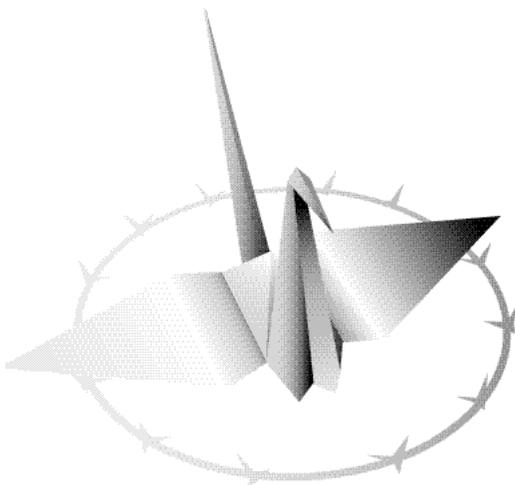


*“Memorials are about loss and sacrifice,
but also about perseverance and triumph.
They are about making sense of what has happened,
and about the impulse to send lessons into the future.”*

Delia M. Rios, “Memorials, Like Memory Itself, Can Be Complex,”
San Jose Mercury News, May 30, 2004, page 3P.

Classroom Guide for the National Japanese American Memorial to Patriotism:

Activities for
Upper Elementary and
Middle School Students



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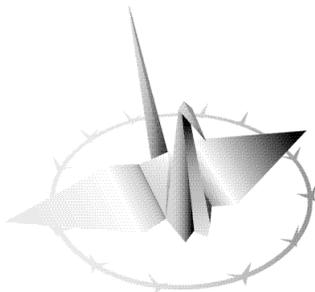
by Gary Mukai, Director, Stanford Program on International
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Overview

Since the November 9, 2000 dedication of the National Japanese American Memorial to Patriotism (hereafter, “Memorial”) in Washington, DC, thousands of elementary and middle school students have visited the Memorial on organized school field trips or on family visits. This guide was developed for use by teachers who accompany upper elementary and middle school students to the Memorial or by teachers who introduce the Memorial through its website. Since most teachers cannot take students to Washington, DC, on field trips, the Memorial’s website can serve as a “virtual field trip.”

The topic of Japanese American internment and the activities in this guide can be introduced at the upper elementary and middle school levels through subjects such as U.S. history, individual U.S. state histories, civics, and language arts. In U.S. history classes taught at the upper elementary school level, teachers can utilize the activities in this guide as a supplement to textbook coverage of internment. In individual state history classes taught at the upper elementary school level, teachers can utilize the activities to illustrate how the lives of Japanese resident aliens and Japanese Americans in certain states were impacted by the government decision to forcibly intern them. The lives of Japanese resident aliens and Japanese Americans in Washington, Oregon, California, and Arizona were impacted as were the lives of Japanese resident aliens and Japanese Americans in U.S. territories like Hawaii and Alaska. In civics classes taught at the middle school level, teachers can use the activities in this guide to introduce the Bill of Rights, and concepts such as civil rights, civil liberties, and “due process.”

Approximately 120,000 people of Japanese descent living in the United States were interned during World War II in camps in many states, e.g., Arkansas, California, Colorado, Idaho, Utah, and Wyoming. Approximately two-thirds were U.S. citizens, mostly *nisei* or second-generation Japanese Americans and some *sansei* or third-generation Japanese Americans. The others were *issei* or first generation Japanese immigrants, who were ineligible for U.S. citizenship until 1952. In most U.S. history textbooks, reference is made primarily to the 16 temporary “assembly centers” where people of Japanese descent were confined for several months during 1942 until more permanent camps were built. These permanent camps are usually referred to as “internment” or “relocation” camps in U.S. history textbooks. The ten permanent camps are mentioned in most U.S. history textbooks. In reality there were many other camps throughout the United States. For a detailed overview of these camps, the book, *Judgment Without Trial: Japanese American Imprisonment during World War II*, by Tesuden Kashima (Seattle: University



of Washington Press, 2003), is highly recommended. Also, an excellent comprehensive overview of these camps can be found on the website for Densho: The Japanese American Legacy Project, <www.densho.org>.

