Courage and Compassion

Our Shared Story of the Japanese American World War II Experience

Educator Packet
The incarceration of Japanese Americans living on the West Coast of the mainland United States during World War II was a wholesale denial of civil rights. Approximately 120,000 Japanese Americans, two-thirds of whom were American citizens by birth, were forced from their homes for no reason other than their ancestry.

On February 19, 1942, President Roosevelt issued Executive Order 9066, which paved the way for the removal of Japanese Americans from the West Coast. Executive Order 9066 did not specifically mention Japanese Americans; it instead gave the Secretary of War and his commanders the power “to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded.” Executive Order 9066, however, was quickly used to incarcerate individuals of Japanese ancestry, with no evidence of crimes having been committed and without due process.

Japanese Americans were given between a few days and a few weeks to pack what they could carry and sell or store the rest. They then boarded buses that took them first to temporary detention facilities, referred to as “assembly centers,” where they would be held until more permanent camps, in unknown locations, were completed.

Officials relied on a vocabulary of euphemistic language to describe the incarceration of Japanese Americans. It included many less-than-accurate terms that masked the unconstitutionality and trauma of the mass removal. For example, U.S. citizens were referred to as “non-aliens,” which obscured their legal status. Individuals and families were “evacuated,” not excluded from the areas that had been their homes (“evacuate” being a term usually applied to removing residents to ensure their safety). The American concentration camps or incarceration camps that imprisoned Japanese Americans were called “internment camps” (a term for a camp that specifically holds non-citizens) or “relocation centers.”

In Courage and Compassion: Our Shared Story of the Japanese American World War II Experience, we use the term “incarceration camp” or “incarceration camps.” As you discuss the exhibition with your class, you may find it appropriate to talk about the importance of accurate language. For more information about the World War II Japanese American experience, the euphemisms used to describe it, more accurate terms, and the reasons for this terminology, please see the following resources:

- Densho’s “Terminology” at https://www.densho.org/terminology/
Useful Terms

**100th Infantry Battalion (Separate):** This unit initially was made up predominantly of Japanese Americans serving in the 298th and 299th Infantry of the Hawaii National Guard before the U.S. became involved in World War II. Immediately after the bombing of Pearl Harbor on Dec. 7, 1941, military leaders banned the enlistment and drafting of Japanese Americans, questioning their loyalty and designating them as “IV-C,” or “enemy aliens.” The Hawaii Nisei, stung by the rejection, formed the Varsity Victory Volunteers (VVV), a labor support group that worked under the supervision of the U.S. Army Corps of Engineers. In 1943, 1,400 former draftees from the 298th and 299th were quietly sent to train at Camp McCoy in Wisconsin, and were designated the 100th Infantry Battalion (Separate). The battalion’s motto became “Remember Pearl Harbor.” The soldiers' extraordinary bravery and spirit during training and combat in Italy helped to persuade President Franklin D. Roosevelt and military leaders to re-open the military service to Japanese Americans. This paved the way for the volunteers and draftees who formed the **442nd Regimental Combat Team** (see entry). For more, go to: [http://www.goforbroke.org/learn/history/military_units/100th.php](http://www.goforbroke.org/learn/history/military_units/100th.php)

**442nd Regimental Combat Team:** Upon activation in February 1943, about two-thirds of the regiment initially was made up of Japanese Americans from Hawaii. The remaining third was made up of Japanese Americans from the mainland, including soldiers who volunteered after they and their families were forcibly removed from their homes on the West Coast and incarcerated in incarceration camps. Later, Nisei soldiers also were drafted from the incarceration camps. The 442nd Regimental Combat Team included the 522nd Field Artillery Battalion; 232nd Combat Engineer Company; 206th Army Ground Force Band; Antitank Company; Cannon Company; Service Company; medical detachment; headquarters companies; and three infantry battalions. The 1st Infantry Battalion remained in the U.S. to train new recruits. The 2nd and 3rd Battalions would join the legendary **100th Battalion**, which was already fighting in Italy. The 100th would in essence become the new 1st Battalion of the 442nd RCT. However, it was allowed to keep the "100th Battalion" name in recognition of its unparalleled combat record. The 100th/442nd was the most decorated unit for its size and length of service in U.S. military history, with more than 11,000 individual awards shared among them—including 21 Medals of Honor and an unprecedented seven Presidential Unit Citations. For more, go to: [http://www.goforbroke.org/learn/history/military_units/442nd.php](http://www.goforbroke.org/learn/history/military_units/442nd.php)

