

Name: _____

World War II *and the* Japanese American Experience



STORYPATH®

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World War II and the Japanese American Experience

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Name _____ Date _____

FRIEZE GUIDE

Work with your partner(s) to plan and make your portion of the setting.

1. Discuss the ideas below.

What does it mean to work together effectively?

- Be flexible.
- Set a positive tone and be respectful of each other’s ideas.
- Work to resolve conflicts in a positive way.
- Stay on task to complete the setting in the time allotted.
- Help others with a task.
- Do a fair share of the work in the group.

2. Plan your portion of the setting.

Make a list of features you and your partner will make.

Home

Business or Farm

3. Assign jobs. Get to work!

4. Assess your work.

Look at the list above. What did you do to work together effectively?

Assessment: The student can realistically evaluate own performance after creating the setting.



Name _____ Date _____

POSTCARD GUIDE

A well-written postcard can convey information in a concise manner. Think about your message to your family. Use the questions below as a guide.

1. Imagine you are standing in the community that you helped to create. What do you see?

2. Make a list of words that vividly describe this place. Look at the word bank for ideas.

3. What are sensory words that describe this place?

4. Write your postcard to your family.

Assessment: The postcard accurately described the setting; used precise words and relevant descriptive details about the setting; and used sensory language to convey feelings about the setting.



Name _____ Date _____

MY FAMILY

1. Define your family unit.

What is your family’s last name? _____

(You can use your reading for ideas.)

List the names, ages, and place of birth for each family member.

Identify for each family member if he/she is:

- Issei (born in Japan and emigrated to the United States)
- Nisei (born in the United States with at least one parent born in Japan)
- Sansei (born in the United States with at least one grandparent born in Japan)

First Name	Age	Place of Birth	Issei, Nisei, or Sansei?

2. Describe the family jobs.

Does your family have a business or farm? Think about each family member’s role in helping with the work.

3. Give your family a “personality.”

What leisure activities do you enjoy doing together? _____



CHARACTER CONSTRUCTION

Look at Portfolio 3. What person will you be? Circle that person's name.

Follow the steps below to make your character. Decide what your character will look like, including hair, facial expression, and clothes.

1. Make the body.

- Draw a rectangle about 2½ by 4 inches.
- Cut out the rectangle.

2. Make the head.

- Draw a circle about 2 inches in diameter.
- Cut out the circle.

3. Make the arms and legs.

- For the arms, draw two rectangles about 4 by ¾ inches.
- Draw two more rectangles approximately 1 inch longer for the legs.
- Cut out the rectangles.

4. Put the body together.

- Position the head, arms, and legs on the body.
- Glue the body together.

5. Make clothing realistic to the 1940s and the character's role in the story.

- Place the body on fabric or paper.
- Trace around the shape to make clothing.

6. Mount the figure and add details.

- Glue the figure on construction paper.
- Glue clothing on the figure.
- Add details such as hair, feet, hands, facial features, jewelry, or a hat.

Assessment: Directions were followed for making a realistic character. Clothing was appropriate for the job role and the 1940s. The character was fully completed.

Name _____ Date _____

CHARACTER INTRODUCTIONS

You are going to introduce your character as though you were that person. With your partner, decide how you want to introduce yourselves using the following guidelines:

- Get into role. Remember, you live in 1940—a more formal time than now. You are meeting the people in your community for the first time, so you want to make a good impression. What will be interesting information to share about your family?
- Underline important information in your biography. Be sure to include your name and position in the family.
- Decide what else to tell about yourself.
- Keep your introduction short and to the point.

Prompts for introduction:

You can begin by saying: *I would like to introduce the* (name of family) . . .

Name and family position: _____

One important fact: _____

Another important fact: _____

Practice your introduction with your partner. Use the checklist below to give feedback to your partner.

Checklist for a good introduction:

- Am I in character?
- Am I including important information and interesting details?
- Was the information believable and realistic to the time and place?
- Did I speak clearly and confidently?
- Did I make eye contact with my partner?

