

SHOW TIME for Teachers



Welcome to *Show Time*,

a performing arts resource guide published by the CSB/SJU Fine Arts Education Series. This edition of *Show Time* is designed to be used before or after a performance of *Within the Silence*.

Suggested activities in this issue include background information and activities for several subject areas that may be adapted to fit your time and needs.

Watch for pages marked **Show Time for Students*; one page, student-ready activities that are designed for independent or small group work.

Please feel free to make copies of pages in this guide for student use.

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**Presented by
Theatreworks/USA**

**Produced by
Living Voices**

**Co-produced by
The Wing Luke Asian Museum**

**Script by
Ken Mochizuki**

WHAT DO YOU KNOW?

Examine & Respond

Divide students into pairs and provide each pair with a copy of the **Japanese Ancestry** poster found on the following two pages. Ask students to read and examine the poster. Then ask them to record their responses to the poster; what do they think the poster means and what do they already know about it?

Questions & More

Next, ask student partners to write down any questions they have about the poster.

Finding Answers

Allow time for students to research on the web to find links to the document. After they have gathered information, ask the students to discuss what they have found with their partners. Discussion questions:

- What is the historical context of this document (time and place)?
- What events lead to the creation of this document and how far do they go back?
- What personal stories did you find?
- Who were some of the key figures of this time period?
- What other details did you find that relate to the document?
- What were some of the best web links you found? What made them good?

Timeline

Ask partners to jot down the most important dates and events from their research. Draft a timeline of dates and events as a large group. Ask students to determine where there are gaps or unanswered questions.

Use the history pages to help students fill in the gaps and answer further questions about Japanese internment camps in the United States.

A wealth of information about the Japanese internment is available online. To begin the research process, ask your students to check out the web sites below for outstanding information, video clips, photographs, and stories of real people.

A More Perfect Union: Japanese Americans and the U.S. Constitution (The Smithsonian)

<http://www.americanhistory.si.edu/perfectunion/experience>

Exploring the Japanese Internment Through Film and the Internet. (National Asian American Telecommunications Association)

<http://www.jainternment.org/ww2/prewar.html>

Dorothea Lange at the Raphael Weill School (The virtual Museum of the City of San Francisco)

<http://www.sfmuseum.org/hist10/lange2.html>

Go for Broke: 442nd Regimental Combat Team (Home of Heroes)

http://www.homeofheroes.com/moh/nisei/index3_442nd.html

WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California

May 3, 1942

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 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

Emiko Yamada is a Japanese-American teenager living in Seattle, Washington in the late 1930's. The Yamada family runs a grocery store in their neighborhood, and Mr. Yamada is also the principal of their Japanese Language School. Emi dreams of one day becoming a teacher.

After the bombing of Pearl Harbor in December, 1941 life is never the same for Emi and her family. Some of Emi's friends accuse her of being a Japanese spy, an opinion that many other Americans share. Shortly after America declares war on Japan, the FBI comes to search the Yamada house. Emi's father is arrested and sent to a camp in Montana along with other Japanese community leaders.

Early in 1942, signs ordering Japanese-American families to report for resettlement appear in Emi's neighborhood. The families have one week to get ready to leave and are allowed to take with them only what they can carry. Most families are forced to sell everything they own, at a fraction of its value. Emi's family leaves some of their belongings in their boarded up store. Emi must also leave her dog Suki behind.

The Yamada family is assigned a number and temporarily sent to Camp Harmony where hundreds of other families are crowded into a fairground surrounded by barbed wire. Eventually they are moved to a permanent camp called Minidoka in the desert of Southern Idaho. They live in flimsy wooden barracks with thousands of other Japanese Americans and endure extreme weather conditions from dust storms and scorching sun to frigid cold. Although a shadow of his former self, Mr. Yamada is finally reunited with his family at Minidoka.

Minidoka operates like a small town with a school, a newspaper, jobs, clubs, and even sports teams. But the families must line up for meals and to use the communal bathrooms. Armed guards and barbed wire fences keep the internees from freedom.

Early in 1943, the government drafts interred Japanese-Americans to serve in the armed forces. Emi's brother Grant joins the army and is killed in Europe. Her brother Tommie refuses to serve in the military and is sent to a segregation camp for disloyal internees.

Minidoka closes in October, 1945 and Emi and her parents return to Seattle. Most of what they left behind has been stolen. Emi helps her parents rebuild their business and eventually goes to college to become a teacher.