**Civil Liberties Act of 1988:** The Federal redress act that granted $20,000 and a formal Presidential apology to each surviving U.S. citizen or legal resident immigrant incarcerated under EO 9066. Signed into law on Aug. 10, 1988, by President Ronald Reagan, it cited “racial prejudice, wartime hysteria and a failure of political leadership” as the causes of the WWII incarceration. The act was based on the
findings of the Commission on Wartime Relocation and Internment of Civilians (CWRIC), which was appointed by Congress in 1980 to study the causes of the forced relocation and recommend remedies.

**Incarceration Camp / Relocation Center:** Under EO 9066, West Coast residents of Japanese descent were first sent to temporary “assembly centers” prior to being moved to longer-term incarceration camps. The camps, with their barracks, barbed wire and armed guard towers with guns pointed inward, were euphemistically called “Relocation Centers” by the government, a term that sanitizes the lack of due process, the harsh conditions and 24-hour guards. The main incarceration camps were in the following areas: Manzanar and Tule Lake, California; Poston and Gila River, Arizona; Rohwer and Jerome, Arkansas; Minidoka, Idaho; Heart Mountain, Wyoming; Granada, Colorado; and Topaz, Utah. **Note:** this terminology is not correlated to the suffering and murder of millions of Jews and other targeted groups imprisoned by the Nazis in Europe during the Holocaust. The Nazi camps today are commonly known as “extermination” or “death” camps, and serve as a universal reminder of crimes against humanity.

**Exclusion / Evacuation:** The forced removal of 120,000 U.S. residents of Japanese descent in 1942 to U.S. incarceration camps under Executive Order 9066. The Government euphemistically termed the removal an “evacuation,” implying that the move was done for the safety of Japanese Americans as it is for residents of an area during a natural disaster. GFBNEC uses the terms “exclusion” or “forced removal,” as the Japanese Americans were subject to arrest if they tried to return to the West Coast.

**Executive Order 9066:** On Feb. 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066, setting the stage for the forced removal and incarceration of 120,000 residents of Japanese descent from the West Coast. The War Department had deemed the incarceration of Japanese Americans without due process to be a military necessity, a position that withstood a legal challenge before the Supreme Court in *Korematsu v. United States*. Some four decades later, *coram nobis* cases revealed that government lawyers had withheld crucial information that undermined the argument of “military necessity.” EO 9066 was officially terminated by Proclamation 4417, signed by President Gerald Ford in 1976.

**“Go For Broke”:** The motto of the 442nd Regimental Combat Team, a segregated Army unit composed of Japanese Americans from Hawaii and the mainland. The term was Hawaiian slang for “shooting the works,” or risking everything for the big win in gambling—as the Nisei soldiers did while fighting in the field in WWII and facing prejudice at home in the U.S.

**Internment / Incarceration:** While “internment” technically refers to the legal detention of enemy aliens during a time of war, the term does not reflect the reality of the broad incarceration under EO 9066. Two-thirds of those West Coast residents imprisoned in incarceration camps during WWII were Japanese American citizens. Separate, smaller internment camps did exist for detained aliens, which were overseen by the Department of Justice or the U.S. Army. GFBNEC uses “incarceration,” “imprisonment” and similar words to more accurately describe the forced removal of residents of Japanese descent from the West Coast under EO 9066.