There is much controversy with the terminology used to refer to the camps as well as to this event in U.S. history. The event in U.S. history is usually referred to in textbooks as “Japanese American internment” or “Japanese American relocation”; the initial uprooting of families is often referred to as “Japanese American evacuation.” Many feel that the terms “imprisonment” or “incarceration” more accurately reflect the event and that the terms “concentration,” “incarceration,” “imprisonment,” or “detention” more accurately describe the camps. Teachers may want to discuss this terminology with students.

The activities in this guide are designed for upper elementary and middle school students. Primary school teachers, however, may want to utilize Activity Five, which focuses on using children’s literature to teach about internment. Handouts are included for students. The titles of the activities are based on the key topics and themes being promoted through the National Japanese American Memorial Foundation (NJAMF).

Materials and Resources

National Japanese American Memorial Foundation (NJAMF) website: <<http://www.njamf.com>>

Overhead Transparency, *Memorial Inscription*

Handout #1, *What Would You Take and Why?*

Handout #2, *Poetry*

Handout #3, *Quotes*

Handout #4, *Designing a Memorial*

Handout #5, *Military Service*

Handout #6, *Parts of a Story*

Suggested websites:

Densho: The Japanese American Legacy Project
<www.densho.org>

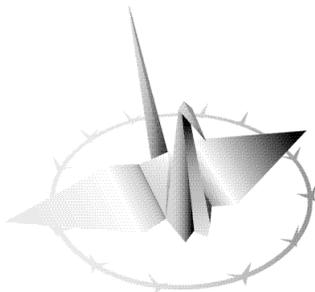
Go For Broke Educational Foundation
<www.goforbroke.org>

Japanese American Museum of San Jose
<www.jamsj.org>

Japanese American National Museum
<www.janm.org>

National Japanese American Historical Society
<www.njahs.org>

Nisei Baseball Research Project
<www.niseibaseball.com>



Teacher Preparation

1. Make an overhead transparency of Overhead Transparency, *Memorial Inscription*.
2. Make copies of the handouts for each student in your class.
3. Activity Five utilizes literature to introduce Japanese American internment. Primary school teachers may want to purchase one or more of the suggested illustrated children's books. Upper elementary and middle school teachers may want to purchase class sets of one or more of the suggested books.

Introduction

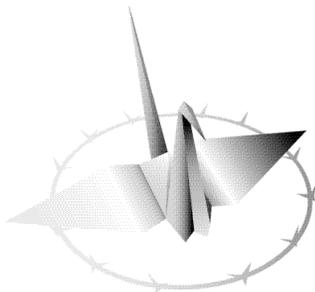
Procedures

1. To help set the historical context for the activities in this guide, show Overhead Transparency, *Memorial Inscription*. This is the inscription posted at the Memorial.
2. Have a student read the inscription and consider the following questions:
 - What is an executive order? *A regulation by the President of the United States or the chief executive of a state that has the force of law; requires no action by the Congress or state legislature.*
 - Do you agree or disagree with President Franklin D. Roosevelt's decision? Why or why not?
 - Would you have volunteered for military service from a detention camp?

Activity One: Civil Rights

Procedures

1. Point out that one of the reasons the Memorial was built was to illustrate the fragile nature of civil rights.
2. Introduce the following definition of civil rights. Civil rights are the freedoms and rights that a person may have as a member of a given state or country. The NJAMF website points out that the civil rights of the Japanese Americans who were interned during World War II were violated. They lost their jobs and students were forced to withdraw from their schools. Most were forced to abandon or sell their land, homes, and other possessions. They could take only what they could carry.
3. To reinforce the difficulty Japanese Americans had deciding what to take, divide the class into "family" groups of 4-5 students. Distribute copies of Handout #1, "What Would You Take and Why?" Also, have them consider the following: If you were forced to abandon your homes and schools and to move to unknown destinations, how



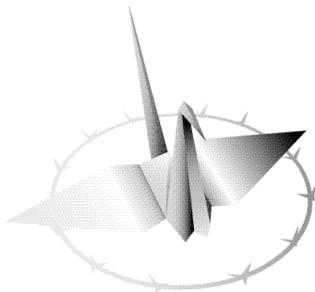
would you feel about your civil rights? What would you do? It is recommended that you encourage students to think about their current possessions, even if such items (e.g., laptop computers, CD player, cell phones) didn't exist during World War II.

