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The Seattle NVC Foundation's mission is to preserve and honor the Japanese American legacies and to provide community programs that meet the educational, cultural and social needs of the broader community.

The Wing's mission is to connect everyone to the rich history, dynamic cultures and art of Asian Pacific Americans through vivid storytelling and inspiring experiences.

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## CURRICULUM GUIDE OVERVIEW

*Fighting for America: Nisei Soldiers* graphic novel recounts the real life exploits of six Japanese American heroes who fought for America during World War II while many of their Japanese and Japanese American friends and relatives were incarcerated in American concentration camps. The curriculum guide provides key concepts and suggested activities related to the WWII forced incarceration, which support the Washington State Grade Level Expectations (GLEs) for grade 7 and 11 Social Studies.

This curriculum guide is organized into four major content sections:

- I. **Historic Events Leading Up to the WWII Forced Incarceration and After Effects** – contains historic background information and causes regarding the forced incarceration of Japanese and Japanese Americans during World War II and its after effects
- II. **Relevant Washington State Grade 7 and 11 Social Studies Standards (GLEs)** for History, Civics, Geography, Economics and Social Studies Skills related to the forced incarceration plus **WWII Forced Incarceration Suggested Activities**
- III. **WWII Confinement Key Concepts** – outlines major Social Studies concepts contained in the *Fighting for America: Nisei Soldiers* graphic novel, including facts, related issues, suggested student assignments, culminating activities, evaluations and relationship to the standards (GLEs)
- IV. **WWII Forced Incarceration Key Concepts by Chapter and Individual Nisei Hero including Springboards for Classroom Discussion** – focuses on facts and activities aligned with Key Concepts by chapter and individual Nisei hero, which relate to GLEs in section III

Note: The guide is designed to provide the teacher the ability to cover one chapter or more and still address critical concepts that align with state standards. As a result, some critical issues/questions/activities/GLEs are repeated in more than one section. If the teacher wishes to cover more than one chapter, this intentional redundancy can be disregarded or accommodated in the instruction.

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## **I. HISTORIC EVENTS LEADING UP TO THE WWII FORCED INCARCERATION AND AFTER EFFECTS**

### **Japanese American History**

On February 19, 1942, US President Franklin Roosevelt signed Executive Order 9066, authorizing the military to incarcerate people who may pose a threat to the security of the United States of America. With this authority in hand, the American military carried out the forced incarceration of 120,000 Japanese and Japanese Americans into ten American concentration camps. These facilities were officially labeled “War Relocation Centers” and administered by the War Relocation Authority (WRA).

Although they were called “Relocation Centers,” they were in fact concentration camps. Approximately one-half of the inmates were children and approximately two-thirds were American citizens. The prisoners were not charged with a specific crime, and were held under harsh circumstances for an unspecified time. “Due process of law” – guaranteed by the US Constitution – was conspicuously vacated. Approximately 40 years later, President Ronald Reagan in his letter of apology cited the reasons as: “race discrimination, wartime hysteria and failed leadership.” Nevertheless, young Japanese Americans volunteered from the camps to fight for America in Europe and the Pacific.

### **Anti-Asian Agitation**

The 1942 forced incarceration of 120,000 Japanese and Japanese Americans predominantly from the West Coast of the United States into concentration camps was the culmination of years of anti-Japanese and anti-Asian agitation.

In order to better understand the incarceration, it must be viewed in the context of historic anti-Asian racism and discrimination on the West Coast. As the West was expanding in the 1800s, Chinese were exploited as a source of cheap labor to build the transcontinental and Central Pacific railroads. They also provided labor for other major projects such as mining and construction. For example, Chinese laborers dug the Lake Washington ship canal in Seattle. They were assigned dangerous jobs that most white laborers would not perform, including dynamiting cliffs for the railroad. But when the railroad was finished, their labor was no longer needed at the same time an economic down turn hit the US. The Chinese became scapegoats, blamed for taking jobs away from whites.

In the Pacific Northwest, there were anti-Chinese riots and mob violence, spurred by white labor organizers and carried out by the general public. In 1885, Tacoma residents herded up the Chinese and shipped them off to Portland in railway boxcars. In 1886, Seattle residents attempted to force the Chinese community onto a steamship but were

stopped by local law officers at the pier. When one white person was shot and killed by the University Guard, his death caused the crowd to disperse. Federal martial law held sway for two weeks. Because of the hostile attitudes, many Chinese left Seattle.