**Issei:** First-generation immigrants from Japan.

Military Intelligence Service (MIS): The military recruited young Nisei and others fluent in Japanese to perform combat intelligence and psychological warfare. Trained intensively at the Military Intelligence Service Language School (MISLS), formerly the Fourth Army Intelligence School, the MIS held the important task of translating captured enemy documents, interrogating POWs, creating propaganda, and participating in war-crime trials. The men served covertly, working as individuals or in small units assigned to combat divisions in many of the campaigns in the Pacific after the battle of Midway, the decisive naval battle of June 1942. They served not only with the U.S. Armed Forces, but also with other Allied armed forces, including those of Australia, Canada, China, Great Britain, India, and New Zealand. President Harry Truman referred to the MIS as the "human secret weapon for the U.S. Armed Forces." Major General Charles A. Willoughby, chief of intelligence for General Douglas MacArthur, reportedly praised the MIS, pronouncing that its work shortened the Pacific war. Information about the MIS was classified until 1972; in June 2000, the MIS was awarded a Presidential Unit Citation, the highest military award given to a unit of the U.S. military.

For more, go to: [http://www.goforbroke.org/learn/history/military_units/mis.php](http://www.goforbroke.org/learn/history/military_units/mis.php)


Sansei: Third-generation Japanese Americans; children of the Nisei.

Dear Educator,

Thank you for bringing your class to visit *Courage and Compassion: Our Shared Story of the Japanese American World War II Experience*. This exhibition is designed for grades 5 and up. This education guide offers a very brief introduction to the Japanese American WWII experience. If you are looking for more information and background, I urge you look at our resource list. The organization Densho has an online course providing historical background, primary source materials, and instructional strategies needed to teach the World War II incarceration of Japanese Americans in the secondary school classroom. This education packet contains a terminology guide, pre-lesson plan, and post-lesson plan. The lesson plans are both designed to last one class period. Because of the different grade levels and State Social Studies and History Standards, the pre and post-lesson plans are aimed at Common Core Language Arts Standards.

*Courage and Compassion* chronicles the stories of Japanese Americans during and immediately after WWII, and highlights the bravery, integrity and extraordinary support of Japanese Americans within 10 communities across the country during that turbulent time.

Japan’s bombing of Pearl Harbor on Dec. 7, 1941, plunged the United States into WWII and forever changed the lives of Japanese Americans across the nation. Those living on the West Coast of the mainland United States were forced from their homes to isolated incarceration camps scattered across the American West and South. Denied their Constitutional rights and imprisoned without trial, approximately 120,000 residents of Japanese ancestry—nearly two-thirds of whom were American citizens—were forced to leave their lives behind simply because they looked like the enemy.

Through use of images, audio and interactive elements, *Courage and Compassion* provides a 360-degree perspective of the WWII experience of Americans of Japanese ancestry while exploring its relevance today. The exhibition honors everyday people in cities and towns across America who rose above the wartime hysteria to recognize Japanese Americans as friends, neighbors and fellow citizens.

*Courage and Compassion* is made possible through a collaboration between Go For Broke National Education Center and select communities across the country. Each community has researched its local history and provided local content for the exhibition.

Go For Broke National Education Center (GFBNEC) is a 501(c)(3) nonprofit organization that educates the public on the valor of Japanese American veterans of World War II and their contributions to democracy. Our goal is to inspire new generations to embody the Nisei veterans’ core values of courage, sacrifice, equality, humility and patriotism. Founded in 1989, GFBNEC maintains the Go For Broke Monument and the interactive GFBNEC’s "Defining Courage Exhibition" in downtown Los Angeles, as well as extensive oral histories and archives, education and training programs, and other initiatives. For more information, please visit [www.goforbroke.org](http://www.goforbroke.org), email [courageandcompassion@goforbroke.org](mailto:courageandcompassion@goforbroke.org) or call (310) 328-0907.

Thank you for visiting *Courage and Compassion*. 

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**Go For Broke National Education Center**

*Our Shared Story of the Japanese American World War II Experience*
In addition to creating this exhibition, Go For Broke National Education Center (GFBNEC) is a 501(c)(3) nonprofit organization that educates the public on the valor of Japanese American veterans of World War II and their contributions to democracy. Our goal is to inspire new generations to embody the Nisei veterans’ core values of courage, sacrifice, equality, humility and patriotism. Founded in 1989, GFBNEC maintains the Go For Broke Monument and the interactive GFBNEC’s "Defining Courage Exhibition" in downtown Los Angeles, as well as extensive oral histories and archives, education and training programs, and other initiatives.