Make improvements as necessary.



Name _____ Date _____

ACTIVE LISTENING GUIDE

Family Introductions

Use the web below to show how your character and family are connected to other community members. For each family introduced, write the names and jobs of the family members. After all the introductions have been given, draw lines between the boxes to show how people are connected in the community. For example, some families may be friends while others may be customers.

Family name

Family business or job

My family name

My family business or job

Family name

Family business or job

Name _____ Date _____

CREATING A ROLE-PLAYING SKIT

Use the following prompts to guide the development of your one- to two-minute skit.

Step 1: Describe the event.

Step 2: List each family member's response to the event. The responses can be the same.

Character name: _____

Emotional response: _____

What will you say? _____

Character name: _____

Emotional response: _____

What will you say? _____

Character name: _____

Emotional response: _____

What will you say? _____

Character name: _____

Emotional response: _____

What will you say? _____

Step 3: Organize the skit.

1. Discuss what you want to say in a logical order and then practice. Be serious!
2. Review your character description to make sure you are true to your character. Show emotion in what you say.
3. Decide who will introduce the skit. Use Step 2 above to help you decide on your script.

Step 4: Rehearse. Make improvements. Use these guidelines for your role-playing.

- Do your voices reflect the appropriate emotions (sad, scared, angry, shocked, reassuring)?
- Is your skit realistic to the news event?
- Does your skit include key information to understand the impact of the event?
- Did you make eye contact with the other characters?
- Did you speak in a volume so everyone could hear you?
- Were you serious? (You didn't laugh or act silly.)

Name _____ Date _____

PLANNING TO LEAVE YOUR HOME

Read the following instructions:

Instructions to All Persons of Japanese Ancestry

The Following Instructions Must Be Observed:

1. A responsible member of each family . . . will report to the Civil Control Station. . . .
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. *Essential personal effects for each member of the family.*

All items carried will be securely packaged. . . . 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 State Government . . . will provide for the storage . . . of the more substantial household items. . . .
6. Each family . . . will be furnished transportation to the Assembly Center.

Complete the following information:

1. Who in your family will report to the Civil Control Station? _____
2. Look at the home and business/farm you've created. List the items you will take with you.

Bedding and linen: _____

Toilet articles: _____

Clothing (You don't know where you are going or what the weather will be like.):

Essential personal effects (something important to you like family photos, a special gift, something from your family in Japan): _____



3. You are told you can only have one suitcase, but there is much more that you want to take.
Will you try to take more than one suitcase? _____
Why or why not? _____
4. If your family has a pet, what will you do with it? _____

5. Thinking about your family home and business/farm, what will you put in storage? _____

6. Who will look after your things when you are gone? _____
7. What will you ask this person to do for you while you are gone? _____

Assessment: The responses were based on the home and business/farm created. The choices were based on the items of that time and were realistic to the government orders.



Name _____ Date _____

YOUR TEMPORARY NEW HOME

Looking at the photos, imagine what it would be like to live in this new home. You are living in a space that is about twenty by twenty feet (six by six meters). Answer the questions below.

1. What do you see in the photos? What did you notice first when you looked at the photos? Describe what you see.

The barracks: _____

The apartment: _____

The mess hall: _____

Line for the mess hall: _____

2. Will you like living in your new home? Why or why not? What do the photos tell you about life in the assembly center?

3. How are you feeling about your new home? _____

4. How do you feel about the government forcing you to live in this place? _____

Assessment: Items in the photos were identified; descriptive words were used to describe the items; inferences were made that demonstrate understanding of life in the assembly center; feelings were described that were realistic to the circumstances of the assembly center.



Name _____ Date _____

SETTING GUIDE

Work with your group to plan and make your setting.