In addition, various local and state laws were passed to exclude, restrict and disenfranchise the Chinese. For example, during the California gold rush, Chinese claims were stolen with impunity by white miners. Court testimony by the Chinese was not admissible since the court regarded them as “heathens” and therefore rejected their sworn testimony on a bible. The phrase “Didn’t have a Chinaman’s Chance” was coined to recognize how unfairly the Chinese were treated legally and how low the odds of survival were for jobs that they were given such as dynamiting cliffs for the railroad.

In 1882, Congress passed the Chinese Exclusion Act, which was the first US law that prevented immigration solely on the basis of race. It effectively stopped Chinese immigration for ten years, after which time it was renewed in 1892 and made permanent in 1902.

As the economy improved and a need for cheap labor arose again and since Chinese immigrants could no longer fill the need, the US turned to Japanese labor to meet the demand. Japanese worked in the pineapple fields in Hawai’i, fish canneries in Alaska, forests of the Pacific Northwest, farms along the West, and commercial fishing up and down the coast, among others. Like the Chinese, they suffered from racist acts and policies. When the economy declined, the federal government responded by passing anti-Japanese immigration laws in 1924.

Like the Chinese, the Japanese had other restrictive laws passed against them. Federal laws made it impossible for Japanese nationals to become naturalized American citizens. Various Western states including Washington State passed “Alien Land” laws that prevented non-citizens from owning land. Given that Japanese nationals had no route to becoming citizens, they were classified as aliens, and therefore ineligible to own land. US female citizens who married male Japanese immigrants lost their US citizenship. However, if the marriage was terminated through death or divorce, a white woman would have her US citizenship restored, while a woman of Japanese descent (a Nisei, the second generation) was not given her citizenship back. Other states had laws that prevented intermarriage with whites. Although the marriage laws were not necessarily passed against Japanese specifically, nevertheless, they reflected the policies of exclusion that impacted Japanese and other non-white groups as well.

With Chinese immigration effectively stopped and Japanese populations emerging in the early 20th century, white Americans passed on the mantle of the “Yellow Peril” from the Chinese to the Japanese. This race-based concept propagated the idea that the “yellow races” would multiply until they squeezed out white Americans, thus preventing whites from obtaining a good life. It was a fear-based approach that portrayed Japanese as a threat to the health, safety and economic well being of whites. Japanese also were

regarded as a potential unsavory foreign influence on white women and children.

These unfounded notions were too often taken seriously by some white Americans – either feeding beliefs about maintaining the purity of the white race or as a convenient means to gain monetary profit. Depending on the time period, groups such as the Native Sons of the Golden West, Hearst Newspapers, the Oriental Exclusion League, Ban the Japs Committee, Hollywood producers, Elk, Moose and Eagles fraternal clubs, various chambers of commerce and many more acted against the Japanese for their own self interests.<sup>1</sup> Hearst Newspapers fanned the flames of “Yellow Peril” to increase its circulation and profits. Evil Asian villains appeared in Hollywood movies stereotyped as “sly, sneaky and inscrutable.” By eliminating and stifling Japanese competition, white farmers and other businessmen could increase profits and market share.

Within the context of historic anti-Asian discrimination, the attack on Pearl Harbor and declaration of war with Japan in 1941 exacerbated the already precarious situation for Japanese in America. Almost immediately, the FBI removed influential Japanese leaders from the community and held them in secured areas and camps. Simultaneously the military, citizens and newspapers exerted pressure to address the “Japanese problem.” Henry McLemore, a Hearst newspaper columnist, wrote in a January 29, 1942 column:

I am for immediate removal of every Japanese on the West Coast to a point deep in the interior... Herd 'em up, pack 'em off and give them the inside room in the badlands. Let 'em be pinched, hurt, hungry and dead up against it. Personally I hate the Japanese and that goes for all of them.<sup>2</sup>

On February 14, 1942, General John L. DeWitt, wartime commanding general of the Western Defense Command and the Fourth Army, formally recommended that all Japanese nationals and American citizens be removed from strategic areas of the West Coast, even though no crimes of sabotage were committed. DeWitt's position was that, “A Jap is a Jap and giving him a scrap of paper does not make any difference.”<sup>3</sup>

### **Executive Order 9066 and Concentration Camps**

On February 19, 1942, President Franklin Roosevelt signed Executive Order 9066, which resulted in the forced removal of 120,000 Japanese aliens and non-aliens predominantly from the West Coast. “Non-Aliens” was a term used to describe American citizens of Japanese ancestry. The term clearly disassociated them from their status as American citizens.