Go For Broke National Education Center’s website offers resources on Japanese American veterans of WWII including timelines, description of units, a list of more resources and the Hanashi Oral History program, comprising over 1,200 oral histories from Japanese American WWII veterans.

Densho is a nonprofit organization started in 1996, with the initial goal of documenting oral histories from Japanese Americans who were incarcerated during World War II. This evolved into a mission to educate, preserve, collaborate and inspire action for equity. Densho uses digital technology to preserve and make accessible primary source materials on the World War II incarceration of Japanese Americans. Densho presents these materials and related resources for their historic value and as a means of exploring issues of democracy, intolerance, wartime hysteria, civil rights and the responsibilities of citizenship in our increasingly global society.

The Densho website offers a detailed history of Japanese Americans during WWII, oral histories and an online course detailing the incarceration experience, including teaching strategies.

The mission of the Japanese American National Museum (JANM) is to promote understanding and appreciation of America’s ethnic and cultural diversity by sharing the Japanese American experience. JANM is the first museum in the United States dedicated to sharing the experience of Americans of Japanese ancestry as an integral part of U.S. history. Through its comprehensive collection of Japanese American objects, images and documents, as well as multi-faceted exhibitions, educational programs, documentaries and publications, the National Museum shares the Japanese American story with a national and international audience.

The Japanese American National Museum features many different resources for educators on the Japanese American experience. The Discover Nikkei community website, organized by JANM, connects generations and communities by sharing stories and perspectives of the people of Japanese descent who have migrated and settled throughout the world.
### Pre-Visit Lesson Plan

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<th>Lesson part</th>
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<td><strong>Title</strong></td>
<td><em>Courage and Compassion: Our Shared Story of the Japanese American WWII Experience</em>: Building Background</td>
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<tr>
<td><strong>Common Core</strong></td>
<td>CCSS.ELA-LITERACY.CCRA.R.1</td>
<td>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</td>
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<tr>
<td><strong>English Language Arts Anchor Standards</strong></td>
<td>CCSS.ELA-LITERACY.CCRA.R.2</td>
<td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
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<td>CCSS.ELA-LITERACY.CCRA.R.7</td>
<td>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
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<td></td>
<td>CCSS.ELA-LITERACY.CCRA.R.10</td>
<td>Read and comprehend complex literary and informational texts independently and proficiently.</td>
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<tr>
<td><strong>Central Focus</strong></td>
<td>This lesson is designed to prepare students to visit the <em>Courage and Compassion: Our Shared Story of the Japanese American WWII Experience</em> traveling exhibit by providing the necessary background knowledge to access the content of the exhibit. This lesson focuses on students interacting with primary source texts and audio to develop their understanding of the historical context of the exhibit.</td>
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<tr>
<td><strong>Learning Target</strong></td>
<td>Content Objective 1 (CO1): SWBAT (Students will be able to) identify a central idea from a text and support their answer with specific evidence from the source.</td>
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|              | Language Objective 1 (LO1): Students will write to justify their answer using developmentally/grade-appropriate phrases and sentences, for example:  
  ● “I think this picture is about _______ because of _______”,  
  ● “When I saw/read _______, I thought _________”,  
  ● “The central idea of this document is _________ because of _________” | |
## Pre-Visit Lesson Plan

| Content Objective 2 (CO2): SWBAT recall basic facts about what happened to Japanese Americans during WWII. |
| Language Objective 2 (LO2): Students will write to list at least three facts about the Japanese American experience during WWII. |

### Academic Vocabulary

- **Internment/Incarceration** - While “internment” technically refers to the legal detention of enemy aliens during a time of war, the term does not reflect the reality of the broad incarceration under EO 9066. Two-thirds of those West Coast residents imprisoned in incarceration camps during WWII were Japanese American citizens. Separate, smaller internment camps did exist for detained aliens, which were overseen by the Department of Justice or the U.S. Army. GFBNEC uses “incarceration,” “imprisonment” and similar words to more accurately describe the forced removal of residents of Japanese descent from the West Coast under EO 9066.
- **Alien** – any person without legal citizenship of the country they are living in

### Hook (10min)

**Gallery Walk/Chalk Talk with Material A**

Prior to the lesson, print out enough copies of the images for Material A such that each group of 4-5 students can have their own set. The first page of photo captions should be cut into strips and stored in a small envelope.