The script for this play was written by **Ken Mochizuki**, author of the children's book, *Baseball Saved Us*. Mr. Mochizuki's books often include the prejudice and stereotyping he has experienced as a Japanese American. The author believes he has a responsibility to tell others that people of Asian descent have been a part of America for a long time.

**Between 1942 - 1946
77,000 Japanese-American citizens
and
43,000 Japanese nationals
were detained in relocation camps
in the United States.
No charge of espionage, sabotage,
or any other crime was ever filed
against them.**

IMMIGRATION & DISCRIMINATION

Japanese first immigrated to Hawaii in 1868 to work in the sugar cane fields. Between the late 1880's and 1924 large-scale immigration of Japanese to mainland United States filled the need for cheap agricultural labor. Japanese immigrants found jobs in agriculture, sawmills, logging camps, canneries, and the railroads. The new immigrants also began growing produce and dairying independently. Japanese truck farmers sold their produce at places like Seattle's Pike Place Market. Within a few years, the Japanese prospered and owned well over half of the market stalls. At one time the Japanese immigrants supplied over seventy-five percent of the region's vegetables and fifty percent of the milk supply.

As the Japanese became more successful, some Americans saw them as a threat to white dominance. Anti-Japanese acts of violence and lawlessness; assaults, arson, and forcible expulsion from farming areas on the west coast became commonplace.

Eventually the prejudices of the exclusionists became laws; Japanese were denied citizenship and the right to own or lease agricultural land. They were prohibited from certain occupations, forced to send

their children to segregated schools, and not allowed to marry outside their race. By 1924, America was no longer accepting Japanese immigrants.



1920 photo of a sign on the home of a "Hollywood Protective Association" member.

National Japanese American Historical Society.

Japanese-born immigrants (Issei) married resulting in a first generation (Nisei) of Japanese Americans who were American citizens by birth. As the immigrant population increased, so did the efforts of the exclusionists who wanted all Japanese Americans removed from the West Coast.

The mass media became a powerful weapon in the campaign against the Japanese-American population. They ignored the fact that a large number of persons of Japanese ancestry living in the United States were American citizens. Movies, newspapers, and radio stereotyped Japanese Americans as untrustworthy. As Japan became a world military power, the media falsely depicted Japanese Americans as agents for Japan and referred to them as the "Yellow Peril".



Journal it !

Reflect on or interview some of America's newest immigrants. What hardships do they face in this country and in your community? What choices are available to them regarding jobs, schools, and homes? How much do you think laws and conditions for immigrants have changed since 1930?

LOCATE

Japan Hawaii West Coast U.S.A.

DEFINE

Issei- Japanese-born immigrants

Nisei- first generation of American-born Japanese Americans

prejudice-a feeling that some people have against others based on race or culture

exclusionist- a policy of preventing one group from having the same rights as others

WORLD WAR II & EXECUTIVE ORDER 9066

When Japan and China went to war in 1937 the United States opposed Japan's aggression publicly. One year later, the United States cut off commercial trade with Japan to protest the bombing of civilians in China. Japan responded by signing an alliance with Germany and Italy. By 1939, England and France (Allied forces) were at war with Germany and Italy (Axis powers) in Europe. The United States remained neutral but sympathetic to the Allied effort.

On December 7, 1941, Japan bombed the military base at Pearl Harbor, Hawaii. The United States declared war on Japan the next day. Three days later, Germany and Italy declared war on the United States bringing the latter into war in Europe and the Pacific.

Japanese Americans were as shocked as other Americans by the attack on Pearl Harbor. Almost immediately, the FBI began searching Japanese-American homes and arrested over one thousand prominent leaders in Japanese-American communities in Hawaii and the mainland west coast. Although previous FBI intelligence showed no evidence of sabotage or espionage by Japanese residents, the information was suppressed by government officials.

In the days and weeks that followed, German, Italian, and Japanese nationals were declared enemy aliens and placed under severe travel, work, and social restrictions. Nisei (first generation American-born citizens) were designated as "non-aliens" and

DEFINE

sabotage-deliberate property damage by enemy agents

espionage-spying to obtain military secrets

contraband-goods on their way to the enemy



*Air Field burning after Pearl Harbor Attack, December 7, 1941.
U.S. Naval Center Photograph*

subjected to the same restrictions. Contraband items were confiscated and Japanese Americans deemed "dangerous" were subject to arrest and imprisonment.

In February, 1942 President Franklin Roosevelt signed Executive Order 9066. The order gave the war department the power to exclude people from designated "military areas." In this case the designated military area was the west coast of the United States. Although the document did not specifically use the words "Japanese Americans," the intent was clear; German Americans and Italian Americans whose ancestral countries were also at war with the United States were exempt from the order.