The very next day, the Tolan Congressional Committee began its hearings on

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<sup>1</sup> “Chinaman” and “Jap” are offensive and derogatory terms.

<sup>2</sup> Conrat, Maisie and Richard. *Executive Order 9066*. San Francisco: California Historical Society, 1972. 56.

<sup>3</sup> Bosworth, Allan. *America's Concentration Camps*. New York: W.W. Norton and Company Inc., 1967. 248.

incarcerating aliens and others in San Francisco. During testimony, California Governor Culbert Olson, Oregon Governor Charles A. Sprague, Washington Governor Arthur B. Langlie and Seattle Mayor Earl Milliken expressed support for the incarceration of the Japanese and Japanese Americans.

The committee, however, made a distinction between handling Italian and German citizens and non-citizens compared to the Japanese. The fact that the father of Yankee baseball hero, Joe DiMaggio, was an Italian alien may have influenced the Committee to be more lenient in the cases of Italians. General Dwight D. Eisenhower, who later became the 34th President of the United States, was of German descent. Longstanding, racial prejudice became the major deciding factor for the Japanese and Japanese American incarceration.

In April 1942, the forced incarceration began. Japanese populations on the West Coast were removed and taken under armed guard to temporary detention centers and long-term concentration camps. The government claimed the Japanese and Japanese Americans presented a military threat even though approximately two-thirds were American citizens and one-half were children. The Bainbridge Island, Washington Japanese and Japanese American community was the first to experience the forced incarceration after Pearl Harbor. They were sent to the Manzanar camp in California, which was a concentration camp in the desert with barbed wire, armed soldiers, guard towers and machine gun nests with the guns pointed into the camp. Because the Japanese could only take what they could carry, they were forced to sell, liquidate, store, lease or secure all their worldly possessions within a matter of days.

Aside from the Bainbridge Island group that went straight to Manzanar, other communities were taken to temporary detention centers or assembly centers. These camps were holding areas until the final concentration camps were completed. In San Francisco, the Japanese and Japanese Americans spent months living in the vacant horse stalls of the Tanforan Race Tracks. In Washington State, they were taken to the Puyallup Fair Grounds, renamed "Camp Harmony." Approximately 120,000 prisoners were incarcerated in ten permanent concentration camps:<sup>4</sup>

- Minidoka, Idaho
- Tule Lake, California
- Manzanar, California
- Topaz, Utah
- Amache, Colorado
- Rohwer, Arkansas
- Jerome, Arkansas

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<sup>4</sup> These camps were separate from the Department of Justice camps that were used to imprison Japanese community leaders and influential Japanese.



- Heart Mountain, Wyoming
- Poston, Arizona
- Gila River, Arizona

The permanent camps were usually located in desolate and/or semi-arid or arid regions. Before the war, the government attempted to give Minidoka homestead land grants to citizens, but the land was so harsh and undesirable that the program was discontinued. Nevertheless, Poston had a 20,000-person capacity; Tule Lake 16,000; Gila River 15,000; and the remaining seven camps were in the 8,000 to 10,000 range. The ten camps were physically patterned after US Army camps with rows of barracks, mess halls, canteens or stores, washing areas and toilet facilities. All had barbed wire fences, machine gun placements aimed towards the residents and armed guards.

Normal life was impossible for the prisoners. They ate meals in the mess hall and lived in small “apartments,” which were areas sectioned off by hanging army blankets or dividers. Lines were an ever-present part of life. There were lines for the mess hall, canteens, and sometimes latrines. Getting lost was commonplace, since all the barracks looked alike. It was not unusual to find a stranger wandering through a barracks at night trying to get home. Socially, the family structure began to break down as children played and ate with their friends instead of their family. Above all, the Japanese suffered from the loss of productive lives in exchange for life behind barbed wire. Beyond the tangible hardships, the intangible losses were devastating, from the loss of liberty, personal power, dignity and hopes for the future.

