

## A COMMUNITY OF 1940\*

### City

The streets are lined with small family businesses. There is a grocery store, hardware store, and clothing store. The clothing store sells both men's and women's clothing. You can buy a suit, and have it made to fit by a tailor who works in the store. There is also a barbershop and laundry a few doors down the street. One of everyone's favorite shops is the Five-and-Dime. This shop sells household goods at cheap prices. You can get everything from pots and pans to cosmetics and toys.

At the grocery store, many goods are imported from Japan so families can have some reminders of their homeland. There's a fishmonger who buys fresh fish from the boats that pull into the harbor each day. A restaurant on the corner serves delicious Japanese dinners. The hotel offers hot baths and is one of the oldest businesses on the street.

Some families live above their shops while others have homes nearby. There is lots of activity on this street. Cars and trolleys move along the street as pedestrians stroll up and down, doing errands and enjoying being out in their neighborhood.

### Small Town

The post office is a busy place, along with the local bakery known for its homemade donuts. The local newspaper has a building on the main street, next to a grocery store and clothing store. The town's dentist and doctor share an office next door to the drugstore. A movie theater is playing the latest movies, and the bank is busy with customers coming and going. There is a jewelry store and a local library along with fire and police stations.

The local park has a swimming pool, and the school is nearby, sharing a field for football games in the fall. There are churches and a Buddhist temple, along with gas stations and city hall. There are warehouses where produce is packed and shipped to other parts of the country. Cars and trucks line the street as people come to town to shop and run errands. Homes are near the main street with big yards and porches. Children can walk to school and to the main street and, if they are lucky, buy an ice cream cone at the bakery for a nickel. In the distance, hills and mountains are seen, along with fields that are used for growing . . . (vegetables, strawberries, apples, cherries, grapes—select what you think is most appropriate for your classroom).

### Farming Community

Farms line the dirt roads. Off the main road, you can see farmhouses, sheds, and barns where tractors and tools are kept. In the fields, strawberries are growing, and farmers are busy hoeing between the rows of strawberries, keeping the weeds down, and preparing for harvest. Some farms have chickens and ducks. Not far away from the farms are a grocery store, nursery, and gas station. The nursery grows flowers and other plants for sale to the community and beyond. There is a school and church nearby and, in the distance, you can see snowy mountains and evergreen trees. Cars and trucks are coming and going. You can also see a tractor pulling a wagon stacked with boxes. This is a busy time, as when the strawberries are ripe, everyone has to help with the picking.

\* Adapt or substitute the description of the setting to meet the needs of your classroom

## CHARACTER BIOGRAPHY

1. Character's name: \_\_\_\_\_
2. Position in family: \_\_\_\_\_
3. Names of other family members: \_\_\_\_\_  
\_\_\_\_\_
4. Responsibilities/jobs at home: \_\_\_\_\_  
\_\_\_\_\_
5. Work responsibilities: \_\_\_\_\_  
\_\_\_\_\_
6. Personality characteristics: \_\_\_\_\_  
\_\_\_\_\_
7. Favorite leisure activities: \_\_\_\_\_  
\_\_\_\_\_
8. Interesting life experiences: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
9. Describe an activity that you and a relative or close friend have done together. Talk to your classmates to find out about other characters so that together you can create an activity for your two characters. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Assessment:** The biography reflects family and character information for each item, includes accurate information from 1940, and is believable.

## NEWSPAPER HEADLINES OF PEARL HARBOR BOMBING

Select one of the headlines below, or one from your local newspaper archives, and copy for students to paste into their scrapbook. Students will write a caption for the headline.



Images sources: *Washington C. H. Record-Herald*, December 7, 1941, courtesy of the Washington Court House, Ohio; *St. Louis Post-Dispatch*, December 8, 1941, courtesy of newspapers.com; *Honolulu Star-Bulletin*, December 7, 1941, courtesy of newspapers.com.

## SCRAPBOOK MODEL OF NEWSPAPER HEADLINE



**JAPAN OPENS WAR ON U. S.;  
HAWAII IS ATTACKED, BOMBED**

Today I was enjoying a cup of coffee and reading the Sunday newspaper. The sun was shining through the kitchen window, and I was listening to the New York Giants and the Brooklyn Dodgers baseball game on the radio. The game was interrupted with the announcement of Pearl Harbor being attacked by Japanese bombers. I was shocked at this announcement and sad to hear about all the lives lost in this attack. The thought of war is frightening.

**EXECUTIVE ORDER NO. 9066**

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

“[W]ar requires every possible protection against espionage and against sabotage.” Therefore, the Secretary of War is authorized to designate areas “from which any or all persons may be excluded.”