4. Debrief this activity by pointing out things that Japanese Americans were required to take and not allowed to take. For each member of the family, they were required to take bedding and linens, toilet articles, extra clothing, and essential personal effects. They were not allowed to take pets, cameras, shortwave radios, iceboxes, washing machines, pianos, heavy furniture, vehicles like cars and trucks.
5. Optional: Using the NJAMF website, have students view stories of Japanese Americans, who were children in the detention camps, and discuss issues related to their civil rights. These are people who submitted stories for the book, *From Our Side of the Fence: Growing Up in American's Concentration Camps*, edited by Brian Komei Dempster (San Francisco: Japanese American Cultural and Community Center of Northern California, 2001). This book can be purchased from the Japanese American Cultural and Community Center of Northern California <www.jccnc.org>.

Activity Two: Poetry

Procedures

1. Mention that a poetry contest was held by the Memorial. The winning poem was inscribed on one of the Memorial's walls.
2. Distribute copies of Handout #2, *Poetry*, which includes the winning poem. Ask students for their reactions to the poem, "Legacy." Ask the following:
 - Describe the range of emotions expressed in this poem.
 - What are some important themes in this poem?
3. Introduce students to two types of Japanese poetry. Students may be familiar with haiku, in which poems have 17 syllables and are written in a 5-7-5 pattern. *Tanka* is another type of Japanese poetry. *Tanka* have 31 syllables written in a 5-7-5-7-7 pattern.
4. Have students write their own poems and post them on a World War II "memorial wall" in the classroom.
5. Optional: Using the NJAMF website, have students think about the words shared by people when asked "What word comes to mind when you think about the Memorial?" Ask students to incorporate some of these words in their poems or suggest some of these words, e.g., injustice, sacrifice, as themes or titles for poems.



Activity Three: Quotes

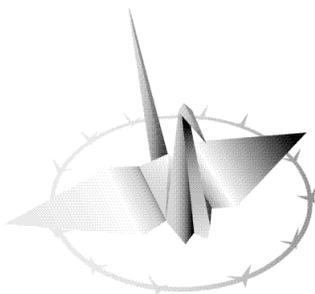
Procedures:

1. Point out that the Memorial has five quotes inscribed on its walls.
2. Distribute copies of Handout #3, *Quotes*, which includes the five quotes, to small groups of 3–5 students.
3. Allow students a class period to discuss the quotes and to complete one of the activities described on the handout. On a following class period, have the groups present their projects.
4. Optional: Using the NJAMF website, have students view the actual quotes on the Memorial's walls.

Activity Four: Symbolism

Procedures:

1. Mention that during the design of the Memorial, objects with symbolic meaning were selected for use and display at the Memorial. The following are examples:
 - *Water*
Traditional Japanese gardens have three key elements: water, rocks, and plants. Water symbolizes the sea.
 - *Rocks*
The rocks in the water symbolize the Japanese islands as well as the different generations of Japanese Americans. The issei, literally “first generation,” refers to the Japanese immigrants. The issei were barred from U.S. citizenship until 1952. The nisei, literally “second generation,” refer to the children of the issei; they were U.S. citizens at birth. The sansei, literally “third generation,” refer to children of the nisei. Approximately two-thirds of those interned during World War II were U.S. citizens, primarily nisei and some sansei. The yonsei, literally “fourth generation,” refer to children of the sansei. The four main islands of Japan are Honshu, Kyushu, Hokkaido, and Shikoku.
 - *Plants*
Various plants have different symbolic meanings in Japan. For example, the pine, which is an evergreen, symbolizes long life. Bamboo symbolizes strength and flexibility.
 - *Crane*
The crane symbolizes longevity in Japanese culture. The barbed wire around the crane symbolizes Japanese American internment during World War II.
 - *Bell*
Bells can be found at most Japanese shrines and temples. The sound can symbolize the calling of



spirits, gods, or deities. Bells can also symbolize peace and enlightenment. On New Year's Eve, temple bells are rung 108 times, corresponding with the Buddhist concept of 108 worldly desires.

- *Sand*

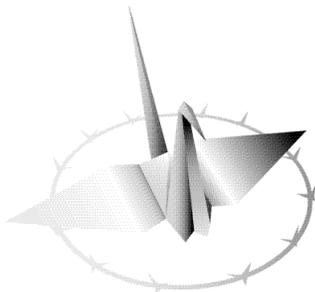
Sand from each of the ten permanent camps (Poston, Arizona; Gila River, Arizona; Jerome, Arkansas; Rohwer, Arkansas; Manzanar, California, Tule Lake, California; Amache, Colorado; Minidoka, Idaho; Topaz, Utah; Heart Mountain, Wyoming) is stored at the Memorial.