Many inmates became volunteers to help make the incarceration more livable. First generation parents, the Issei, did their best to make camp more bearable for the children. Some created gardens and produced crafts items and art. For young people, there were camp dances, school and socializing with friends. Sporting events were organized for all ages, scouting groups were established, and talent shows took place regularly. At Minidoka, huge efforts were made to provide a Christmas gift from Santa for every child in camp to bring some sense of normalcy for the children.

### **442nd Regimental Combat Team, 100th Battalion, Cadet Nurse Corps and Military Intelligence Service (MIS)**

Young men and women volunteered from the concentration camps when the US Army created opportunities for Japanese Americans to join the military. Approximately 900 volunteered from Minidoka alone to serve in the all-Japanese American 442nd Regimental Combat Team (RCT) or the Military Intelligence Service (MIS) in the Pacific. Young women joined the US Army cadet nurse corps to work in US hospitals and tend the wounded. The 442nd RCT joined the 100th Battalion from Hawai'i to train at Camp Shelby, Mississippi, and fought in Italy and France. Their motto was “Go for Broke,” which was the Hawaiian dice shooters phrase for “Shoot the works.” Because they fought

heroically on dangerous assignments time and time again, they became the most decorated unit for their size and length of service in US history.

The 442nd was famous for rescuing the Texas “Lost Battalion” that was surrounded and pinned down by Germans for days. During the rescue, the 442nd took more casualties than Texans they saved. They also broke the German Gothic Line after other American units failed. The 442nd and 100th were so successful that the US government implemented a military draft at the camps to replenish the losses. In the Pacific, Japanese Americans served in the MIS as translators and intercepted Japanese messages in support of US troops.

### **Those Who Challenged the Forced Incarceration**

Not all Japanese Americans believed that “proving their loyalty” meant volunteering for the armed service. Some believed that their loyalty should be assumed and some also rejected the idea of joining a segregated military unit.

Incarcerates who answered “No-No” instead of “Yes-Yes” on the government’s “loyalty questionnaire” were subsequently sent to the Tule Lake concentration camp, which became the segregation camp for “disloyal.”<sup>5</sup> A number also resisted military service and were sent to federal penitentiaries. Jimmy Mirikitani, a young man in Tule Lake, not only refused to serve in the Army, but also renounced his US citizenship. Since he was not a Japanese citizen, he effectively became a man without a country.<sup>6</sup>

Still others challenged the forced incarceration and detention in the courts. In 1942, University of Washington student Gordon Hirabayashi intentionally violated the military curfew, contending that martial law had not been declared, and that all citizens should be subject to the curfew, not just Japanese Americans. The US Supreme Court upheld the lower court decision and the appropriateness of the curfew. It was not until 1983 that it was revealed that the government intentionally withheld vital information from the proceedings and the original ruling was challenged. The Ninth Circuit Court in San Francisco effectively reversed Hirabayashi’s convictions for curfew violations and failure to report to the camps over 40 years after his initial conviction.

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<sup>5</sup> This “loyalty questionnaire” was issued by the US government during February 1943. “Question 27” (“Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?”) and “Question 28” (“Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any and 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?”) were used to determine loyalty to the United States. Those who answered “Yes” and “Yes” were deemed loyal; those responding “No” and “No” were dubbed the disloyal “No-No Boys.”

<sup>6</sup> His story is featured in the documentary film, *The Cats of Mirikitani*, directed by Linda Hattendorf, 2009.

In the 1944 *Korematsu v. United States* case, Fred Korematsu argued that the forced incarceration order was unconstitutional. The US Supreme Court upheld the lower court ruling and ruled that the forced incarceration was justified due to military necessity. In 1983, Korematsu's conviction was overturned, citing key documents that showed Japanese Americans had committed no acts of treason, information the US government intentionally withheld from the original Supreme Court case.