Franklin D. Roosevelt

The White House,

February 19, 1942

**“BANISH” POSTER**



*Image source: Courtesy of the Sumner-News Index.*

“KEEP YOUR TRAP SHUT” POSTER



Image source: Courtesy of the National Archives and Records Administration, 514828.

## "ALL PERSONS OF JAPANESE ANCESTRY" POSTER

**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 County of Alameda, State of California, within the boundary beginning at the point where the southerly limits of the City of Oakland meet San Francisco Bay; thence easterly and following the southerly limits of said city to U. S. Highway No. 20; thence southerly and easterly on said Highway No. 20 to its intersection with California State Highway No. 21; thence southerly on said Highway No. 21 to its intersection, at or near Warm Springs, with California State Highway No. 17; thence southerly on said Highway No. 17 to the Alameda/Contra Costa County line; thence westerly and following said county line to San Francisco Bay; thence northerly, and following the shoreline of San Francisco Bay to the point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 31, 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, Northern California Sector, at the Civil Control Station located at:

920 - "C" Street,  
Hayward, 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 lawboxes, 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. 31.

Image source: Courtesy of the National Park Service.

## ANNOUNCEMENT OF EXECUTIVE ORDER 9066

To dramatize this event, arrange for this announcement to be played on a device (as if a radio announcement), read over the intercom, or read by an “official”—the teacher or another adult.

*Ladies and Gentlemen,*

*President Roosevelt has signed Executive Order 9066, effective immediately. The president is ordering the secretary of war to put you in camps away from the West Coast to keep you safe. You will be transported to the camps in the near future. These are camps for all Japanese Americans. It does not matter if you are a citizen, born in this country; you must report to the government to be transported to the camp. This is for your own protection, as well as for the protection of the American people.*

*We believe there are secret agents among you who will spy on other Americans and maybe even blow up buildings to help the emperor of Japan. We cannot risk that happening.*

*In order to be safe, we will be taking your radios so you cannot contact Japanese forces. We also are taking cameras and flashlights. We do not want you signaling secret information to Japanese planes or ships. We cannot allow you to be close to the Pacific Coast because Japanese forces may try to get in contact with you. We cannot trust you.*

*In a few days, we will be taking you from your homes and businesses and transporting you to an assembly center.*

*We are at war!*

Note: This script reflects the statements made by the government and the news reports reflecting the war hysteria. (It is not a primary source document.)

**SCRIPT FOR CIVIL CONTROL STATION**

Note: If possible, have another adult take the role of the official to read the script.

After students complete Portfolio 8, page 12, *Planning to Leave Your Home*, and have identified who in their family will report to the Civil Control Station, call those students out of the classroom. Role-play the commanding general. Consider props. Social workers were often in this role. Props could include a clipboard and badge like the one below.

In an official and firm voice:

*Ladies and gentlemen,*

*Thank you for reporting to the Civil Control Station. I trust you are prepared to be transported to the assembly center. Please have your family ready to depart at \_\_\_\_\_. We will have no room to store large items. If you are bringing any items to the storage place, be sure they are clearly labeled. Unfortunately, we cannot be responsible for the items. Remember, we are in wartime conditions.*

*We will pick you up at \_\_\_\_\_ (set a time and date). Have all your belongings with you at that time. You will not be allowed to return to your home or business/farm for anything you might have forgotten. This is a very serious matter and we expect you will all comply with our orders.*

*Do not take anything more than what you can carry in a suitcase and absolutely no pets. I am giving each of you identification tags for you and your family and tags for your suitcases. Each family member will be allowed one suitcase, no exceptions.*

*Please return now to your families and prepare to leave.*

Civil Control Station

Name: \_\_\_\_\_

I am authorized to assign you to an assembly center. Your cooperation is appreciated.

Distribute Teaching Master 11, page 56, *Identification Tags*, and Teaching Master 12, page 57, *Identification Tags for Baggage*. Students will have one of each as they prepare to depart.

**IDENTIFICATION TAGS**

	Name	<p><b>YOU ARE INSTRUCTED TO REPORT READY TO TRAVEL ON:</b></p> <hr/>
	<b>No.</b>	
	<p>TO BE RETAINED BY PERSON TO WHOM ISSUED</p>	

	Name	<p><b>YOU ARE INSTRUCTED TO REPORT READY TO TRAVEL ON:</b></p> <hr/>
	<b>No.</b>	
	<p>TO BE RETAINED BY PERSON TO WHOM ISSUED</p>	

	Name	<p><b>YOU ARE INSTRUCTED TO REPORT READY TO TRAVEL ON:</b></p> <hr/>
	<b>No.</b>	
	<p>TO BE RETAINED BY PERSON TO WHOM ISSUED</p>	