2. Distribute copies of Handout #4, *Designing a Memorial*, to each student. Have students discuss important symbols in their lives or ethnic backgrounds. Ask students individually to design a blueprint for a memorial that is representative of some event in their life or their ethnic heritage. They may choose to incorporate quotes, poetry, sculptures, and/or objects of symbolic significance. On a following class period, have students share their designs.
3. Optional: Using the NJAMF website, have students take a "virtual field trip" of the Memorial.

Activity Five: Japanese Americans in the Military

Procedures:

1. Point out that an important reason for creating the Memorial was to honor Japanese Americans who served in the U.S. military during World War II. The names of those killed (over 800) during World War II are inscribed on one of the Memorial's walls.
2. Distribute copies of Handout #5, *Military Service*. It includes a sketch by artist Jack Matsuoka, who was interned in Poston, Arizona. Ask students in small groups of 3–5 to choose from one of the suggested activities. On a following class period, have students share their projects.
3. Optional: Using the NJAMF website, have students view clips of Japanese-American veterans of World War II. The Go For Broke Educational Foundation and Densho: The Japanese American Legacy Project websites are recommended for accessing oral histories of Japanese American veterans of World War II.



Activity Six: Literature

Procedures:

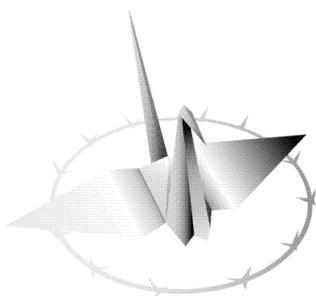
1. An excellent way to introduce Japanese American internment to elementary and middle school students is through children's literature.
2. The following books are recommended and many are

available at public libraries, through book distributors like Amazon.com, the Japanese American National Museum, the National Japanese American Historical Society (websites listed under “Materials and Resources”), and the Asian American Curriculum Project (<www.asianamericanbooks.com>).

3. The illustrated children’s books can be used to introduce Japanese American internment to primary as well as to upper elementary school students. You may choose to use these books to introduce parts of a story: characters, setting, theme, and plot. Handout #6, *Parts of a Story*, may be utilized with students. Note that the setting in many of the children’s books shifts from the location of Japanese American homes prior to internment to assembly centers or to one of the ten permanent detention camps.
4. Some of the important themes and topics presented in both the illustrated children’s books and the books recommended for upper elementary and middle schools are: abandonment of homes; loss of property; leaving friends; financial loss; loyalty; making the best of a difficult situation (e.g., playing baseball); nostalgia; sacrifice; exclusion.
5. At the upper elementary and middle school levels, you may choose to use the suggested books through the “into, through, and beyond” lesson framework. This framework was developed by the California Literature Project in 1994. It involves a three-step process that helps to maximize students’ comprehension and interest in literature. The following is an example using the three-step process with literature on internment.

Into: Before the students read a book on internment, ask them for their prior knowledge of internment. They may have studied about internment in one of their textbooks or may have seen a film about internment. You may want to ask students about experiences they have had with abandonment, exclusion, forced migrations, and/or loss. In the “into literature” stage, it is important for students to understand their prior knowledge of a particular subject like internment and also recognize personal or emotional connections to the topic or concepts associated with the topic. This will help them better prepare for reading a book on internment.

Through: In this stage, students learn new content about internment and think about how it relates to what they already know about internment. Students should also consider how they might be able to relate to some of the new content, experiences, or emotions depicted in the literature. For example, some students or their families may have been forced from their homelands homes due



to political reasons or environmental reasons, e.g., natural disasters.

Beyond: In this stage, students apply their new content knowledge. This further reinforces their comprehension of the literature. For example, teachers may want to have students debate President Franklin D. Roosevelt's decision to intern Japanese Americans; role-play scenes from the book; write about something controversial in the book, e.g., drafting Japanese Americans from the detention camps; draw a scene from the book and describe how the scene was especially compelling to the student; develop lyrics for a song that draws comparisons between an important theme or concept in the book and a student's life today; write a diary entry that focuses on intrapersonal reactions to the book. Ask students in pairs to decide on quotes from a book (and their reasons for choosing the quotes) that they would recommend for inclusion on the National Japanese American Memorial.