A third case was brought by Mitsuye Endo. She demanded her release from the Tule Lake concentration camp, based on *habeas corpus* or the right to receive a trial, since the 1942 incarceration was implemented without the commission of a crime or trial proceedings. In 1944, the Supreme Court ruled on her behalf. They concluded that the War Relocation Authority did not have the right to detain her and other loyal citizens. This ruling granted Japanese Americans their freedom from the concentration camps.

## **Return Home**

The Japanese and Japanese Americans were given \$25 and a train ticket when they left camp. Some returned to their hometowns and others re-located elsewhere. In some cases, the return home was almost as stressful as the initial forced incarceration. Many tried to rebuild their lives where anti-Japanese sentiments by the general population still existed. In Hood River, Oregon, petitions circulated protesting the return of the Japanese. In other towns, anti-Japanese signs and banners were openly displayed.

The heroism and valor of the 442nd and 100th helped create a better public image for Japanese Americans as loyal and trustworthy citizens. It took much time and persistence for laws to change: Isseis or first generation Japanese could become naturalized citizens (1952 Immigration and Nationality Act (McCarran-Walter Act)), and Isseis could own land in various states (Alien Land laws in Washington State were repealed in 1966).<sup>7</sup>

## **442nd/100th Awards**

Decorations received by the 442nd Regimental Combat Team and 100th Infantry Battalion include:

- 21 Medals of Honor (20 awarded on June 1, 2000)
- 29 Distinguished Service Crosses (including 19 Distinguished Service Crosses that were upgraded to Medals of Honor in June 2000)
- 1 Distinguished Service Medal
- Over 334 Silver Stars with 28 Oak Leaf Clusters (in lieu of second Silver Star; one Silver Star was upgraded to a Medal of Honor in June 2000)
- 17 Legion of Merit Medals

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<sup>7</sup> Grant, Nicole. *White Supremacy and the Alien Land Laws of Washington State*. Seattle Civil Rights and Labor History Project. Web. 9 Feb. 2015.

- 15 Soldier's Medals
- 1 Air Medal
- Over 848 Bronze Stars with 1,200 Oak Leaf Clusters (in lieu of second Bronze Star)
- Over 4,000 Purple Hearts
- 7 Presidential Unit Citations
- 36 Army Commendations
- 87 Division Commendations
- Over 20 French Croix de Guerre with 2 Palms (in lieu of a second award)
- 2 Italian Crosses for Military Valor (Croce Al Merito Di Guerra)
- 2 Italian Medals for Military Valor (Medaglia De Bronzo Al Valor Militaire)
- 1 Soldier's Medal (Great Britain)

Decorations received by the Military Intelligence Service (MIS) include:

- 1 Distinguished Service Cross
- 1 Distinguished Service Medal
- 18 Silver Stars
- 3 Legion of Merit Medals
- 2 Soldier's Medal
- 2 Air Medals
- 132 Bronze Star Medals
- 7 Purple Hearts
- 98 Letters of Commendation
- 6 Presidential Unit Citation (to individuals)
- 2 Distinguished Unit Citations
- 35 Combat Infantrymen's Badges
- 1 British Empire Medal
- 10 Military Intelligence Hall of Fame
- 3 Ranger Hall of Fame

The 442nd Regimental Combat Team, 100th Infantry Battalion and Military Intelligence Service were awarded the Congressional Gold Medal on November 2, 2011.

To learn more about the inspiring stories of Go For Broke veterans, including the world's largest oral history collection, visit the Go For Broke National Education Center's website at [www.goforbroke.org](http://www.goforbroke.org).

## **1988 Reparations**

In 1988, President Ronald Reagan publicly apologized for the forced incarceration of Japanese and Japanese Americans. Each formerly incarcerated person who was alive in 1988 when reparations were passed received \$20,000 with an accompanying letter of apology from President Reagan, Bush or Clinton.

## **II. RELEVANT WASHINGTON STATE GRADE 7 AND 11 SOCIAL STUDIES STANDARDS (GLES) FOR HISTORY, CIVICS, GEOGRAPHY, ECONOMICS AND SOCIAL STUDIES SKILLS AND WWII FORCED INCARCERATION SUGGESTED ACTIVITIES**

The following guide outlines learning standards covered by the *Fighting for America* curriculum. Although Washington State Social Studies standards are referenced, key concepts in Social Studies can be applied to standards in other states.

