their residents are not Muslim. Beverly Hills, for example, has a sizable and well-known Iranian population, but many of them are Persian Jews.

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Activity 3: **Racism & Racial Profiling****Article VII (continued)-pg. 3**

Mosque member Omar Ricci, offspring of a Pakistani Muslim mother and Italian American Catholic father, said he has more Armenian Christian neighbors than Muslims on his street in Glendale.

Maher Hathout, an Egyptian native and retired physician, who is a spokesman for the Islamic Center, said his neighborhood in Arcadia is an ethnic and religious polyglot; he said he was more familiar with his Christian next-door neighbor than the Muslims who live a few doors away. The mosque is on Vermont Avenue in Koreatown.

The backlash against the program was intense enough Friday that LAPD's planned partner in the project, USC's National Center for Risk and Economic Analysis of Terrorism Events, said it was carefully studying whether to join the endeavor.

"I realize that there are many concerns with a potential mapping project related to profiling, privacy and civil liberties," center Director Detlof von Winterfeldt said in a statement.

But LAPD leaders stood behind the proposal.

Hoping to defuse the controversy, Bratton said Friday that the LAPD's plan is in its early stages and extended an invitation to meet with critics to hear their suggestions on how to advance what he described as a "community engagement effort."

In outlining the program last week before a congressional committee, Deputy Police Chief Michael P. Downing, who heads the counter-terrorism operation, said the department's plan was designed to minimize the radicalization of Muslims in Los Angeles. Instead of relying on experts, he said, the mapping would produce a "richer picture" of the community and guide future strategies.

"While this project will lay out geographic locations of many different Muslim populations around Los Angeles, we also intend to take a deeper look at their history, demographics, language, culture, ethnic breakdown, socio-economic status and social interactions," he said. "It is also our hope to identify communities, within the larger Muslim community which may be susceptible to violent ideologically based extremism and then use a full spectrum approach guided by intelligence-led strategy."

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Activity 3: **Racism & Racial Profiling**

Article VII (continued)-pg. 4

On Friday, Mayor Antonio Villaraigosa defended the LAPD's efforts.

"Chief Downing has good intentions here," said Villaraigosa, who added that he had only learned of the new program through newspaper articles and at a short briefing.

But some Muslims fear that the police intervention in their communities could have the opposite effect from what officials intended.

"Anytime the administration talks about attacking Iran, anytime they start to float ideas like these, we are pushed more toward extremism," Mohammed Abdul Aleem, 49, of Culver City said. "Every time our president opens his mouth, there are more people joining Al Qaeda."

To Aleem, the LAPD's plan to map out the city's Muslim community will do nothing more than "fuel the fire."

"It's making it harder and harder for the moderate Muslims," he said.

Times staff writer Jean-Paul Renaud contributed to this report.

Activity 3: **Racism & Racial Profiling****Article VIII***November 15, 2007***LAPD's Muslim Mapping Plan Killed**

By Richard Winton and Teresa Watanabe
Los Angeles Times Staff Writers

The LAPD on Wednesday abruptly scrapped a program to map the city's Muslim population, a major retreat for a department that said the system was needed to identify potential hotbeds of extremism.

The reversal comes after a week of protests from Muslim groups and civil libertarians, who equated the mapping with religious profiling. Others questioned whether it was possible for the LAPD to accurately map the city's far-flung Muslim community.

Los Angeles Police Department Deputy Chief Michael P. Downing said Wednesday that in the wake of the protests, officials would drop the mapping aspect of the plan but continue their efforts to reach out to the Muslim community. Downing and other police officials plan to outline the new strategy to Muslim American activists at a meeting today.

The decision met with praise from some activists, who said they would welcome greater involvement by the LAPD in their communities as long as mapping was off the table.

"Muslim Americans were very disturbed and concerned about the ramifications of the plan and having their privacy invaded," said Salam Al-Marayati, executive director of the Muslim Public Affairs Council. "Downing's statement that he's pulling the plan says the LAPD is very open to positive community engagement, input and participation. It's the first step to very healthy dialogue between Muslim Americans and the city of Los Angeles."

The LAPD has not provided details about how it planned to build the Muslim database. But in a document reviewed by The Times last week, the department's counter-terrorism bureau proposed using U.S. census data and other demographic information to pinpoint Muslim communities and then reach out to them through social service agencies.