	Name	<p><b>YOU ARE INSTRUCTED TO REPORT READY TO TRAVEL ON:</b></p> <hr/>
	<b>No.</b>	
	<p>TO BE RETAINED BY PERSON TO WHOM ISSUED</p>	

# IDENTIFICATION TAGS FOR BAGGAGE

WCCA—FORM 5-4

Name \_\_\_\_\_

 **No.**

TO BE ATTACHED TO HAND BAGGAGE CARRIED BY PERSON

WCCA—FORM 5-4

Name \_\_\_\_\_

 **No.**

TO BE ATTACHED TO HAND BAGGAGE CARRIED BY PERSON

WCCA—FORM 5-4

Name \_\_\_\_\_

 **No.**

TO BE ATTACHED TO HAND BAGGAGE CARRIED BY PERSON

WCCA—FORM 5-4

Name \_\_\_\_\_

 **No.**

TO BE ATTACHED TO HAND BAGGAGE CARRIED BY PERSON

## ASSEMBLY CENTER HOUSING ASSIGNMENT

Fill in family names and assigned numbers before distributing to students. Each family will be assigned an apartment, but all will be assigned to the same mess hall. If available, reproduce on card stock.

FAMILY NAME: _____	
<b>Nos.</b>	<b>YOU ARE ASSIGNED TO BARRACK 10</b>
	APARTMENT: _____
	MESS HALL: <b>2</b>

FAMILY NAME: _____	
<b>Nos.</b>	<b>YOU ARE ASSIGNED TO BARRACK 10</b>
	APARTMENT: _____
	MESS HALL: <b>2</b>

FAMILY NAME: _____	
<b>Nos.</b>	<b>YOU ARE ASSIGNED TO BARRACK 10</b>
	APARTMENT: _____
	MESS HALL: <b>2</b>

FAMILY NAME: _____	
<b>Nos.</b>	<b>YOU ARE ASSIGNED TO BARRACK 10</b>
	APARTMENT: _____
	MESS HALL: <b>2</b>

## LIVING ARRANGEMENTS

### The Barracks Where You Live



### Your Apartment



You will have two military cots and one light bulb for your apartment. You will have a cotton or straw mattress and two blankets. Anything else you will have to get or make for yourself.

Bathrooms and showers are communal, meaning you share them with other families. There isn't a lot of hot water so you can wait for the water to warm up or take a cold shower. You may have to wait in long lines for the showers.

### The Mess Hall



### Standing in Line for the Mess Hall



*Image sources:* Courtesy of the National Archives and Records Administration, 537919; Courtesy of Densho Digital Repository, ddr-densho-37-485-master-f5880cd41d; Courtesy of the National Archives and Records Administration, 536878; Courtesy of the National Archives and Records Administration, 537677.

## PRISON CAMP

Note: Descriptions of the ten camps can be located at [Densho.org](http://Densho.org); search the name of the camp for a specific description. The following description is a composite:

### The Setting

We are in a desert. Everywhere we look it is brown: the hills, the valley, and the mountains in the distance. It is summer, the sun is hot, and the wind blows sand everywhere. There are no trees to provide shade and the heat of the sun is unrelenting. Near the prison, there is a river that winds its way through the valley, but this time of year there is barely a trickle of water.

Our prison camp is very organized. There are ten tar-paper barracks lined up in rows. Each barrack has six rooms. Each family has one room.

Like the assembly center, the rooms are approximately twenty by twenty feet (six by six meters) and furnished with cots. The only other object in the room is a heater. One lonely light bulb hangs down from the ceiling. There are cracks between the floorboards and dust sifts in from the desert, making the floors gritty.

There is also a mess hall, a laundry, a recreation hall, and latrines. The latrines are bathrooms but there is no privacy for the toilets or showers. Men and women are separated, but it is still uncomfortable to be sharing the space with others.

With about ten thousand people living in this prison, it is like a town, but a town surrounded by barbed-wire fences with watchtowers. In the towers are armed guards watching the people below.

This prison town also has a hospital, post office, school, and warehouse. Other large buildings are unused, and we are told that we can possibly make some of these buildings into places of worship. The school has no supplies, so we wonder what school will be like if there are no books or other things.

There are offices and housing for the guards and civilians who work in the camp. They live in apartments that are painted white and grouped together on one side of the camp.

There is a buffer zone around the buildings, and we are told we can plant gardens there to grow our own food.

This prison is depressing, and we wonder if we will be here for the rest of our lives.