Following the bombing of Pearl Harbor, many Japanese-American families destroyed their family heirlooms. Valuable swords, coins, kimonos, and the like were burned or buried to avoid suspicion of loyalty to Japan.

Talk About It

- ✓ Why do you think Japanese Americans were treated differently than German and Italian Americans?
- ✓ What family heirlooms does your family have that you would be willing to destroy any of the heirlooms? Why/why not?
- ✓ What impact might the FBI raids have had on the Japanese-American families involved?

Executive Order 9066

Japanese American Internment Order of WWII

February 19, 1942

This order from President Franklin Delano Roosevelt enabled the establishment of "internment camps" for 110,000 Japanese Americans and others deemed "enemy aliens".

Whereas, the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises and national defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220. and the Act of August 21, 1941, 55 Stat. 655 (U.S.C.01 Title 50, Sec. 104):

Now therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action to be necessary or desirable, 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, and with respect to which, the right of any persons to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion.

The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamation of December 7 and 8, 1941, and shall supercede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each military area herein above authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigations of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt
The White House
February 19, 1942

INTERMENT CAMPS

In March, 1942 the mass removal of Japanese Americans to internment camps began. Some families had less than forty-eight hours to prepare for the move. Evacuation sales were a common sight as families sold their possessions for a fraction of the value. The families had little time to arrange for the safekeeping or sale of their property and livestock. They were told to bring only what they could carry including clothing, dishes and silverware, bedding, and personal care items for each family member.

Families were required to report to a control station where they were registered and given numbered tags to identify themselves and their belongings. After being loaded onto buses, railroad cars, or trucks the families were transported to assembly centers to await placement in a permanent camp. The families were given no information about where they were being taken. One assembly center was located at a racetrack where families were housed in horse stalls.

At great cost and despite the shortage of materials caused by wartime rationing, the government built ten mass detention camps in isolated areas of Arizona, Arkansas, California, Colorado, Idaho, Utah, and Wyoming. By October, 1942 all Japanese-American internees had been transferred to one of the permanent camps.

The camps were often several hundred miles from the homes of the internees and located in inland deserts or swamp lands. The inmates were unprepared for bitter cold winters, scorching hot summers, dust storms, and poisonous snakes.

Life in the camps was crowded and lacked privacy. Families were housed in single rooms that were sparsely furnished with cots and a stove. Children in the camps spent very little time with their own families as most daily activities were communal.

The camp community organized schools as well as cultural, recreational, and youth activities to keep the internees occupied. Newspapers were published and some camps had factories, crops, and farms that provided jobs for internees as well.

Some Japanese Americans experienced violence during their internment. Several internees were shot and killed for attempted escape, although the justification for shooting at the victims was debated by eye witnesses. Occasional riots and protests occurred at the prisons as internees grew more frustrated with their situation.



Journal it !

Imagine that your family is living in a detention camp. How might your relationship with your parents be different?



Women and children of Japanese ancestry being moved to a relocation center by truck. April, 1942 photo by Ansel Adams. Farm Security Administration & Office of War Information Collection (Library of Congress).

Military commander General DeWitt was responsible for carrying out Executive Order 9066. The sole basis for DeWitt's orders to intern Japanese Americans was ancestry. He was quoted as stating: "A Jap's a Jap. It makes no difference whether the Jap is a citizen or not."



Journal it !

Write a one page response to the statement made by General DeWitt.

General DeWitt's orders were to protect the West Coast against sabotage and espionage. In reality, persons with any Japanese ancestry including babies, orphans, adopted children, the sick and bedridden elderly were sent to camps.

ShowTime for Students: MOVE to MINIDOKA Name _____

Emi's family and other Japanese Americans were told to bring only what they could carry to the internment camps. Read the **JAPANESE ANCESTRY** poster on pages 2-3. If you were given these same orders, what would you pack? You are allowed two suitcases and you **must** bring your own bedding, towels, personal care items, and eating utensils. What else would you need to bring? Do you know your destination? Will you have room for everything you need in addition to the items required by the orders? Make a list of the things that you will bring along. Make sure everything fits in your suitcases.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Next, make a list of the items you must leave behind (be specific) and what you will do with them.

_____	_____
_____	_____
_____	_____

Which of your possessions will you miss the most and why?