Originally, the LAPD planned to partner with USC's National Center for Risk and Economic Analysis of Terrorism Events in building the mapping program. But after details of the effort were made public last week, USC officials said they were carefully studying whether to join the endeavor and stressed that no deal had been made.

During Oct. 30 testimony before Congress, Downing described the plan as an attempt to "mitigate radicalization."

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Activity 3: **Racism & Racial Profiling****Article VIII (continued-pg. 2)**

Downing and other law enforcement officials said police agencies around the world are dealing with radical Muslim groups that are isolated from the larger community, creating potential breeding grounds for terrorism. He cited terror cells in Europe as well as the case of some Muslim extremists in New Jersey arrested in May for allegedly planning to bomb Ft. Dix.

But in a statement, Mayor Antonio Villaraigosa said that "while I believe the department's efforts to reach out to the Muslim communities were well intentioned, the mapping proposal has created a level of fear and apprehension that made it counterproductive."

Beyond the issue of "religious profiling," some critics said it would be impossible for the LAPD to create an accurate map of where Muslims live.

The Census Bureau is barred by law from asking people for their religious affiliation. As a result, there is no scientific data on the size of the nation's Muslim population, let alone its location, with estimates of totals ranging from about 1.4 million adults in a Pew Research Center study this year to the 7 million or more claimed by some community organizations. Census data on ancestry would also fail to yield accurate Muslim estimates, because large numbers of people with Iranian backgrounds are Jewish and many people with Lebanese, Palestinian and Syrian roots are Christian.

Some critics said the LAPD plan seemed based on the European experience of isolated and often-distressed Muslim enclaves, a model they said doesn't apply to the United States, where the Muslim population is far more dispersed.

Ramona Ripston, executive director of the American Civil Liberties Union of Southern California, said Wednesday that the LAPD's reversal "shows what community outrage can do. . . . We are going to be watchful that they don't try again to bring this mapping plan forward with another name."

The ACLU on Wednesday filed a public records request for details of the mapping project.

Downing and other LAPD officials have stressed for days that the mapping program was not a form of profiling or targeting but rather a way to better understand the Muslim community.

But until Wednesday, the department had stood by the effort and insisted that critics would accept the idea once officials could provide details.

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Activity 3: **Racism & Racial Profiling****Article VIII (continued-pg. 3)**

Al-Marayati said he sent a letter to Downing on Monday telling him the plan should be withdrawn before the LAPD's scheduled meeting today with Muslim American leaders. Then on Wednesday, Al-Marayati said Downing called him to say the LAPD was putting the plan aside. "Unfortunately, I think there's been damage to the relationship in terms of trust," Al-Marayati said. "But we feel we can repair that."

Mary Grady, the LAPD's public information director, said Wednesday that it made sense to remove the mapping element from the plan. "The whole purpose of this initiative was to bring together the department with the Muslim community" she said. "The word 'mapping' gave the impression it was about profiling when it was not."

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Times staff writer Steve Hymon contributed to this report.

Activity 3: **Racism & Racial Profiling****Article IX***November 13, 2007***Letters to the Editor**

In response to the November 10, 2007 Los Angeles Times
article *LAPD Defends Muslim Mapping*

Letter 1

I realize that "anti-terrorism" is all the rage now in government-expansion circles, but will someone please explain to me why the L.A. Police Department is involved in anti-terrorism efforts to the extent that it has an expensive, full-time staff out mapping Muslim communities and "helping [weave] these enclaves into the fabric of the larger society"? Until the LAPD eliminates the homicides, burglaries, rapes and other crimes actually within its jurisdiction, shouldn't it leave what sounds suspiciously like intelligence gathering and social work to others?

Margaret Manning
Los Angeles, CA

Letter 2

In 1982, at the height of Irish Republican Army terrorist bombings in England, I returned to visit my birthplace, London. Raised in L.A., I was oblivious to these events. My red hair and blue eyes were the only reason I was refused service in London's restaurants and pubs, and searched every time I entered a museum. As I was getting on the tube (subway), a man hit me in the back of my head. I was equally stunned by the onlookers' apathy as I lay on the platform. The city's harassment of Americans of Arabic or Persian origin promotes hatred and violence against these innocent citizens.