### **GRADE 7 Social Studies Grade Level Expectations (GLEs) and Suggested Activities**

In the 7th grade, students become more proficient with the core concepts in social studies. There are two recommended contexts in which students can demonstrate this proficiency. The first part of the year is focused on a continuation of world history from 6th grade as students look at the geography, civics and economics of major societies up through 1450. The second part of the year asks students to bring their understanding to their world today as they examine Washington State from 1854 to the present. The study of Washington State includes an examination of the state constitution and key treaties. While these two contexts may be very different, the purpose of studying these different regions and eras is the same: to develop enduring understandings of the core concepts and ideas in civics.<sup>8</sup>

Unit Outlines for 7th Grade:

1. World: Major Societies (600-1450 CE)
2. Washington: Territory and Treaty Making (1854-1889)
3. Washington: Railroads, Reform, Immigration and Labor (1889-1930)
4. Washington: Great Depression and World War II (1930-1945)
5. Washington: New Technologies and Industries (1945-1980)
6. Washington: Contemporary Washington State (1980-present)

Unit Outline 3: Washington: Railroads, Reform, Immigration and Labor (1889-1930)

Essential Question(s):

- How does the Washington State Constitution define the state's ideals and values?
- What is unique about the government of Washington State and what priorities does it reflect?

Guiding Question(s):

- What were the causes and consequences of Washington becoming a state?

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<sup>8</sup> State of Washington Office of Superintendent of Public Instruction, Social Studies K-12 Learning Standards

Unit Outline 4: Washington: Great Depression and World War II (1930-1945)

Essential Question(s):

- What is the legacy of the Great Depression and World War II for Washington State?

Guiding Question(s):

- How did the people of Washington State respond to the political, economic and social challenges of the Great Depression and World War II?

	<b>Required GLE</b>	<b>Suggested Examples from the <i>Fighting for America</i> curriculum</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.	
	4.1.2, Part 2 Understands how themes and developments have defined eras in Washington State and world history by: <ul style="list-style-type: none"> <li>- Explaining how the following themes and developments help to define eras in Washington State history from 1854 to the present, including Railroads, reform, immigration, and labor (1889-1930)</li> </ul>	Explain how Japanese immigration contributed to the state’s economy and economic growth.
	4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.	Examine Japanese cultural values of “gaman” or endure, and “haji” or shame. Compare them to the more western values of “guilt” and “shunning” in terms of how each supports a set of societal expectations.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.  OSPI-developed Assessment: Dig	Construct an interpretation of why the US government incarcerated Japanese Americans, as well as the effects of the incarceration, using historical materials from Washington State.

	Deep – Analyzing Sources	
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.	Examine how the history of the forced incarceration of Japanese and Japanese Americans compares to anti-Muslim agitations after 9-11.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.	
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.	Explain how justice is defined in the Washington State Constitution and its relationship to anti-Japanese legislation, such as the 1921 Washington State Alien Land law.  Examine the relationship between Washington State citizens’ support for Gordon Hirabayashi’s resistance to incarceration and the right to “due process” outlined in Article 1, Section 3 of the State Constitution.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution	Examine the groups or individuals who stood up for the Japanese and Japanese Americans during the forced removal and incarceration.
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrating knowledge of how geographic features and human cultures impact environments.	
	3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.	Examine a map of the Northwest and construct an interpretation about why concentration camps for Japanese and Japanese Americans were placed where they were. Where were the temporary and permanent camps

		<p>located? How did the locations suit the government and what were the effects on the prisoners?</p> <p>Examine a map of the locations for the concentration camps that members of the 442nd and MIS volunteered from.</p>
	<p>3.2.3 Understands the role of immigration in shaping societies in the past or present.</p>	<p>Draw conclusions about Japanese immigration on urban and rural development on the West Coast.</p> <p>Draw conclusions about how non-Japanese benefited financially from the forced incarceration.</p>



