Synopsis/Summary of Lesson:
In this lesson, students review and analyze the events leading up to the passage of the Civil Liberties Act of 1988 (“the Act”), the text and provisions of the Act, and the lasting effects of the text and spirit of the Act. Students first analyze major events that led up to the debate over the Act. Following the timeline, students read and annotate the language of the Act itself, looking for government rationale, action steps, and recognition of historical necessary. Finally, students cooperatively draft persuasive arguments for or against whether justice has been truly served for Japanese Americans forcibly detained during World War II.

Background Introduction:
Following the Japanese attack on Pearl Harbor, Hawaii, in December, 1941, President Franklin Roosevelt signed Executive Order 9066, which authorized the U.S. Secretary of War to construct military incarceration facilities for what the order called “alien enemies.” Subsequently, the government forcibly removed more than 120,000 Americans of Japanese ancestry from their homes and sent them to detention centers, then incarceration camps, where most remained for the rest of the war. After the war, beginning in 1948, the U.S. government began to grapple with the ethical and fiscal consequences of the forced removal and involuntary incarceration of Japanese and Japanese Americans. For the next four decades, Japanese Americans fought through many government channels for justice and an apology. The quest for justice, recompense, and an apology culminated with the Civil Liberties Act of 1988.

Possible Units to Use With: World War II, Institutions of American Government, Policymaking, Civil Liberties and Civil Rights

Focus/Essential Question(s):
- How did Japanese and Japanese Americans seek justice following their forced removal and incarceration?
- How did the Civil Liberties Act of 1988 provide justice for Americans of Japanese descent forcibly removed to concentration camps during World War II?
- How can justice be served to persons unfairly treated by the U.S. government?
Objectives:
1. Students evaluate the executive and legislative actions attempting to bring justice to Japanese Americans incarcerated during World War II.
2. Students draft evidence-based argumentation statements determining whether justice was served for Japanese Americans incarcerated during World War II.

C3 Framework Standards:
- D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Required Materials and Preparation:
Students should have an understanding of U.S. history leading up to and including U.S. entry into World War II following the Japanese military attack on U.S. armed forces at Pearl Harbor, Hawaii, in December 1941. Students should also have a basic understanding of the institutions of U.S. government, including the president and Congress, and their associated authority and powers. The teacher should prepare for the lesson by posting links to the lesson primary source materials in their learning management system or printing sufficient paper copies for students. At a minimum, the teacher should copy one student worksheet for each student.

Handout packet for small group activity (links may be used if preferred)
- **Document 3:** “Remarks on Signing the Civil Liberties Act of 1988” by President Ronald Reagan [http://www.presidency.ucsb.edu/ws/?pid=36240](http://www.presidency.ucsb.edu/ws/?pid=36240)
- The Civil Liberties Act of 1988 Student Worksheet

Procedure:
1. First, students should do a Think-Pair-Share with a partner to the question “What groups in U.S. history have been singled out because of their religious, ethnic, racial, or political characteristics?” Students should first take a few minutes to write a response to the question on their own; afterwards, they will talk through their response with a partner. Finally, each pair will share aloud with the entire class.
2. Solicit answers from the students, highlighting that groups believed to be a threat to larger American society’s security or stability are often targeted (and that these justifications are tied to longer histories of exclusion). Write answers on a whiteboard in a timeline format.

3. Provide a brief overview summary of the 1941 attack on Pearl Harbor, Hawaii by Japanese sea and air forces and how it led to President Roosevelt’s issuance of Executive Order 9066.

4. In order for students to be familiar with the conditions and abuses of the American concentration camp system, students should be directed to their handout packets (or the learning management system where handouts are posted) and read Document #2: The Commission on Wartime Relocation, pages 10-12. Students should discuss the following questions and answer in the appropriate spaces on the student worksheet:
   ○ How would you describe the conditions faced by Japanese and Japanese American incarcerees?
   ○ What were the government’s attempts to “Americanize” the incarcerated children?

5. Direct students to Documents #1 and #4. In the boxes on the student worksheet chart, student partners should read the documents together and complete the graphic organizer. Student partner answers to whether they feel the two documents serve justice should be supported by textual evidence.

6. Once students finish analyzing the two previous attempts by the U.S. government to propose some measure of justice for incarcerees, asked them to imagine they are President Reagan’s speechwriters and draft the introduction or outline of an address. Students can write the introduction or outline considering whether the two legislative solutions were sufficient or insufficient in order to serve justice to Japanese and Japanese American incarcerees. Based on these answers, students can self-check their outline with President Reagan’s actual address (Document #3) and see if their beliefs matched President Reagan’s beliefs.

7. As an exit ticket, students should be asked to turn to the back of their student worksheet and write a short reflection paragraph on whether the two attempts to provide reparations and the public apology issued under the Civil Liberties Act of 1988 was sufficient.

Differentiated Engagement Strategies for Accessibility of All Students:
Students may be allowed additional time with the primary source materials in order to more fully evaluate nuances or complex writing. Teachers with students more comfortable with texts at lower lexiles may wish to excerpt the primary sources or replace them with material from the Densho Encyclopedia. Teachers with students who are more advanced may wish to differentiate Step 6 in the procedure by having partners write competing public statements acting as Presidents Roosevelt, Truman, and Reagan in order to develop a more nuanced view of how conceptions of necessity and justice have changed over time.
Additional Resources:
Students may be directed to the Densho Encyclopedia for additional explanatory articles on the laws and events in the lesson. Students should also be highly encouraged to read the original text of Executive Order 9066 to see how presidential leadership can be used to restrict civil liberties.

Extension Activity (optional):
1. Pre-Lesson Optional Extension: Have students read the original text of Executive Order 9066 and review the many resources available from the National Archives and Records Administration. This will provide students with valuable visual context in order to humanize the experience of incarcerees and promote social-emotional learning.
2. Post-Lesson: Students may be assigned a group brainstormed during the initial Think-Pair-Share activity that also was targeted by U.S. government policy due to race, religion, or ethnicity. Students can be asked to research the experience of the second group and compare similarities and differences.
Pre-Solution
Read *The Commission on Wartime Relocation and Internment of Civilians Final Report*, bottom of pg. 10 through pg. 12 only.

a) How would you describe the conditions faced by Japanese and Japanese American incarcerees?

b) How did the government’s attempts to “Americanize” the incarcerated children violate the core principles of the United States?

Attempts at Justice

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<th>Bill or Act Name</th>
<th>Summary</th>
<th>Apology Given?</th>
<th>Sufficient for Justice? (Explain)</th>
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