In the play, *Within the Silence*, Emi's family is sent to a permanent relocation camp called Minidoka. The camp was located in south-central Idaho where temperatures ranged from 30 degrees below zero to 104 above. Residents suffered from constant nosebleeds and sore throats from the dust storms.

Japanese Americans lost more than material possessions when they became prisoners in the camps. What kinds of non-material things might a person who is imprisoned lose?

If you were sent to an internment camp, what would you fear losing most as a person? Why?

Many Japanese Americans lost their family structure while in the camps. They had little private time alone with their families. Parents and children alike had to depend on others for their daily needs.

LOYALTY & ARMED SERVICE

In February, 1943 the War Department and the War Relocation Authority began registering Japanese Americans seventeen years of age and over. Both used the "Application for Leave Clearance" form for their own purposes. The War Department used it to register all male citizens of draft age even though Japanese Americans were prohibited from serving in the armed forces at the time. The War Relocation Authority used the form to register adults for eventual relocation back into American society.

The main function of the leave clearance form was to separate "loyal" from "disloyal" Japanese Americans. Two questions were designed to achieve this goal: Question #27 asked if the internees were willing to serve combat duty in the United States armed forces. Question #28 asked the internees to swear allegiance to the United States of America and forswear any allegiance to the Japanese Emperor.

The questions were difficult to answer. For the Issei (who were prohibited from becoming United States citizens), answering "yes" to question #28 would leave them without a country. Nisei were afraid to answer "yes" to question # 28 because it might imply that they had been loyal to the Japanese Emperor while they were United States citizens. Some internees chose to answer "no" to both questions as a form of protest. This group of protesters became known as the "No-No boys" and were later punished by being sent to Tule Lake Segregation Center, a camp for "disloyals" in California.

The first segregated army combat units for Japanese Americans were activated in 1943. The 100th Infantry Battalion and the 442nd Regimental Combat Team were made up of several thousand Japanese-American volunteers and draftees. The 100th and 442nd were eventually awarded the Presidential Unit Citation for outstanding accomplishments in combat.

In January, 1944 the War Department began drafting Japanese Americans, even those who were labeled "disloyal." Some Nisei refused to serve until constitutional rights were restored for themselves and their families. Almost three hundred of these men were sent to federal prison for draft resistance.

For its size and length of service, the 100th /442nd became the most highly decorated unit in U.S. history.



Insignia of the 442nd/100th

Talk About It

"No loyal citizen of the United States should be denied the democratic right to exercise the responsibilities of his citizenship, regardless of his ancestry. The principle on which this country was founded and by which it has always been governed is that Americanism is a matter of the mind and heart; Americanism is not, and never was, a matter of race or ancestry."

President Franklin D. Roosevelt, February 1, 1943 upon activating the 442nd Regimental Combat Team

- ✓ Read President Roosevelt's quote above. How did his view of Japanese Americans change since he signed Executive Order 9066? How and why might the president's view have changed?
- ✓ Why do you think some Nisei were angry about being drafted?
- ✓ What reasons did Emi's brothers give for the decisions they made about serving in the army?

MINNESOTA MILITARY INTELLIGENCE

Camp Savage Military Intelligence Service Language School trained Japanese Americans for military intelligence service during WW II. Graduates of Camp Savage learned the Japanese language and assisted the war effort by translating enemy documents and interrogating captives. The camp was located in Savage, Minnesota and later moved to Fort Snelling.

ShowTime for Students: CHARTING PREJUDICE

Names: _____

Discuss with your group members the prejudice against persons of Jewish ancestry in Germany before and during World War II. On the T-chart list racist actions, laws, restrictions, and crimes against German Jews. Do the same for persons of Japanese ancestry in the United States during the same time period.

Persons of Jewish ancestry in Germany

Persons of Japanese ancestry in the United States

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Talk About It

What was the economy of Germany and America like during the prewar years (1927-1939)? How did the economy impact the treatment of Jews in Germany and Japanese Americans in the United States?

What were some of the earliest prejudices felt by each group?

Whose Fault?

Who do you think was most responsible for the injustices against Japanese Americans during the war? Discuss the following choices and come to consensus in your group. Rank the most responsible party "1" and continue numbering in order of descending responsibility through "6."

- ___ President Roosevelt
- ___ United States citizens
- ___ California agricultural leaders

- ___ The War Department
- ___ Japanese Americans
- ___ The Emperor of Japan

List one reason to support your number "1" and "2" choices. Be prepared to share your reasons with the class.