## **GRADE 11 Social Studies Grade Level Expectations (GLEs) and Suggested Activities**

In 11th grade, students have the intellectual and social capacity to develop serious historical knowledge and perspective, geographic literacy, economic understanding and civic wisdom and commitment. The recommended context in 11th grade in which to tap this capacity is US history and government, 1890 to the present. Students consider multiple accounts of events and issues in order to understand the politics, economics, geography and history of this country from a variety of perspectives. In addition, students examine the state and national constitutions and treaties and how these documents govern the rights and responsibilities of all residents and citizens in Washington and the rest of the United States.<sup>9</sup>

Unit Outlines for 11th Grade:

1. US: Our Foundations (1776-1791)
2. US: Industrialization and the Emergence of the United States as a World Power (1870-Present)
3. US: Reform, Prosperity and Depression (1918-1939)
4. US: WWII, the Cold War and International Relations (1939-1991)
5. US: Movements and Issues and Home (1945-1991)
6. Entering a New Era (1991-Present)

Unit Outline 2: US: Industrialization and the Emergence of the United States as a World Power (1890-Present)

Essential Question(s):

- How does a nation become a world power?
- What are the advantages and disadvantages of being a world power?

Guiding Question(s):

- How and why did the United States emerge as a world power?
- What impact did World War I have on the United States at home and abroad?

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<sup>9</sup> State of Washington Office of Superintendent of Public Instruction, Social Studies K-12 Learning Standards

	<b>Required GLE</b>	<b>Suggested Examples from the <i>Fighting for America</i> curriculum</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.	
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: - World War II, the Cold War and international relations (1939-1991)	Explain how the 442nd/100th and MIS transformed the United States' role in the victory in Europe during World War II.  Explain how atomic weapons helped end the war and its impact on some relatives of 442nd/100th and MIS volunteers.
	4.2.1 Evaluates how individuals and movements have shaped the United States (1890-present)	Examine how unity among 442nd/100th soldiers after the war helped them cope with the aftermath of war and the forced incarceration.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)	Examine underlying assumptions and legal precedence of the Hirabayashi, Yasui, Korematsu and Endo Supreme court cases.
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)	Examine the various stereotypes and financial success of Japanese and Japanese American farmers and business people, which influenced the forced incarceration.  Examine the various factors that resulted in the 1988 reparations for Japanese Americans forcibly incarcerated during WWII.  Examine the various factors that

		led up to the WWII Medal of Honor awards for Japanese Americans by President Clinton.
	4.3.2 Analyzes multiple causes of events in US history, distinguishing between proximate and long-term casual factors (1890-present)	Examine underlying assumptions of Executive Order 9066 and its effects on creating an all-Japanese American segregated Army unit that implemented campaigns in Europe and Asia.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>	
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.	Examine underlying assumptions and legal precedence of the Hirabayashi, Yasui, Korematsu and Endo Supreme court cases.
<b>ECONOMICS</b>	<b>EALR 2: ECONOMICS</b>	
	2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.  OSPI-developed Assessment: Dig Deep – Analyzing Sources	Examine the financial benefits gained by non-Japanese from the World War II forced incarceration of Japanese and Japanese Americans
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b>	
	3.2.1 Analyzes and evaluates human interaction with the environment in the United States in the past or present.	Examine the conditions of the land reclamation of the Idaho desert by Japanese Americans during WWII.
	3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.	Examine the factors leading to Japanese immigration to the United States and its effects on US society.  Examine the factors leading to the forced evacuation, incarceration and imprisonment of Japanese and Japanese Americans during WWII.

<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>	
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event	Examine underlying assumptions of Executive Order 9066 and its effects.

### III. WWII CONFINEMENT KEY CONCEPTS ALIGNED WITH GRADE LEVEL EXPECTATIONS (GLEs)

The graphic novel relates the stories of six Japanese American heroes who courageously fought for America during World War II. They volunteered during a time when most of them and their families were incarcerated in American concentration camps. The stories honor their courage, loyalty and patriotism.