### Vocabulary

- unrelenting (not letting up; constant)
- winds (pronounced wines; curves)
- trickle (flow slowly; thin, slow stream)
- tar paper (a heavy black paper covered in tar used on buildings to keep out water and wind)
- mess hall (a dining hall like a school cafeteria)
- latrine (toilet)
- barbed wire (a wire with sharp points wrapped around the wire)
- buffer zone (an area that separates one place from another)
- civilian (a person who worked at the prison, but was not in the military; often people from the surrounding community)

# LOYALTY QUESTIONNAIRE

## STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. \_\_\_\_\_  
(Surname) (English given name) (Japanese given name)  
 a. Alias \_\_\_\_\_
2. Local selective service board \_\_\_\_\_  
(Number)  
 \_\_\_\_\_  
(City) (County) (State)
3. Date of birth \_\_\_\_\_ Place of birth \_\_\_\_\_
4. Present address \_\_\_\_\_  
(Street) (City) (State)
5. Last two addresses at which you lived 3 months or more (exclude residence at relocation center and at assembly center):  
 \_\_\_\_\_  
 \_\_\_\_\_
6. Sex \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_
7. Are you a registered voter? \_\_\_\_\_ Year first registered \_\_\_\_\_  
 Where? \_\_\_\_\_ Party \_\_\_\_\_
8. Marital status \_\_\_\_\_ Citizenship of wife \_\_\_\_\_ Race of wife \_\_\_\_\_
9. \_\_\_\_\_  
(Father's name) (Town or Ken) (Birthplace) (State or Country) (Occupation)
10. \_\_\_\_\_  
(Mother's name) (Town or Ken) (Birthplace) (State or Country) (Occupation)

**In items 11 and 12, you need not list relatives other than your parents, your children, your brothers and sisters. For each person give name; relationship to you (such as father); citizenship; complete address; occupation.**

11. Relatives in the United States (if in military service, indicate whether a selectee or volunteer):
  - a. \_\_\_\_\_  
(Name) (Relationship to you) (Citizenship)  
 \_\_\_\_\_  
(Complete address) (Occupation) (Volunteer or selection)
  - b. \_\_\_\_\_  
(Name) (Relationship to you) (Citizenship)  
 \_\_\_\_\_  
(Complete address) (Occupation) (Volunteer or selection)
  - c. \_\_\_\_\_  
(Name) (Relationship to you) (Citizenship)  
 \_\_\_\_\_  
(Complete address) (Occupation) (Volunteer or selection)
12. Relatives in Japan (see instruction above item 11):
  - \_\_\_\_\_  
(Name) (Relationship to you) (Citizenship)
  - \_\_\_\_\_  
(Complete address) (Occupation)
  - \_\_\_\_\_  
(Name) (Relationship to you) (Citizenship)
  - \_\_\_\_\_  
(Complete address) (Occupation)

**EPISODE 5**

**TEACHING MASTER**

**T16 cont.**

13. Education:

<i>Name</i>	<i>Place</i>	<i>Years of attendance</i>
_____	_____	From _____ to _____
(Kindergarten)		
_____	_____	From _____ to _____
(Grade school)		
_____	_____	From _____ to _____
(Japanese language school)		
_____	_____	From _____ to _____
(High school)		
_____	_____	From _____ to _____
(Junior college, college, or university)		
_____	_____	
(Type of military training, such as R.O.T.C. or Gunji Kyoren) (Where and when)		
_____	_____	
(Other schooling) (Years of attendance)		

14. Foreign travel (give dates, where, how, for whom, with whom, and reasons therefor):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Employment (give employers' names and kind of business, addresses, and dates from 1935 to date):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

16. Religion \_\_\_\_\_ Membership in religious groups \_\_\_\_\_

\_\_\_\_\_

17. Membership in organizations (clubs, societies, associations, etc.). Give name, kind of organization, and dates of membership.

\_\_\_\_\_

\_\_\_\_\_

18. Knowledge of foreign languages (put check mark  $\checkmark$  in proper squares):

(a) Japanese	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	(b) Other _____ (Specify)	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Sports and hobbies \_\_\_\_\_  
\_\_\_\_\_

20. List five references, other than relatives or former employers, giving address, occupation, and number of years known:

(Name)	(Complete address)	(Occupation)	(Years known)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)? \_\_\_\_\_

<i>Offense</i>	<i>When</i>	<i>What court</i>	<i>Sentence</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

22. Give details on any foreign investments.

- a. Accounts in foreign banks. Amount, \$ \_\_\_\_\_  
Bank \_\_\_\_\_ Date account opened \_\_\_\_\_
- b. Investments in foreign companies. Amount, \$ \_\_\_\_\_  
Company \_\_\_\_\_ Date acquired \_\_\_\_\_  
Contents \_\_\_\_\_