1. List ideas for your setting.

2. Decide what you will do.

- Look over your list as a group.
- Circle the tasks that you will do.
- Check to make sure everyone has a task and all the tasks are assigned.
- Check to see if you need to help each other with the tasks.
- Decide if you need to do more research before you start your task.
- Check out Content Slide Set 5 for visuals and text information.
- Check out technology sources identified on the slides.

3. Assess your work.

If you were to do the task again, what changes would you make in how you worked with your group? Write about at least two of these work skills:

- offering ideas
- listening carefully to others
- disagreeing respectfully
- making positive comments
- being flexible in order to complete the task
- helping others



Name _____ Date _____

CREATING YOUR SKIT

Step 1: Select your topic.

Step 2: Research your topic. Remember, your skit is about life in the prison camp.

Sources for research:

- Many Japanese Americans have shared their stories of life in the prison camp, both in writing and on video or audio recordings.
 - 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.
 - Take notes on information about the events they are describing.

Step 3: Outline your skit.

- What is the order of events?
- Who are the characters?
- Where is the setting for the skit?

Step 4: Assign roles. Each character should have a role in the skit. Be sure to assign someone to be the narrator.

Step 5: Review skills for working together.

- Contribute ideas.
- Listen to each other's ideas.
- Talk through disagreements.
- Include everyone in the skit writing.
- Do your fair share of the work.

Step 6: Write the skit using the outline from Step 3. Characters should write their own dialogue. Remember, you are doing this together.

Narrator sets the scene (introduction).

- Where the event takes place
- The time of year, if known
- The characters in the skit

Step 7: Make refinements. You may need to add more details or dialogue.

Step 8: Title your skit.

Step 9: Make props.



Step 10: Practice your skit. Follow the guidelines below.

- Your facial expression reflects the words you are saying.
- Your dialogue communicates feelings logical to the event.
- You speak clearly and distinctly, showing you are familiar with what you are saying.
- Your skit reflects accurate information about the topic.
- Listeners can follow the sequence of events.
- Each character is prepared for the skit.
- Props are used effectively to enhance the skit.
- Everyone knows where to stand and how to use the props effectively.



Name _____ Date _____

LISTENING GUIDE

After observing each skit, respond to the prompts below.

Skit title: _____
Event: _____

Your feelings about the event: _____

Skit title: _____
Event: _____

Your feelings about the event: _____

Skit title: _____
Event: _____

Your feelings about the event: _____

Skit title: _____
Event: _____

Your feelings about the event: _____

Skit title: _____
Event: _____

Your feelings about the event: _____



Name _____ Date _____

PLANNING TO LEAVE CAMP

Step 1: Decide, in your family group, if you will return to your home or move someplace else.

List the reasons to return to your home:

List the reasons to move someplace else:

Does everyone in your family agree? _____ If not, how will you decide?

Decision: _____

Step 2: Prepare a short skit, in character, with your family.

Ideas for the role-playing:

- What other characters will you say goodbye to?
- When saying goodbye, we often remember a good or bad time together. Can you think of what you could say to someone you are saying goodbye to?
- You could share your hopes for the future. Where did your family decide to move? Can you use the reason for where you will go in your skit?
- What emotions will you have when saying goodbye?

Practice the dialogue and be ready to share with the class. Remember to stay in role.

Assessment: Reasons for where to move were logical to the characters and their circumstances and reflected reading and discussion. Family was able to come to a decision. Role-play was authentic to the circumstances and emotions were realistic. There was evidence of thoughtful planning.



Name _____ Date _____

A FAMILY DECISION

Time has passed and you have learned that the Commission on Wartime Relocation and Internment of Civilians is inviting Japanese Americans to testify about their experiences during World War II. This is an opportunity to ask for **redress** (an apology from the government) and **reparation** (monetary compensation) for the loss of property and hardship of being imprisoned for three years.

Step 1: Will you testify? Why or why not? _____

Prepare Your Testimony

Step 2: Begin your testimony by introducing yourself. You can say, "Commissioners, my name is _____. Thank you for allowing me to speak to you today."

Step 3: Briefly write about the hardships you or your family experienced.