Edith Ashworth-Cohen
La Mirada, CA

Letter 3

I find it amusing that your article goes on about how Muslims shouldn't be profiled in the LAPD mapping program because they're not as radical as European Muslims and they're just blending in here. Then, at the end, Mohammed Abdul Aleem says that when President Bush talks about attacking Iran, "we are pushed more toward extremism. Every time our president opens his mouth, there are more people joining Al Qaeda." The president is not attacking Iran. This man sounds like a Muslim making threats to America when they don't like what we're doing to protect ourselves from another attack. How soon can the mapping program start?

Lee Ryan

Activity 3: **Racism & Racial Profiling****Handout- Supreme Court**

How Do We Protect Our Liberty? Racial Profiling & the Supreme Court

On February 19, 1942, President Franklin Roosevelt issued Executive Order 9066 giving the United States military the authority to exclude Japanese Americans and others from living along the West Coast. While most complied without much protest, many Japanese Americans felt that internment was illegal and violated basic civil liberties that all Americans are guaranteed under the Constitution. Some, like Gordon Hirabayashi, Fred Korematsu, Minoru Yasui and Mitsuye Endo challenged the legality of Japanese American internment all the way to the U.S. Supreme Court. The Supreme Court cases touched off an intense debate. Which is more important during wartime; maintaining civil liberties or maintaining national security? Today there is still an intense debate between those who favor maintaining civil liberties and those who favor security measures that violate individual civil liberties in hopes of preventing threats to national security. As Americans can we have both liberty and security? Does the Constitution apply all the time or only when it is convenient?

There are four significant Supreme Court Cases that centered around Japanese American internment. You can find out more about these cases by visiting these websites: www.janm.org, www.densho.org, www.landmarkcases.org or visit your local library.

Hirabayashi v. United States Gordon Hirabayashi was a student at the University of Washington in Seattle when internment took effect. Hirabayashi intentionally violated the military curfew and turned himself in to the police in order to bring his case to court. Hirabayashi argued that since he had done nothing wrong, the military order was unconstitutional. In 1944, the Supreme Court upheld Hirabayashi's conviction for violating the military order and ruled that the military has the authority to set curfews and remove people from their homes during wartime. In 1987, Hirabayashi's conviction was overturned by U.S. District Court in Seattle and the Federal Appeals Court.

Korematsu v. United States Fred Korematsu violated the order to report to an internment camp because he did not want to be separated from his Italian American girlfriend. Like Hirabayashi, Korematsu argued that since he was a loyal American citizen, the government had no right to put him in an internment camp. In 1944, the Supreme Court again ruled that the military did have the authority to remove all Japanese Americans from the West Coast regardless of loyalty. In 1983, the *Korematsu v. United States* decision was overturned by a *writ of coram nobis* by a federal district court of Northern California.

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Activity 3: **Racism & Racial Profiling****Handout- Supreme Court (continued)**

Yasui v. United States Following the attack on Pearl Harbor, Minoru Yasui quit his job at the Japanese Consulate in Chicago, returned to his home in Oregon, and attempted to report for duty as a reserve Army officer. After being declared an “enemy alien” by the Army, Yasui was ordered to an internment camp along with his family. Yasui refused to obey the order, arguing that racially based internment was illegal. After being convicted of disobeying the military order, Yasui appealed his case to the Supreme Court. In 1944 the Supreme Court ruled (as a companion case to *Hirabayashi*) that the military had the authority to intern people based on race. Yasui’s conviction was overturned in 1986 by the Oregon Federal District Court.

Ex parte Endo Mitsuye Endo was removed from her home in Sacramento, California and taken to the Tule Lake War Relocation Center. She filed a petition of a *writ of habeas corpus* and her case went all the way to the Supreme Court. A *writ of habeas corpus* occurs when someone is put in jail without a trial. Endo argued that internment was illegal because no one was charged with a crime or given a trial. In 1944, the Supreme Court ruled that while the military had the authority to remove people during war, loyal American citizens could not be kept in internment camps. This decision forced the government to begin closing the camps in early 1945.