Illustrated Children's Books

Bunting, Eve. *So Far from the Sea*. New York: Clarion Books, 1998.

Komatsu, Kimberly and Kaleigh Komatsu. *In America's Shadow*. Los Angeles: Thomas George Books, 2002.

Mochizuki, Ken. *Baseball Saved Us*. New York: Lee & Low, 1993.

Mochizuki, Ken. *Heroes*. New York: Lee & Low, 1995.

Noguchi, Rick and Deneen Jenks. *Flowers from Mariko*. New York: Lee & Low, 2001.

Parkhurst, Liz with Pam Strickland. *Under One Flag: A Year in Rohwer*. Little Rock, AR: August House, 2005.

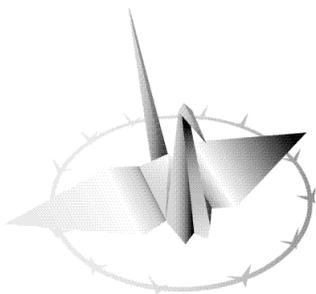
Say, Allen. *Home of the Brave*. New York: Houghton Mifflin, 2002.

Say, Allen. *Music for Alice*. New York: Houghton Mifflin, 2004.

Shigekawa, Marlene. *Blue Jay in the Desert*. Chicago: Polychrome Publishing Corporation, 1993.

Shigekawa, Marlene. *Welcome Home Swallows*. Torrance, CA: Heian International Publishers, 2001.

Uchida, Yoshiko. *The Bracelet*. New York: Philomel Books, 1996.



Books for Upper Elementary or Middle School Students:

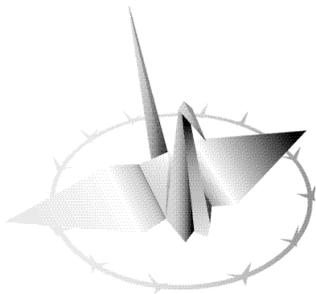
Houston, Jeanne Wakatsuki. *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment*. Boston: Houghton Mifflin, 1973.

Patneau, David. *Thin Wood Walls*. New York: Houghton Mifflin, 2004.

Salisbury, Graham. *Under the Blood Red Sun*. New York: Random House Inc., 1995.

Uchida, Yoshiko. *Journey Home*. New York: Atheneum, 1978.

Uchida, Yoshiko. *Journey to Topaz: A Story of the Japanese-American Evacuation*. New York: Scribner, 1971.



Memorial Inscription

On February 19, 1942, 73 days after the United States entered World War II, President Franklin D. Roosevelt issued Executive Order 9066 which resulted in the mass removal of 120,000 Japanese American men, women and children from their homes in the western states and Hawaii.

Allowed only what they could carry, families were forced to abandon homes, friends, farms and businesses to live in ten remote relocation centers guarded by armed troops and surrounded by barbed wire fences for three years or more. In addition, 4,500 were arrested by the Justice Department and held in internment camps, such as Santa Fe, New Mexico and the family camp in Crystal City, Texas, where 2,500 were held.

Answering the call to duty, young Japanese Americans entered into military service, joining many pre-war draftees. The 100th Infantry Battalion and the 442nd Regimental Combat Team, fighting in Europe, together were the most highly decorated army unit for its size and length of service in the history of the U.S. Army. The Japanese Americans in the Military Intelligence Service, with bilingual skills shortened the war in the Pacific and thus saved countless American lives. The 1399th Engineer Construction Battalion helped fortify the infrastructure essential for victory.

In 1983, almost forty years after the war ended, the Federal Commission on Wartime Relocation and Internment of Civilians found that there had been no military necessity for the mass imprisonment of Japanese Americans and that a grave injustice had been done.

In 1988, President Ronald W. Reagan signed the Civil Liberties Act which apologized for the injustice, provided minimal compensation and reaffirmed the nation's commitment to equal justice under the law for all Americans.

Handout #1:

What Would You Take and Why?

Japanese Americans had a little as a few days to decide what to take to the detention camps. In your “family” groups, decide what you would take and why. Remember, you can only take what you can carry.