#1 _____

#2 _____

RESETTLEMENT & RESTITUTION

Some Japanese Americans sought justice through the court system for their loss of rights. Several convictions of curfew violations and failure to comply with evacuation orders were upheld on appeal by the Supreme Court, although not by unanimous decision.

In 1944 a ruling for a young Japanese-American woman named Mitsuye Endo opened the door to the release of all internees. Ms. Endo had been dismissed from her California State civil service job in 1942 and ordered to relocate to the Tule Lake internment camp. She charged that the War Relocation Authority did not have the right to detain loyal American citizens. Further, she had not been charged with any crime or been given due process of law. In December, 1944 the Supreme Court ruled unanimously in her favor. The ruling ended the right of the War Relocation Authority to detain loyal citizens against their will.

Over the next twelve months most Japanese-American internees were resettled back to mainstream America. By November 30, 1945 Tule Lake was the only camp that remained open. It closed four months later in March, 1946.



Journal it !

After gaining their freedom many Japanese Americans (including Emi's brother Tommie) chose to resettle in East Coast and Midwest states. What factors may have influenced their decision?

If you were returning to your prewar home after living in an internment camp, what would you hope to find? In reality, what did many Japanese Americans find when they returned home?

Throughout the 1950's Japanese Americans continued to experience displacement, and discrimination. They were denied housing, employment, and recreational opportunities. Compare their experience with that faced by others today; refugees, immigrants, and the homeless.

Nisei were determined to rebuild their lives, care for their parents, and raise their children in a just society. What were some ways they sought empowerment for their generation?

PROCLAMATION 4417 confirmed the termination of Executive Order 9066 authorizing Japanese American internment during WW II. President Gerald Ford signed Proclamation 4417 on February 19, 1976 (thirty four years to the date after Executive Order 9066 was issued). In his speech, President Ford called February 19, 1942 a sad day in American history. He acknowledged the wrongs done to Japanese Americans as well as the sacrifice and contributions they have made to the well being and security of America.

MAKING AMENDS: A TIMELINE

1972-1983: Seven Seattle Japanese Americans begin researching ideas for redress for ex-internees.

1980: Commission on Wartime Relocation and Internment of Civilians is established.

1983: CWRIC recommends that Congress passes legislation offering the nation's apology and compensation of \$20,000.00 to survivors excluded by Executive Order 9066.

1988: President Reagan signs the Civil Liberties Act of 1988. The law requires payment of \$20,000.00 to each of the estimated 60,000 survivors of the WW II internment camps. It also includes an official apology from the government.

1990: 107 year old Frank Yatsua is among nine Issei's to be the first to receive redress checks. Payments continue to be made through 1993.

Talk About It

- ✓ Do you think the settlement given to the Japanese American survivors was fair? Why or why not?
- ✓ What steps did the government take to right the wrong done to the Japanese American people? Why do you think it took over forty years to make amends?
- ✓ Why is it important for a country to remember its past errors?

February 19 is the Japanese Internment National Day of Remembrance

A VIOLATION OF CONSTITUTIONAL RIGHTS

No person shall be deprived of life, liberty, or property without due process of law. The accused shall enjoy the right to a speedy and public trial by an impartial jury and to be informed of the nature and causes of the accusation.

5th and 6th Amendment protections of the Constitution of the United States of America

The episode of Japanese-American internment camps was one of the most pronounced violations to constitutional liberties in the history of the United States. During the period of 1942-46, some 77,000 American citizens of Japanese ancestry and 43,000 Japanese nationals most of whom were permanent U.S. citizens were deprived of liberty and property without criminal charges or trials of any kind. Several persons were also deprived of life. All persons of Japanese ancestry on the West Coast were expelled from their homes and confined to internment camps. The sole basis for these actions was ancestry. German and Italian nationals and American citizens of German and Italian ancestries were not imprisoned en masse.

Talk About It

Invite students to define “due process” in their own words. Ask them to share their definition with a partner. Create a workable definition from student responses.

- ✓ How was due process ignored in the loss of liberty for persons of Japanese ancestry?
- ✓ How did the government justify its actions against Japanese Americans?
- ✓ What effect do racism and prejudice have on the constitutional and human rights of all people?

The right of people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

4th Amendment protections of the Constitution of the United States of America

Ask students to write a simple description of what they see in the photo on the next page. Then post the 4th Amendment protections (above) and ask students to explain in their own words what the amendment means. Discuss the meaning of “search and seizure.” Ask them to describe what a warrant is. Finally, invite students to view the photo a second time and write a reaction to the questions below:

- ✓ What constitutional amendments are being violated in this photo? How are the victims responding? How would you respond if you were the victim? A passerby?
- ✓ Have you ever witnessed an individual being deprived of their constitutional rights as an American citizen? Describe the situation. What was your response? How did others around you respond?
- ✓ How are the rights of all Americans affected when the constitutional rights of any individual are violated?