23. List contributions you have made to any society, organization, or club:

<i>Organization</i>	<i>Place</i>	<i>Amount</i>	<i>Date</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

24. List magazines and newspapers to which you have subscribed or have customarily read:

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25. To the best of your knowledge, was your birth ever registered with any Japanese governmental agency for the purpose of establishing a claim to Japanese citizenship? \_\_\_\_\_

a. If so registered, have you applied for cancelation of such registration? \_\_\_\_\_ (Yes or no)

When? \_\_\_\_\_ Where? \_\_\_\_\_

26. Have you ever applied for repatriation to Japan? \_\_\_\_\_

27. Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered? \_\_\_\_\_

28. Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power, or organization? \_\_\_\_\_

(Date)

(Signature)

NOTE.—Any person who knowingly and wilfully falsifies or conceals a material fact or makes a false or fraudulent statement or representation in any matter within the jurisdiction of any department or agency of the United States is liable to a fine of not more than \$10,000 or 10 years' imprisonment, or both.

Source: United States War Relocation Authority.

## **CAMP LIFE TOPICS**

Camp newspaper

Social events

Recruitment for the military

Loyalty oaths

Outbreaks of diseases (measles, chicken pox, flu, colds)

Sports

Places of worship

Daily life

Food production

Mess hall

School

Working outside the camp

Going to college

No-no boys

Protests/Voices of dissent

Your own idea!

## MODEL FOR RESEARCHING AND WRITING A SKIT

<p><b>Step 1:</b> Select your topic.</p> <p>_____</p>	<p>Neighbors visit the camp</p>
<p><b>Step 2:</b> Research your topic. Remember, your skit is about life in the prison camp.</p> <p>Sources for research:</p> <ul style="list-style-type: none"> <li>▪ Many Japanese Americans have shared their stories of life in the prison camp, both in writing and on video or audio recordings.</li> <li>• Make a list of words that describe the feelings you think they are expressing about the event. Think about how those feelings can be used in your skit.</li> <li>• Take notes on information about the events they are describing.</li> </ul>	<p>Video about neighbors visiting</p> <p>Visitors in the Pomona Assembly Center— Takashi Hoshizaki, Densho.org</p> <p>Feelings: hot, embarrassed, surprised, happy, shock</p> <p>Weather: hot</p> <p>African American neighbors from their home brought an apple pie a la mode</p> <p>Spoke to them through the fence</p> <p>Good friends with son of the neighbor</p> <p>Word comes that the Marshalls are here to see the family</p> <p>Asked how they were</p> <p>To bring ice cream was surprising</p> <p>They probably stored the ice cream with a block of ice</p> <p>Drove out to the camp from Los Angeles</p>



<p><b>Step 4:</b> Assign roles. Each role should have a part in the skit. Be sure to assign someone to be the narrator.</p>	<p>Will—neighbor from LA, father          Faye—neighbor from LA, mother          Fred— Japanese American father          Junko— Japanese American mother          Poppy—narrator</p>
<p><b>Step 5:</b> Review skills for working together.</p> <ul style="list-style-type: none"> <li>▪ Contribute ideas</li> <li>▪ Listen to each other’s ideas</li> <li>▪ Talk through disagreements</li> <li>▪ Include everyone in the skit writing</li> <li>▪ Do your fair share of the work</li> </ul>	
<p><b>Step 6:</b> Write the skit using the outline (Step 3). Characters should write their dialogue. Remember, you are doing this together.</p> <p>Narrator sets the scene (introduction to skit).</p> <ul style="list-style-type: none"> <li>▪ Where the event takes place</li> <li>▪ The time of year, if known</li> <li>▪ Introduce the characters in the skit</li> </ul>	<p>(see following page for part of a sample script)</p>
<p><b>Step 7:</b> Make refinements. You may need to add more details or dialogue.</p>	
<p><b>Step 8:</b> Title your skit.</p>	
<p><b>Step 9:</b> Make props.</p>	<p>Arrange chairs on one side of classroom as the barrack. Two books for characters to be reading.</p> <p>Other side of room—take a skip rope to make fence</p> <p>Box for pie and ice cream; plates and forks for pie</p>