Pass out Material A to Students. Say

**“Students, we will begin by looking at some real photographs. Please choose one to focus on. As you look at it, think about what the image is showing you, how it makes you feel, and what questions it gives you. There is space on the paper for you to write questions, comments, and observations. You will have 1 minute for each photograph before you pass your photo to the next member in our group. This is a silent activity where we will focus on sharing our thoughts in writing. Go ahead.”**

After 1 minute, say

**“Students, it has been 1 minute. Please pass your photograph to the next person. When you receive a new photograph, you will have 3 minutes to look over the image and respond to what others have written. Write your comments directly under theirs. Go ahead.”**

Beginning with an open-ended chalk talk activity allows students to engage with the content and their own ideas before being explicitly taught. This promotes exploration and critical thinking skills. If this is an unfamiliar routine with your students, consider turning this into a gallery walk exercise where the pictures are posted around the room and students walk around freely. You may also consider giving students post-it notes to record their writing.
### Pre-Visit Lesson Plan

| **Repeat as desired. Say,**  
| “Take the next 2 minutes to share out with each other orally what you’re still thinking about after seeing a couple photos. Ask each other questions and see if you can help each other find out anything new!” | **If time permits, have a few students share orally to the whole class what their group discussed.** |

| **Introduction (10min)** | **Say,**  
| “Students, today our lesson will prepare us to see the *Courage and Compassion: Our Shared Story of the Japanese American WWII Experience* exhibition that we will be seeing soon. The exhibition will teach us about the history and stories of individuals of Japanese ancestry during World War II and those who assisted Japanese Americans in our community. Today, we will focus on getting a basic understanding of what exactly happened.” | **Keep in mind that your students may have mixed levels of background knowledge. Because this is meant to prepare students for the exhibit, it is important to keep engagement high and excite students for what they will learn about today and at the exhibition.** |

| **Display and read the objectives.** |

| **Analysis of Material B** | **Display Material B and/or pass out copies to students.**  
| **Say,**  
| “Students, you will have 15 minutes to read this text and answer the questions on the worksheet. You may work in groups or individually, whichever works best for you to do your work. Know that there might be some new or tricky words for you, do your best to avoid using a dictionary! Try to figure out what the word means based on how it’s used. Go ahead!” | **As students work, circle the room to correct misconceptions. At the younger grades, there may be confusion around the meaning of alien and non-alien. Guide students towards the correct understanding.** |

| **After 15 minutes, bring the class together and ask students to share their answers to the whole group.** |
### Direct Instruction

Display the video: [https://youtu.be/PP3lWftprjQ](https://youtu.be/PP3lWftprjQ)

Say,
As you have figured out from reading this document and from the video, individuals of Japanese ancestry were forced by our government to leave their homes during World War II. Our government forcibly moved these families to camps, and they had to leave behind many of their belongings, not knowing when they’d ever be allowed to return, if at all.

I’m sure many of you are wondering why this happened at all. This was in response to the attack of Pearl Harbor by Japan on December 7, 1941. Think about Picture B from the activity we did at the beginning of class. We were attacked by the country of Japan, and because many Americans feared those of Japanese descent may be dangerous or disloyal, they were forced to move.

You’ll learn so much more about this when we visit the exhibition, but we’re going to finish up our lesson by watching one more video about some Japanese Americans today visiting where one of the incarceration camps used to be.

Display the video: [https://youtu.be/WrK1j4BNmHE](https://youtu.be/WrK1j4BNmHE)
## Assessment/Wrap Up

Pass out the half-sheet assessment (Material D) and give students 5 minutes to complete it independently. When students are done, have them return all materials for you to review prior to visiting the exhibition. Based on questions and misconceptions, you may want to prepare in advance to spend more time on a certain part of the exhibit. If there are grave misconceptions, consider a re-teach the following day.

