

Northwest History Consortium

Japanese Internment

Marcia Justice
7th Grade

National Standard

Era 8: The Great Depression and World War II (1929-1945) / Standard 1

Standard 1: The causes of the Great Depression and how it affected American society.

Standard 3C: The student understand the effects of World War II at home.

Washington State Standards (GLEs)

History: 4.2.1 - The student understands and analyzes how individuals and movements impact Washington State.

History: 4.4.1 - The student analyzes how an event in Washington State history helps us to understand a current issue.

Social Studies: 5.1.2 - The student evaluates the breadth of evidence supporting positions on issues and events in Washington State and the world.

OBJECTIVE

Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [**Evaluate the implementation of a decision**]

PROBLEM

What does an American look like?



For that matter, what does an enemy look like? And what can happen to those people who look like the enemy?

In 1943, President Franklin D. Roosevelt said, "The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of mind and heart; Americanism is not, and never was, a matter of race or ancestry."^[1]

A year earlier, however, Roosevelt had authorized incarcerating more than 110,000 innocent people based on their ancestry, in what he called "concentration camps." Although two-thirds were U.S. citizens, they were targeted because of their ancestry and the way they looked. How could this happen?

In 1941 the United States entered World War II after Japan's attack on Pearl Harbor, Hawaii. Without evidence, key U.S. leaders claimed that all people of Japanese ancestry on the West Coast of the U.S. posed a risk to national security. Justifying it as a "military necessity," the government forced U.S. citizens and their immigrant elders to leave their homes and live in camps under armed guard.

In 1983, however, a U.S. congressional commission uncovered evidence from the 1940s proving that there had been no military necessity for the unequal, unjust treatment of Japanese Americans during WWII. The commission reported that the causes of the incarceration were rooted in " ... race prejudice, war hysteria and a failure of political leadership."^[2]

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1. Public statement by President Roosevelt on January 31, 1943 praising the decision to form a segregated, all-nisei combat team. Roger Daniels. *Concentration Camps: North America*. (1971. Malabar, Florida: Kreiger Publishing Company, 1981,1989), pages 112-113.

2. Recommendations section, *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians*. (1982. Seattle: University of Washington Press, 1997), page 459.

"What Does An American Look Like?" *Denshō (The Japanese American Legacy Project)*. ©1997 - 2011 Denshō. All Rights Reserved. Seattle, WA. 5 January 2011 <<http://www.densho.org/causes/default.asp>>. Reprinted with permission.

SCENARIO

In the days after the bombing of Pearl Harbor the US President has been advised to intern the Japanese Americans on the west coast to secure the coast. The President is concerned about the constitutionality of such a policy. He has asked you, the attorney general, to explore the constitutional implications of such a policy. Upon completion of your proposal, you will address the President and high ranking military officials regarding your findings and evidence. You will also give recommendations of an immediate course of action.

TASK

1. Students will be divided into groups of 3 to work together to research the history leading up to the bombing of Pearl Harbor and the declaration of war with Japan.
2. After becoming familiar with reasons behind our involvement, research the constitutionality of interning Japanese Americans to ensure the safety of our homeland.
3. Prepare and be ready to present your findings and recommendation with a report to the president and high ranking officials including a visual of your choice.

Some of the areas to keep in mind are:

- public opinion at the time
- relevant evidence of disloyalty
- constitutional rights
- fear (real/imaginary)
- comparing past history, such as the ways Native Americans have been treated
- pressure on the administration to make quick decisions

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RESOURCES

Internet

Daccord, Tom and Reich, Justin. "Best of History Web Sites." Best History Sites (EdTechTeacher.org). ©2010 Ed Tech Teacher. Chestnut Hill, MA. 5 January 2011 <<http://www.besthistorysites.net/>>.

"History Channel." History.Com (A&E Television Network). ©1996 - 2011 A&E Television Network. All Rights Reserved. New York, NY. 5 January 2011 <<http://www.history.com/shows/classroom>>.

"History Matters." 31 March 2006. History Matters (George Mason University). ©1998 - 2011 American Social History Productions, Inc. All Rights Reserved. Fairfax, VA. 5 January 2011 <<http://historymatters.gmu.edu/>>.

"National Archives." The U.S. National Archives and Records Administration. 2010. College Park, MD. 5 January 2011 <<http://www.archives.gov/>>.

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ASSESSMENT

	1	2	3	4	Total
Organization	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
Subject Knowledge	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions, but fails to elaborate.	Student is at ease and answers most questions with explanations and some elaboration.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
Visual Aids	Student uses superfluous visual aids or no visual aids.	Student occasionally uses visual aids that rarely support the presentation.	Student's visual aids relate to the presentation.	Student's visual aids explain and reinforce the presentation.	
Mechanics	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
Eye Contact	Student makes no eye contact and only reads from notes.	Student occasionally uses eye contact, but still reads mostly from notes.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
Verbal Techniques	Student mumbles, incorrectly pronounces terms, and speaks too quietly for audience in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
Group Work	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and shares in the responsibilities.	Works very well with others. Assumes a clear role in decision making and responsibilities.	
				Total Points:	
A= 26-28	B= 24-25	C= 21-23	D= 19-20	F= 0-18	

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Larson-Dranter, Ronda and Warren, Mary A. "Final Presentation Rubric." 13 March 2001. Fermi National Accelerator Laboratory. 2010. 6 Jan. 2011 <<http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm>>.

REFERENCES/CITATIONS

"History Standards for Grades 5-12 United States." UCLA National Center for History in the Schools. 2005. Los Angeles, CA. 6 January 2011 <<http://nchs.ucla.edu/standards/us-standards5-12.html>>.

Justice, Marcia. "Japanese Internment." NWESD Organization. 2008 - 2010. Anacortes, WA. 6 Jan. 2011 <http://www.nwesd.org/1510101216191755740/lib/1510101216191755740/8.1-3C_JapaneseInternment.Justice.7>.

Larson-Dranter, Ronda and Warren, Mary A. "Final Presentation Rubric." 13 March 2001. Fermi National Accelerator Laboratory. 2010. 6 Jan. 2011 <<http://ed.fnal.gov/lincon/w01/projects/library/rubrics/presrubric.htm>>.

"Washington State Social Studies Standards (EALRs)." May 2008. OSPI (Office of the Superintendent of Instruction). 2011. Olympia, WA. 6 January 2011 <<http://standards.ospi.k12.wa.us/ComponentListByGrade.aspx?subject=6,GLE&gl=8>>.

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