<p><b>Step 10:</b> Practice your skit.</p> <ul style="list-style-type: none"> <li>▪ Your facial expression reflects the words you are saying.</li> <li>▪ Your dialogue communicates feelings logical to the event.</li> <li>▪ You speak clearly and distinctly, showing you are familiar with what you are saying.</li> <li>▪ Your skit reflects accurate information about the topic.</li> <li>▪ Listeners can follow the sequence of events.</li> <li>▪ Each character is prepared for the skit.</li> <li>▪ Props are used effectively to enhance the skit.</li> <li>▪ Everyone knows where to stand and how to use the props effectively.</li> </ul>	
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Script	Notes for Script
<p><b>Title:</b> Ice Cream A la Mode (read by narrator, Poppy)</p> <p>Set the scene</p> <p><b>Poppy:</b> It is a very hot day in the summer, and we are living in the prison camp. Everyone is tired and cranky because it is hot and there is nothing to do. Junko and Fred Wada (assign names or use your own character names) are in the barrack, each reading a book. Neighbors from Los Angeles, Will and Faye Cameron, have come for a visit.</p> <p><b>Will</b> (Faye stands next to Will): Hello! We are here from Los Angeles. Can you please tell Mr. and Mrs. Wada that they have visitors?</p> <p><b>Poppy:</b> Junko and Fred, you have visitors from Los Angeles. They are outside the fence and they want to see you.</p> <p><b>Fred:</b> I wonder who could have come from Los Angeles on such a hot day?</p> <p><b>Junko:</b> Fred, who do you think would drive all this way? I hope nothing is wrong.</p>	<p>Poppy is the narrator. Narrator stands in front of class to introduce the skit.</p> <p>Will and Faye, carrying the pie and ice cream in a box, walk to the fence to speak to Poppy (the narrator).</p> <p>Poppy walks over to Junko and Fred, who are sitting reading books.</p> <p>Fred uses a wondering tone.</p> <p>Junko sounds worried.</p> <p>Fred and Junko walk to the fence where Will and Faye are standing.</p>

**NEWSPAPER ARTICLE: ATOMIC BOMB DROPPED ON JAPAN**

NEW AGE USHERED

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**Day of Atomic Energy Hailed by President, Revealing Weapon**

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HIROSHIMA IS TARGET

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**'Impenetrable' Cloud of Dust Hides City After Single Bomb Strikes**

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By SIDNEY SHALETT

Special to THE NEW YORK TIMES

Washington, Aug. 6—The White House and War Department announced today that an atomic bomb, possessing more power than 20,000 tons of TNT, a destructive force equal to the load of 2,000 B-29's and more than 2,000 times the blast power of what previously was the world's most devastating bomb, had been dropped on Japan.

The announcement, first given to the world in utmost solemnity by President Truman, made it plain that one of the scientific landmarks of the century had been passed, and that the "age of atomic energy," which can be a tremendous force for the advancement of civilization as well as for destruction, was at hand.

At 10:45 o'clock this morning, a statement by the President was issued at the White House that sixteen hours earlier—about the time that citizens on the Eastern seaboard were sitting down to their Sunday suppers—an American plane had dropped the single atomic bomb on the Japanese city of Hiroshima, an important army center.

**Japanese Solemnly Warned**

What happened at Hiroshima is not yet known. The War Department said it "as yet was unable to make an accurate report" because "an impenetrable cloud of dust and smoke" masked the target area from reconnaissance planes. The Secretary of War will release the story "as soon as accurate details of the results of the bombing become available."

But in a statement vividly describing the results of the first test of the atomic bomb in New Mexico, the War-Department told how an immense steel tower had been “vaporized” by the tremendous explosion, how a 40,000-foot cloud rushed into the sky, and two observers were knocked down at a point 10,000 yards away. And President Truman solemnly warned:

“It was to spare the Japanese people from utter destruction that the ultimatum of July 26, was issued at Potsdam. Their leaders promptly rejected that ultimatum. If they do not now accept our terms, they may expect a rain of ruin from the air the like of which has never been seen on this earth.”

*Source:* Sidney Shalett, “First Atomic Bomb Dropped on Japan; Missile Is Equal to 20,000 Tons of TNT; Truman Warns Foe of a ‘Rain of Ruin,’” *New York Times*, August 7, 1945.

# MONEY AND TRAIN TICKET

## \*\*\* TRAIN TICKET \*\*\*

From: \_\_\_\_\_ To: \_\_\_\_\_

Date: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Passenger Name: \_\_\_\_\_

Amount: \_\_\_\_\_

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## \*\*\* TRAIN TICKET \*\*\*

From: \_\_\_\_\_ To: \_\_\_\_\_

Date: \_\_\_\_\_ Departure Time: \_\_\_\_\_

Passenger Name: \_\_\_\_\_

Amount: \_\_\_\_\_

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Image sources: (both images) © National Numismatic Collection, National Museum of American History/CC BY-SA 4.0