Even today, the United State Supreme Court continues to rule on important cases involving racial profiling. A few more recent Supreme Court decisions include:

United States v. Martinez-Fuerte (1976) (Consolidated cases) At a permanent checkpoint on the U.S.-Mexican border, the U.S. Border Patrol regularly stops and questions vehicle occupants because the occupants appear to be of Mexican ancestry. This practice was challenged in several cases as a violation of the 14th Amendment. The Supreme Court ruled that suspicion and detainment based on race alone was a reasonable and acceptable practice at the U.S.-Mexican border.

Regents of the University of California v. Bakke (1978) Allen Bakke challenged the University of California, Davis Medical School because the admission criteria were based on a quota system. Under the quota system, Bakke, who was white, was denied admission while minority applicants with lower grades and test scores were admitted in order to obtain a predetermined racial quota in the student population. The Supreme Court ruled that while race can be used as one of many factors in college admission, the application of racial quotas is illegal.

Rasul v. Bush (2004) Following U.S. military engagement in Afghanistan, captured Taliban, Al Qaeda and others were detained by the U.S. military at Guantanamo Bay, Cuba. The prisoners were declared “Unlawful Enemy Combatants” and denied legal counsel and trials. They were not told how long they would be kept in prison. Although many were captured while fighting U.S. forces, others were turned in to U.S. forces in exchange for cash rewards. The Bush administration and military authorities argued that the prisoners were terrorists and not U.S. citizens and therefore not entitled to the protections afforded to U.S. citizens under the Constitution such as the right to a trial and due process. Furthermore, since the prisoners were kept in Cuba, the administration argued that U.S. laws did not apply. The Supreme Court ruled that anyone held prisoner by the United States was entitled to challenge their imprisonment by trial even if they are not citizens of the United States.



Handout

Activity 3: Racism & Racial Profiling

U.S. Constitutional Amendments

Does racial profiling violate any of the following amendments?

2nd Amendment Yes ___ No ___

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

4th Amendment Yes ___ No ___

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

5th Amendment Yes ___ No ___

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

6th Amendment Yes ___ No ___

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

10th Amendment Yes ___ No ___

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

14th Amendment Yes ___ No ___

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Manzanar National Historic Site



Lesson 5: Perspectives & Consciousness

How Does My Identity Shape My Experience in America?

Activity 4: KWL

How can perspectives dictate the treatment of a race or community?

Objective:

Students reflect on what they learned.

Procedure:

- ✓ Have students answer the questions listed below. Use the KWL chart (located in the Additional Resources) as an example or have your students create their own KWL charts in their journals.

What did you **know** about identity awareness and how it shapes our experiences?

What did you **know** about the perceptions of Japanese Americans during World War II?

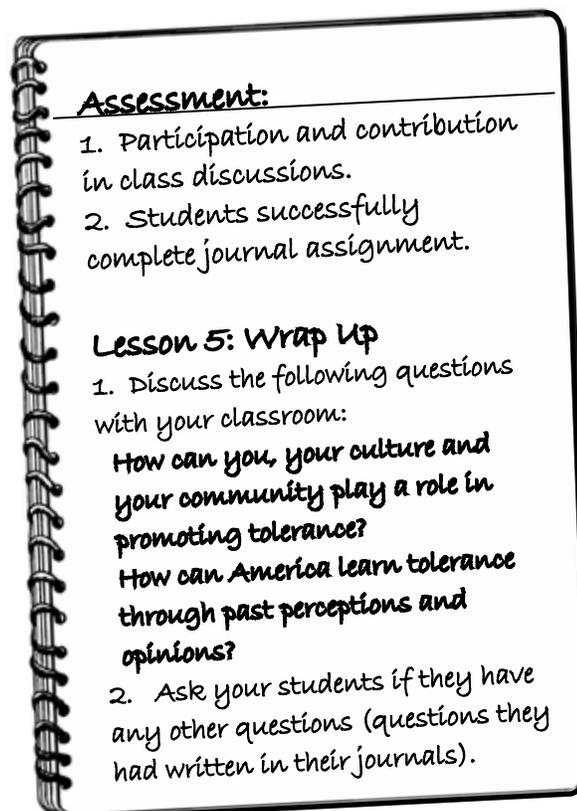
What do you **want** to know about identity perceptions in your school, in your community, and in the United States?

What do you **want** to know about the role perceptions, opinions and race played in the internment of Japanese Americans during World War II?