Listen to ex-internee Sox Kiashima read part of a Day of Remembrance speech at:

<http://www.jainternment.org/ww2/prewar.html>



Photo Courtesy of Library of Congress

WITHIN the SILENCE LANGUAGE ARTS

DOCUMENTING HISTORY

Dorothea Lange was a photographer who was best known for her striking photographs of ordinary people during the Depression. In 1935 Lange began working for the Federal Resettlement Administration where she documented the plight of “dust bowl” farm families migrating west in search of work. When World War II broke out, Lange played an important role in recording the story of Japanese American citizens who were forcibly relocated to internment camps. Ms. Lange died in 1965 at the age of 70 after making photo essays of India, Ireland, Egypt, and elsewhere.

ONE PICTURE IS WORTH A THOUSAND WORDS

Instruct students to visit the following web site:
www.sfmuseum.org/hist10/lange2.htm

Ask them to read the **Historical Context for the Photographs** section. Next, scroll down to **The Four Photographs** section and view the photos that were taken by Dorothea Lange before and during the relocation of Japanese Americans in San Francisco:

Lunch hour at the Raphael Weill Public School

Pals at Raphael Weill Public School

Flag of allegiance pledge at Raphael Weill Public School

Flag of allegiance pledge at Raphael Weill Public School

Ask students to choose one child from the photographs and imagine the personality, talents, fears, dreams, and interests of that child. Ask them to write a descriptive paragraph about the child with attention to **ideas** and **word choice**.

Invite students to think about how the experience of being forced to live in an internment camp might affect the personality, talents, fears, dreams, and interests of the child they wrote about. Ask students to write a one page response to this question with attention to **organization** and **sentence fluency**.



Journal it!

In your own **voice**, write a letter to the War Relocation Authority asking them to excuse your elderly, ailing grandparent from being sent to a camp.

Write journal entries describing three different days at Minidoka Internment Camp. Use Emi, Grant, or Tommie’s perspective. Give attention to **ideas** and **word choice**.

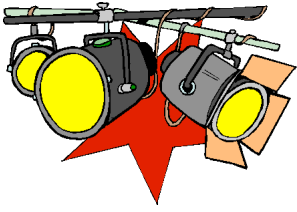
Eleanor Roosevelt, wife of President Roosevelt spoke out publicly against the Japanese American internment camps and tried to convince her husband not to sign Executive Order 9066.

PARTNER POWER

You are granted a five-minute audience with President Roosevelt to address him about the internment camps. With a partner, prepare a speech that will convince the president to close the camps. Give attention to the **organization** of the speech, especially the “hook” you will use to get the president’s attention. Read your speech to the class.

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THEATER ETIQUETTE

Each year, thousands of teachers, students, bus drivers, and parents take part in CSB/SJU's Fine Arts Education Series. Please review the **LOOKING & LISTENING** information with your students to help make your theater experience the best it can be.

LOOKING & LISTENING

Attending Theatreworks/USA's live performance of *Within the Silence* will be interesting and enjoyable for everyone if you remember to....

- ◆ listen in order to understand the dialogue
- ◆ watch for facial expressions to help you understand what the actor is feeling
- ◆ respect the sensitive subject matter of this performance
- ◆

The actor in the performance will be in the same room as the audience and will be affected by the audience's behavior. Actors must concentrate on what they say and do on stage, so unexpected activity or noise may distract them. The actors rely on you to help them make a successful performance. Applaud when it is appropriate and enjoy yourself.

Please review the **PROCEDURES** information below to help your theater visit go smoothly.

PROCEDURES

- ◆ Please bring a minimum of one adult chaperone for every fifteen students.
- ◆ Prepare your students to enter the theater in single file in order of seating.
- ◆ Position your chaperones to maximize adult supervision of your group.
- ◆ Trips to the restroom must wait until your group has been seated in the theater, then students may go in small groups with the teacher's permission. Younger students will need to be chaperoned.
- ◆ The theater is a food, gum, drink, radio, camera, tape, and video recorder free zone!
- ◆ Please leave inappropriate behaviors behind when visiting the theater.
- ◆ Please remain seated following the performance. Your group will be dismissed from the theater by a Fine Arts Programming staff member.