Item	Why would you take it?

If you were forced to abandon your homes and schools and to move to unknown destinations, how would you feel about your civil rights? What would you do?

What would be hardest to abandon and why?

Civil Rights: the freedoms and rights that a person may have as a member of a given state or country

Handout #2:

Poetry

The following poem is inscribed on one of the walls of the National Japanese American Memorial to Patriotism.

“Legacy”

Japanese by blood
Hearts and minds American
With honor unbowed
Bore the sting of injustice
For future generations
—Akemi Matsumoto Ehrlich

Write your own poem that is reflective of some aspect of World War II—not necessarily Japanese American internment. Use either *haiku*, which are poems that have 17 syllables and are written in a 5-7-5 pattern, *tanka*, which have 31 syllables written in a 5-7-5-7-7 pattern, or a poetry form of your own choosing.

Quotes

The following quotes are inscribed on the National Japanese American Memorial to Patriotism. Discuss these quotes as a group and choose one of the activities below.

“I am proud that I am an American of Japanese ancestry. I believe in this nation’s institutions, ideals and traditions; I boast of her history; I trust in her future.”

—Mike M. Masaoka, Staff Sergeant, 442nd Regimental Combat Team; Civil Rights Advocate

“Our actions here are essential for giving credibility to our constitutional system and reinforcing our tradition of justice.”

—Robert T. Matsui, U.S. Congressman; internee, Tule Lake

“We believed a threat to this nation’s democracy was a threat to the American dream and to all free peoples of the world.”

—Spark M. Matsunaga, U.S. Congressman; U.S. Senator; Captain, 100th Battalion

“May this memorial be a tribute to the indomitable spirit of our citizenry in World War II who remained steadfast in their faith in our democratic system.”

—Norman Y. Mineta, U.S. Congressman; internee, Heart Mountain

“You fought not only the enemy, but you fought prejudice—and you won. Keep up that fight, and we will continue to win—to make this great Republic stand for what the Constitution says it stands for: the welfare of all of the people all of the time.”

—President Harry S. Truman, 1946 White House Ceremony for the 100th Battalion and 442nd Regimental Combat Team

“Here we admit a wrong. Here we affirm our commitment as a nation to equal justice under the law.”

—President Ronald Reagan (upon signing the Civil Liberties Act, August 1988)

Choose from one of these activities:

- Create a five-minute skit in which the people quoted are discussing internment.
- Draw a political cartoon (with a caption) that is representative of one of the quotes. Political cartoons are a visual way to express, criticize, and/or satirize different points of view through humor, symbols, and/or illustrations.
- Write a letter to the editor that focuses on one or more of these quotes.
- Create a five-minute talk show radio program. One person in your group should role-play one of the people quoted. Others should be people who call in with questions. Your talk show should discuss the main point expressed by the person quoted.

Designing a Memorial

Design a blueprint for a memorial that is representative of some event in your life or is reflective of your ethnic heritage(s). You may choose to incorporate quotes, poetry, sculptures, and / or objects of symbolic significance. You may draw the blueprint by hand or on a computer.

Military Service

The following sketch shows U.S. military officers presenting an award to Japanese Americans whose son died fighting for the U.S. Army in Europe. They were in a detention camp in Poston, Arizona.



This sketch was reprinted with permission of the artist, Jack Matsuoka. The image originally appeared in his publication, *Camp II, Block 211* (San Francisco: Japan Publications, Inc., 1974) p. 191.

Choose from one of these activities:

1. Create a five-minute role-play of this situation. Consider the following:
 - What does an officer say in this situation?
 - What do the parents say?
 - What are the emotions and feelings of both the officers and the parents?
2. Write a letter to the parents.
4. Write a eulogy for the deceased soldier.
5. Write a diary entry “written” by one of the parents.
6. Draw a sketch (in 4–5 segments) that illustrates the life of the soldier who died.
7. Design a memorial for the soldier for inclusion at the National Japanese American Memorial.

Parts of a Story

Characters: A person, animal, or imaginary object.

There are usually one or two main characters in a story and several secondary characters.

Setting: Time and place of a story.

The time can be in the past, present, or in the future. The place can be real or imaginary and can change during a story.

Plot: The events that take place in a story.

A plot has a beginning, middle, and end.

Theme: Main idea of a story.

Examples: abandoning a home; losing a friend