# LEAVING THE PRISON CAMP

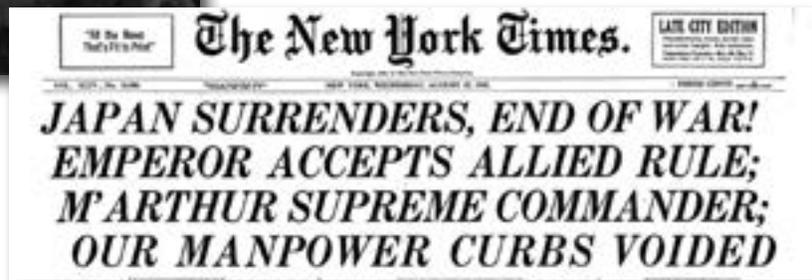


Image sources: Courtesy of the National Archives; Courtesy of the National Archives; Courtesy of the Library of Congress, LC-DIG-ppprs-00294; Courtesy of the *New York Times*.

**BETTY OKURA'S ABRIDGED TESTIMONY**

Share with students Okura's testimony, focusing on the second section where she makes three requests of the commission. Use this as a model for students' writing. The complete testimony, plus others, can be found at [densho.org](http://densho.org).

July 31, 1961

TO: COMMISSION ON WARTIME RELOCATION AND INTERNMENT OF CIVILIANS  
726 Jackson Place N.W.  
Washington D.C.

FROM: Betty Y. Okura  
[REDACTED]  
Seattle, Washington 98118

Re: Pre-evacuation, camp life and post camp

Madame Chairperson and members of the Commission;

I am Betty Okura, a registered nurse, having received license to practice in the state of Colorado in 1946 and in the state of Washington in 1947. As of April 1, 1960, retired from nursing from Harborview Medical Center, Operating Room Department. Age 62 years old.

So that our children, grandchildren and generations to come of also other various ethnic groups may not go thru the experiences we encountered following December 7, 1941,--I share with you these experiences as it happened to me and other members of the Masamori Sato family.

We were a family of eight, farming in Sumner, Washington. Father was 56 years old. Mother 43. I as the oldest of six was 22. John 20, was a junior at the University of Washington. Bessie 18, was a first year nursing student in Tacoma, Washington. Robert 16, junior in high school, Rose 14, a ninth grader and Frank 12, a seventh grader..

December 7th, 1941 started out as any farming day for that time of the year. We had planted Rockhill everbearing strawberries all day so were not aware of the day's happening until evening. What a terrible feeling that was! Suddenly the happy secure home was no longer there.

Each following days, we heard of some Issei father being taken away by the FBI and wondered on what charges they were being held. Was it justifiable? Some were people we knew. Our father informed us, he as alien may also be taken, although he was not aware of having done any wrong. This we all believed, for had he not always told us, he had

and I stayed on reserve status with the 359th General Hospital unit of Tacoma.

By 1968, the family were all back in the Pacific Northwest area. Some of us had finished our education, while others were still in the process of striving for their education. For the parents, a home was purchased with a small acreage which provided some income for them. They also worked part of the time on a neighboring farm. They were to live there for another twenty years, during which time they became United States citizens. For the last six and nine years of their lives, they were to spend it in Seattle with me. Father lived to be 92 years old, passed away April 8, 1978. Mother passed away in 1975 at the age of 78 years old. Despite the injustices, heartaches, discriminations and the hardships of the years past, we were able to look ahead and plan for the future.

In concluding, I would like to make these requests of the Commission.

1. I want for us to be recognized as AMERICANS! of the first class order! A Presidential apology to each interned together with compensation. A full disclosure to the public of the events leading to EO9066 and subsequent events.

2. That history and social study textbooks used in all schools of the nation be updated to include all the details transpired to effect EO9066 and its consequences.

3. Even though no monetary compensation would be big enough for the terrible injustice done, the sum of \$25,000.00 for each year spent in camp would be acceptable.

Respectfully submitted,

*Betty J. Okura*  
Betty J. Okura

Image source: Courtesy of Cherry Kinoshita.

## SCRIPT FOR COMMISSIONERS

**Background:** Students have been studying World War II and the Japanese American incarceration using an approach called Storypath. They have imagined themselves as Japanese Americans living on the West Coast prior to World War II. In their roles, they have role-played the events that began with the bombing of Pearl Harbor and Executive Order 9066 that imprisoned Japanese Americans living on the West Coast. This bipartisan federal commission held hearings in 1982 to determine the impact on Japanese Americans. Major cities in the United States were identified as sites for the testimony. Over 750 people testified in cities across the country.

A seven-and-a-half minute long C-Span video of the actual event can be located by searching on C-span.org: "Redress to Japanese Americans."