Step 4: Decide if you will make your case based on the Fifth Amendment. How will you write about that right in your testimony?

Step 5: Decide if you will ask for redress and reparation. Write what you will say to the commission.

Step 6: Edit your statements so the testimony will be clear to the commissioners.

Step 7: Practice reading your testimony so that you have a polished presentation.

Assessment: The testimony was written from the character's point of view. The testimony clearly and concisely presented the hardships so that listeners understood what happened to the character and/or the character's family. Evidence of the hardships was included to advocate for redress and reparation. Speech was at an appropriate volume, spoken with confidence, and not stumbling over words.



Name _____ Date _____

SENSE POEM

Step 1: Imagine you, as your character, have just lived through these historical events. Picture the most important event in your mind. What would you see, hear, touch, smell, and feel? Complete the lines below with at least three descriptive words:

I see _____

I hear _____

I touch _____

I smell _____

I feel _____

Step 2: Write your poem.

Rewrite your poem in your scrapbook. Do not include the first two words of each line. Think about:

Voice: Does the writer speak directly to the reader? Can the reader sense the person (character) writing the poem?

Word choice: Are the words specific and accurate to the event described? Do the words vividly describe the event? Are the verbs lively and effective descriptions of the event?

Step 3: Add the finishing touches to your poem.

- Show your poem to someone else. Talk about the words you have used for your poem. Are these the best words to use? Does the poem create a vivid picture of the event?
- Check spelling and capitalization.
- Make any changes that will make your poem better.

Assessment: The character's point of view was reflected in the poem, showing an understanding of a significant historical event. The poem effectively used voice and word choice to describe the event and feelings.

GLOSSARY

Allied nations (*proper noun*): A group of nations that agreed to work together to fight against Germany and Japan during World War II. The primary nations included the United States, Great Britain, the USSR, France, Australia, New Zealand, and Canada.

ancestry (*noun*): One's family background or ethnic descent.

assembly center (*noun*): A group of buildings that was used to house Japanese families; often located on fairgrounds or racetracks, including stables.

barbed wire (*noun*): A wire with sharp points wrapped around the wire; often used to fence in farm animals or for prison camps where Japanese Americans were kept.

barnyard (*noun*): The open ground around a barn that is usually fenced.

barracks (*noun*): A building or group of buildings usually used for soldiers' shelter; for Japanese American prison camps, they were small apartments grouped together.

buffer zone (*noun*): An area to keep people apart so they cannot interact.

civil control station (*noun*): A place established during World War II that was used to register Japanese Americans in order to remove them from their homes and into prison camps.

civil liberties (*noun*): Laws for the good of the community, especially related to freedom of action and speech.

civilian workers (*noun*): People hired by the government to work in the prison camps.

communal (*adjective*): A place shared by everyone.

cot (*noun*): A bed often used for camping; easy to fold up and move.

embolden (*verb*): To give someone courage to behave in a certain way.

envoy (*noun*): A messenger or representative from a government, usually on a diplomatic or international mission.

espionage (*noun*): The practice of governments or military secretly getting information; to spy.

evacuation (*noun*): The action of removing people.

evacuee (*noun*): A person moved from a place of danger to somewhere safe.

expeditious (*adjective*): Done with speed and organization.

fertilize (*verb*): To put material in the soil for plants and trees to make them grow.

fishmonger (*noun*): A person who sells fish.

five-and-dime (*noun*): The name of stores in the 1900s that sold a wide variety of cheap household and personal goods.

hostel (*noun*): An inexpensive hotel/house created to help people get established in a new community; these were created after World War II to aid in the resettlement of Japanese Americans.

hysteria (*noun*): Uncontrolled emotion or excitement among a group of people.

incarceration (*noun*): Confinement in a prison.

internment (*noun*): Confinement as a prisoner, most commonly for political or military reasons.

Issei (*proper noun*): A person born in Japan who immigrated to the United States.