What did you **learn** about how identity was shaped by words, perspectives and intolerance during World War II?

What did you **learn** about how identity is shaped by words, perspectives and intolerance today?

- ✓ This information is shared with the entire class.



Grade Level: 10 & 11

Time: 20 minutes

Materials:

Student journal

KWL chart (optional)

Concepts Covered:

Assess students' background knowledge.

Anticipate what students expect to learn.

Evaluate what they have learned.

Fill out charts.

CDE Standards:

10th Grade
 English/Language
 Writing

2.2
 History/Social Science
 10.8.6

11th Grade
 English/Language Arts
 Writing

1.1
 History/Social Science
 11.7.5

Manzanar National Historic Site



Lesson 6: Identity Shapes Perspectives

How Does My Identity Shape My Experience in America?

Activity 1: Apology

How can we stand for freedom?

Objective:

After learning about the U.S. government's formal apology to former Japanese American internees, students evaluate their role in maintaining liberty and equality for everyone.



Temporary housing for Japanese Americans returning from camps, 1945. Photo by Tom Parker. Bancroft Library/University of California, Berkeley

Procedure:

- ✓ Place the 1990 Letter of Apology written by President George H.W. Bush (located in the Lesson 6 Activity 1 Resources section) on an overhead screen and read the letter out loud to the class.
- ✓ As a class activity, break down the phrases, words, and the meaning of this letter. Talk about such phrases as:

"We can never fully right the wrongs of the past..."

"Rectify injustice and uphold the rights of individuals..."

"Recognize that serious injustices were done to Japanese Americans during World War II..."

"Offering a sincere apology, your fellow Americans have in a very real sense renewed their traditional commitment to the ideals of freedom, equality and justice."

- ✓ Define the terms *reparations* and *redress*. Ask your students if America should provide reparations and/or redress for other ethnic groups impacted by racism and violence. Debate the pros and cons and discuss how a country can "right a wrong."
- ✓ As a class discuss:
 - What is freedom? How much freedom do you have as a student?*
 - What does this letter promise? How is the promise being kept?*
 - How can you play a role in providing freedom, equality and justice in your school, community and/or country?*
 - How does freedom, equality and justice affect your identity in America?*
 - Are freedom, equality and justice offered only to people of certain cultures and/or backgrounds? Why or why not?*

Grade Level: 10 & 11

Time: 1-2 hours

Materials:

George H. W. Bush's Letter of Apology
Student journals

Concepts Covered:
Read and analyze historic documents.
Use vocabulary in political documents.
Discuss political and civil rights.

CDE Standards

10th Grade English/Language Reading

1.1 1.2 1.3 3.3

Writing

2.3

Listening & Speaking

1.1

History/Social Science

10.8.6 10.10.3

11th Grade English/Language Arts Reading

1.1 2.1 2.6 3.3 3.8

Writing

2.3 2.4

Listening & Speaking

2.3

History/Social Science

11.7.5 11.10.1



Activity I: **Apology** How can we stand for freedom?



An Issei Man Receives Redress Check, Seattle, Washington, 1990. Courtesy of Densho/Yanagihara Family Collection

Procedure (continued):

- ✓ Have the students answer three essential questions in their journals.

Essential Questions:

*What does freedom mean to you?
How do you support freedom for others?
How does your identity affect your freedom in America?*

- ✓ Discuss journal comments and state the Essential Question:

How does my identity shape my experience in America?

- ✓ Have students review their journal entries and answer the essential question. Write answers on the board.

Assessment:

1. Level of student participation in group discussions.
2. Journal entries.

Extension:

1. Refer to the lesson, "A Day in Their Shoes", located on the education DVD, **MANZANAR: Desert Diamonds Behind Barbed Wire**.

Lesson 6: Wrap Up

1. Review the What Do You Know handout and find the correct answers, if you haven't already.
2. Discuss the following questions with the class:
*How does identity and/or culture shape experience(s) in America?
How can we learn from the mistakes of the past and uphold the Constitution?
How can your identity play a positive role in the experiences of others?*



1990 Letter of Apology



THE WHITE HOUSE
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,

A handwritten signature in blue ink, which appears to be "G. H. W. Bush".

GEORGE BUSH
PRESIDENT OF THE UNITED STATES

OCTOBER 1990