Both in role and out of role, students have examined what life was like for Japanese Americans. They are now nearing the end of their unit of study and learning about the Commission on Wartime Relocation and Internment of Civilians. Students in their role as Japanese Americans have decided to testify before the commission. They have written their testimony and are prepared to speak to the commissioners.

**Your role:** As a commissioner, you will listen and comment on each student's testimony. Students have been told this is a very solemn occasion and have practiced their testimony.

### Introduction to the Hearing

(To be read to the assembled audience)

Introduce yourself as a member of the commission.

Paraphrase or shorten if appropriate for your particular classroom.

### Script

*The commission will come to order.*

*Today the commission will receive testimony on Wartime Relocation and Internment of Civilians. This commission is a fact-finding commission charged with the responsibility to determine whether any wrong was committed against Japanese Americans during World War II pursuant to Executive Order 9066.*

*The commission is charged with recommending appropriate remedies, if any, for those interned. We are to examine Executive Order 9066, the circumstances surrounding its implementation, and the appropriateness of compensation or other remedies for those whose lives were affected by the order.*

*I would like to read into the record a message from Senator Henry M. Jackson of Washington State:*

*It is clear that the evacuation and internment of 120,000 Japanese American residents and citizens was wrong. It was one of the most tragic phases of American democracy in our history. Not one of these people was even charged with any crime involving their loyalty, much less convicted. My commitment in guiding the legislation establishing this commission through Congress last session was rooted in my firm belief that there was a wrong committed by the U.S. Government. I am confident that a fair and expeditious review of the facts and circumstances surrounding the internment by the commission will establish this fact.\**

*It is my understanding that several of the witnesses who will testify today were residents of the relocation camps during World War II.*

*Many years have passed, but time has not dulled the memories of those who lived through and felt the effects of that experience. It is time to deal with the consequences of Executive Order 9066 and put this chapter in our history behind us, once and for all.*

Ask questions that you believe will help students deepen their understanding of the events. Consider such questions as:

- Did you ever spy on the United States government?
- Were you a loyal American?
- How did you feel when you were sent to prison?
- Were you able to return to your home?
- Have you been able to rebuild your business/farm after being in prison?

\*Record Group 220: Records of Temporary Committees, Commissions, and Boards. Entry A1 39076 H, Commission on Wartime Relocation and Internment of Civilians, 1981-1983, Box 66, Seattle, pp. 6-7.

**SELF-ASSESSMENT: SOCIAL SKILLS**

Social skills are an important part of working in a group. Use this chart during this unit to keep track of how well you work with others. Rate yourself:

3 = Consistently demonstrates this behavior

2 = Mostly demonstrates this behavior

1 = Inconsistently demonstrates this behavior or has to be reminded about the behavior expectations

Episode: \_\_\_\_\_

What is the event? \_\_\_\_\_

Social Skill Behaviors	3	2	1
<b>Contributions to the group:</b> I provided useful ideas to the group to accomplish a task.			
<b>Problem-solving:</b> I suggested solutions to problems, both in how to work effectively as a group and how to accomplish the task.			
<b>Task focus:</b> I stayed focused on the task and did my fair share of the work.			
<b>Working with others:</b> I listened to other’s ideas. I was willing to compromise in order to accomplish the task.			
<b>Attitude:</b> I was positive and encouraging to others in the group.			

One thing our group does well together:

\_\_\_\_\_

One thing our group needs to work on:

\_\_\_\_\_

One thing I do well:

\_\_\_\_\_

One thing I can do better:

\_\_\_\_\_

**SELF-ASSESSMENT: SPEAKING AND LISTENING**

At various times during the unit, you will have an opportunity to both present and listen to information. Use the checklist below to prepare for these experiences and then assess how well you did.

3 = Consistently demonstrates this skill.

2 = Mostly demonstrates this skill.

1 = Inconsistently demonstrates this skill or has to be prompted to demonstrate the skill.

Episode: \_\_\_\_\_

<b>Speaking Skills</b>	<b>3</b>	<b>2</b>	<b>1</b>
Information was presented in a clear and coherent manner.			
Eye contact was made with the audience.			
There was adequate volume so everyone could hear.			
There was clear pronunciation demonstrating prior practice.			
Vocabulary was used appropriately.			
The presentation demonstrated the group worked together.			

One thing I did exceptionally well: \_\_\_\_\_

If I were to do this presentation again, I would improve on \_\_\_\_\_

<b>Listening Skills</b>	<b>3</b>	<b>2</b>	<b>1</b>
Paid attention to the speaker.			
Avoided fidgeting and/or creating distractions.			
Asked questions or made comments, demonstrating attention to the speaker.			
Interactions demonstrated you worked collaboratively with your group.			