## References


Photo Captions

A. Arthur S. Komori (left) is sworn in as a member of the US Army Corps of Intelligence Police at Fort Shafter in Honolulu. March 13, 1941. Courtesy of the United States Department of Defense.

B. Attack on Pearl Harbor. Courtesy of the National Archives and Records Administration.

C. Manzanar. Courtesy of Dorothea Lange, War Relocation Authority.


F. May 8, 1942 — Hayward, California. Members of the Mochida family awaiting evacuation bus. Identification tags are used to aid in keeping the family unit intact during all phases of evacuation. Courtesy of Dorothea Lange and the Censored Images of Japanese American Internment.

G. May 20, 1942 — Woodland, California. Families of Japanese ancestry with their baggage at railroad station awaiting the arrival of special train which will take them to the Merced Assembly center, 125 miles away. Courtesy of Dorothea Lange and the Censored Images of Japanese American Internment.
A. Courage and Compassion
D.
E.
INSTRUCTIONS

TO ALL PERSONS OF

JAPANESE ANCESTRY

Living in the Following Area:

All of that portion of the City of Los Angeles, State of California, within that boundary beginning at the point at which North Figueroa Street meets a line following the middle of the Los Angeles River; thence southerly and following the said line to East First Street; thence westerly on East First Street to Alameda Street; thence southerly on Alameda Street to East Third Street; thence northwesterly on East Third Street to Main Street; thence northerly on Main Street to First Street; thence northwesterly on First Street to Figueroa Street; thence northeasterly on Figueroa Street to the point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 33, this Headquarters, dated May 3, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o’clock noon, P. W. T., Saturday, May 9, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o’clock noon, P.W.T., Sunday, May 3, 1942, without obtaining special permission from the representative of the Commanding General, Southern California Sector, at the Civil Control Station located at:

Japanese Union Church,
120 North San Pedro Street,
Los Angeles, California.

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

The Civil Control Station is equipped to assist the Japanese 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, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:
1. A responsible member of each family, preferably the head of the family, or the person in whose name
most of the property is held, and each individual 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 4, 1942, or between 8:00 A. M. and 5:00 P. M. on Tuesday, May 5, 1942.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:
   (a) Bedding and linens (no mattress) for each member of the family;
   (b) Toilet articles for each member of the family;
   (c) Extra clothing for each member of the family;
   (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
   (e) Essential personal effects for each member of the family.
   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 the packages is limited to that which can be carried by the individual or family 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 iceboxes, washing machines, 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 family.

6. Each family, and individual 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 4, 1942, or between the hours of 8:00 A. M. and 5:00 P. M.,
   Tuesday, May 5, 1942, to receive further instructions.

   J.L DeWITT
   Lieutenant General, U. S. Army
   Commanding

SEE CIVILIAN EXCLUSION ORDER NO. 33.
1. Near the beginning of this document are the words, “Instructions to All Persons of Japanese Ancestry”. In your own words, what are the instructions? Use textual evidence to support your answer.

2. What does the word evacuation mean to you?

3. Name 3 or more of the items that evacuees can bring with them? Based on these items, does it seem like they will be traveling far or close by?

4. On the first page of the document it says, “...all persons of Japanese ancestry, both alien and non-alien, will be evacuated...”. What do you think alien and non-alien mean in this situation?

5. If you were forced to evacuate because of these instructions, how would you feel? Pay special attention to when the instructions were sent out, and when families needed to be ready to go. Support your answer with evidence.
What are three things that you have learned about the Japanese American experience during WWII? Feel free to write more if you want to share more!

1.

2.

3.