Kibei (*proper noun*): A person born in the United States who returned to Japan for schooling.

latrine (*noun*): A toilet, often shared with others, in a camp or barracks.

liberty (*noun*): being free; having the power to act as one pleases.

mess hall (*noun*): A place to eat with many people.

Nisei (*proper noun*): A person born in the United States to Japanese immigrants.

Obon (*proper noun*): A Japanese Buddhist custom to honor one's family members who have died; often becomes a family reunion.

personal effects (*noun*): Items used for just one person, such as clothing or makeup.

plow (*verb*): To use a tool to turn up the earth, usually to plant something or to provide fertilizer to the soil.

prune (*verb*): To cut away dead or overgrown branches on a tree or bush.

redress (*noun*): An apology.

reparation (*noun*): Monetary compensation; to be paid money because of a wrong.

remedy (*noun*): To make something right.

renounce (*verb*): To give something up, such as to give up your citizenship.

resident alien (*noun*): A person living legally in the United States who is a citizen of another country.

sabotage (*noun*): To destroy something.

Sansei (*proper noun*): A person born in the United States with grandparents who were born in Japan.

scapegoat (*noun*): A person blamed, even though that person might not be responsible.

stateless (*adjective*): Having no country that you belong to as a citizen.

tar paper (*noun*): A heavy black paper covered in tar used on buildings to keep out water and wind.

testify (*verb*): To make a statement under oath; to affirm something based on experience.

testimony (*noun*): Information provided to a court or commission.

till (*verb*): To use a farm tool to prepare the soil for planting.

trolley (*noun*): A streetcar, often on a track or attached to an overhead wire.

wrongdoing (*noun*): Behavior that is wrong.

MY SCRAPBOOK

Character Name: _____

Your Name: _____



Name _____ Date _____

SCRAPBOOK PAGE 1

1. Select your headline and paste or reproduce below.
2. Based on class discussion and role-playing, write a caption for the headline.
3. Tell the reader what you were doing when you heard about the event. Answer these questions in your caption:
 - How did you react to the event?
 - What details can you include about the event?
 - What emotions did you have?

PLACE HEADLINE HERE



Name _____ Date _____

SCRAPBOOK PAGE 2

1. Based on class discussion and role-playing, write a caption below the item. You will want to remember this event in later life. Tell the reader why the item is important to your character. Answer these questions in your caption:
 - What does the item tell about what happened?
 - What details can you include?
 - Was there a sequence to the events? Put the events in order in the caption.
 - Are you being treated fairly by the government? Explain.
 - What emotions did you have?
2. Write a title for this page of your scrapbook.

PLACE PHOTO OR PRIMARY DOCUMENT WITH RESPONSE HERE



Name _____ Date _____

SCRAPBOOK PAGE 3

1. Based on prison camp setting, research, skits, and class discussion, write a caption below the item. You will want to remember this event in later life.

Tell the reader why the item is important to your character. Answer these questions in your caption:

- What does the item tell about what happened?
- What details can you include?
- What emotions did you have?

2. Write a title for this page of your scrapbook.

**PLACE PHOTO, PRIMARY DOCUMENT,
OR PHOTO OF CHARACTERS BY THE PRISON CAMP HERE**



Name _____ Date _____

SCRAPBOOK PAGE 4

1. Based on prison camp setting, reading, research, and class discussion, write a caption below the item. You will want to remember this event in later life.

Tell the reader why the item is important to your character. Answer these questions in your caption:

- What does the item tell about what happened?
- What details can you include?
- Was there a sequence to the events? Put the events in order in the caption.
- What emotions did you have?

2. Write a title for this page of your scrapbook.

**PLACE PHOTO, PRIMARY DOCUMENT,
OR PHOTO OF CHARACTERS BY THE PRISON CAMP PREPARING TO LEAVE**



Name _____ Date _____

SCRAPBOOK PAGE 5

Write a title for this page of your scrapbook.

PLACE YOUR SENSE POEM HERE