



# 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](http://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](http://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



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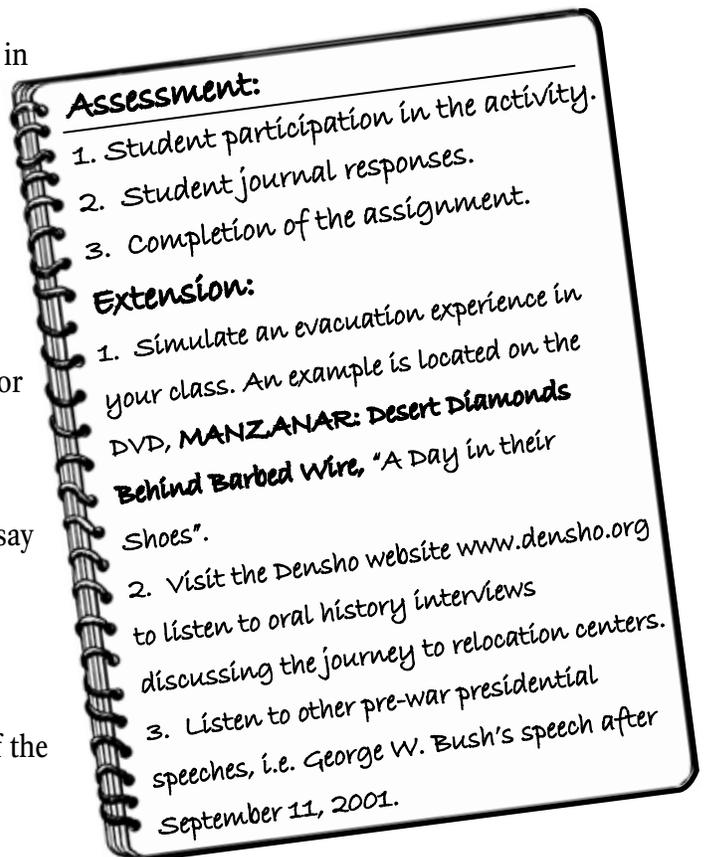
How does war affect America's identity?

### 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.

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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