What are some questions you have, or things you want to learn more about when we see the museum?
# Post-Visit Lesson Plan

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<td><strong>Title</strong></td>
<td><strong>Courage and Compassion: Our Shared Story of the Japanese American WWII Experience: Reflections</strong></td>
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<tr>
<td><strong>Common Core</strong></td>
<td><strong>CCSS.ELA-LITERACY.CCRA.R.7</strong> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</td>
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<tr>
<td><strong>English Language Arts Anchor Standards</strong></td>
<td><strong>CCSS.ELA-LITERACY.CCRA.W.1</strong> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td><strong>Central Focus</strong></td>
<td>In this lesson, students will grapple with one powerful question, which is, “How can we prevent something like this from happening again?” To explore this question, students will begin by thinking about how hate and fear informed the forced incarceration of Japanese American. Subsequently, students will apply that idea to their personal experiences/knowledge, and end with a writing activity that integrates their learning.</td>
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| **Learning Objective**            | **CO1:** Students will be able to make an inference about a speaker’s personality based on a quote. **LO1:** Students will write to explain their inference with evidence by using grade-appropriate sentences such as:  
  - “I think the speaker feels _______. I think this because the text says “______”.  
  - “Based on the quote “_______”, one can infer that the speaker feels ______________.”  
  **CO2:** Students will write a letter about the importance of the museum exhibit and what they learned. **LO2:** *Varies depending on background knowledge and teacher expectations*                                                                                                                                                                                                 |                                                                                                                                                                                                                                                   |
| **Academic**                      | **Constitution**                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |
## Post-Visit Lesson Plan

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### Introduction (10 minutes)

Explain to students,
“Today, we’re going to focus on thinking about what we learned about on our field trip and how it’s still important to think about today. Let’s start by talking about what happened. Take 1 minute and talk to your neighbor/groups about what we learned at the museum. I’ll ask for some volunteers to share out after.”

After a minute, ask for three volunteers to share.

Say,
“Okay, sounds great! Now, the first thing I want you to think about is that when Executive Order 9066 was signed and our country incarcerated Japanese Americans, fear and hate were a really big part of why that happened. After the surprise attack on Pearl Harbor, people were terrified of spies or enemies hiding in the tens of thousands of Japanese Americans. Fear, quickly turns into hate. Take a look at this quote:

Display,
“A Jap’s a Jap – it makes no difference whether he is an American citizen or not. - General DeWitt”

Ask,
“What does this quote mean? What does it show us about how General DeWitt thinks?”

The connection we’re trying to stress to students is that emotions prevailed over cooler minds, when it comes to the Japanese American incarceration. There was no reasonable evidence, yet it was done and with full legality. By drawing out the focus on overwhelming fear/hatred, we set the students up to draw contemporary connections in the next part of the lesson.
### Post-Visit Lesson Plan

| Connection to Today  
| (15 minutes) | Say to students,  
| | “Recently, more and more people have been discussing the Japanese American incarceration because when it comes to having fear or hatred over large groups of people, it can feel like we’re coming back to that time. Let’s watch a video that makes that connection”.  
| | Ask and allow students to share,  
| | “Can you think of other examples you’ve heard about, or maybe even experienced, of this kind of fear or hate? We can think about what we may have learned about in the past, experienced ourselves, or even heard/seen on the news again.”  
| | If students begin to think of or share examples of fear/hate that they’ve been exposed to, consider that a genuine connection and give it the time/space to be shared. |}

| Letter Writing  
| (30 min) | Introduce the letter-writing activity,  
| | “Class, thank you so much for sharing today. Now, we’re going to transition to our final activity. We just spent about 15 minutes talking about why it’s still relevant today, what we have to do now is convince others.  
| | What we’re going to do, is write a letter to our ______ that explains what we learned and why it’s important. In your letter, you should include specific examples of facts and/or ideas you learned about through the exhibit. You should also talk about why it’s important for other students to learn and experience this the way we did.  
<p>| | Depending on the grade level/context, you can either frame this letter as something real that will be sent to a local school/city official, or as a “for fun” exercise in writing. |<br />
| | This letter-writing activity should be adapted based on the student’s background knowledge |</p>
<table>
<thead>
<tr>
<th>Allow students to begin working.</th>
<th>and the teacher’s discretion. More supports may be needed. For more advanced learners, consider making this a research project where students do a deep dive into one aspect of the Japanese American WWII experience.</th>
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<td><strong>Wrap Up</strong></td>
<td>Say, “Great work today! I look forward to reading your letters. I hope that this lesson has inspired some of you to keep learning about history and to keep thinking about what we can do to make this country a better place for all of us.”</td>
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