This curriculum guide covers six overarching Key Concepts supported by twelve sub-topics contained in the stories:

- Forced Incarceration
  - a. Executive Order 9066
  - b. “Camp Harmony” and Temporary Detention Centers
  - c. Minidoka, Idaho Concentration Camp
- Constitutional Rights
  - a. Justice and Injustice
  - b. Those Who Resisted
- Racial Discrimination
  - a. Racism and Discrimination
  - b. Segregation
- Proving Loyalty in War
  - a. Heroism and Patriotism
  - b. Loss and Sacrifice
- Supporting Heroism
  - a. Camaraderie
  - b. Cultural Values
- Return from War
  - a. Recognition/Redemption

Each Key Concept is supported by sub-topics that expand the Key Concept discussion. Using this format, it is recognized that there will be some overlap and repetition if all six stories are taught as a unit. As a result, the lessons need not be followed slavishly but should be regarded as guideposts. The Key Concept sections contain the following sub-sections:

- Suggested Discussion Questions
- Suggested Teacher-led Activities
- Suggested Student Assignments
- Suggested Culminating Activities
- Summative Evaluation by the three Hs (head, heart and hand)
- Relevant Learning Standards (GLEs) addressed

The lessons are designed to be stand-alone or used in a series at the teacher's discretion.

Note: Because topics and issues cross organizational lines, some items are repeated and appear in more than one section, which creates a level of intentional redundancy especially in sections where the GLEs are referenced and restated.

## 1. FORCED INCARCERATION

### Lesson 1A. Executive Order 9066

#### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

#### **Relevant Quote:**

*Immediately following Pearl Harbor, Japanese Americans in the United States military were forced to surrender their weapons. National Guardsmen were dismissed; volunteers were rejected; draft-age youth were classified as – quote – “enemy aliens.” Executive Order 9066 authorized military commanders to force more than 100,000 Japanese Americans from their homes and farms and businesses onto trains and buses and into camps, where they were placed behind barbed wire in tar-paper barracks, in places like Manzanar, Heart Mountain, Topaz. I am sad to say that one of the most compelling marks of my youth is that one of those was in my home state.*

- President Clinton’s Medal of Honor Ceremony speech, 2000

#### **Executive Order 9066 References in *Fighting for America*:**

Chapter 2: Frank Nishimura – Illustrated frames, page 55.

Chapter 3: Jimmie Kanaya – Introduction, page 80.

Chapter 5: Tosh Yasutake – Introduction, page 151. Illustrated frames, page 152.

Chapter 6: Turk Suzuki – Illustrated frames, page 190.

#### **Suggested Discussion Questions:**

1. What was Executive Order 9066 (EO9066), what were the root causes of the order, and what were the outcomes of the order?
2. Who supported EO9066 and why? Who gained from the misfortune of the Japanese and Japanese Americans?
3. Who signed EO9066, who backed it and why?
4. What was the political climate that fostered and supported EO9066?
5. What groups supported the forced incarceration?
6. What groups or individuals who stood up for the Japanese and Japanese Americans regarding the forced incarceration and what did they do?
7. Why were the Japanese and Japanese Americans targeted and not Germans and German Americans or Italians and Italian Americans?
8. Who carried out the order?
9. What was the sequence of events related to the implementation of EO9066?

10. What were the immediate effects of EO9066 on Japanese, Japanese Americans and other groups?
11. What were the lingering after effects of EO9066 for the Japanese and Japanese Americans?
12. Where were the temporary and permanent camps located? How did the locations suit the government's needs? What were the effects on the prisoners related to the camp locations (such as in the Minidoka concentration camp)?
13. Can this happen again to another group in America?

**Suggested Teacher-led Activities:**

1. Show a video about the forced incarceration.
2. Read short stories and poems about the forced incarceration.
3. Invite a guest speaker to discuss EO9066.
4. Discuss government terms and euphemisms that minimized the injustice of EO9066.
5. Discuss the racial stereotypes that supported the implementation of EO9066.
6. Discuss how historic anti-Asian agitations influenced the forced incarceration.
7. "Jap" is a derogatory word. Discuss why some white Americans referred to Japanese Americans as "Japs" before and after Pearl Harbor.
8. Discuss the effect of traumatic events like the forced incarceration.

**Suggested Student Assignments:**

1. Analyze what were the major causes of EO9066.
2. Analyze which constitutional rights were disregarded by EO9066 and why.
3. Write an editorial examining whether some other group could be subjected to the same treatment in the future.
4. Create a map that displays the temporary and permanent camp locations and include a written description of the location, capacity, facilities on site, etc.
5. Create a poem or artwork that expresses how you feel knowing that Japanese and Japanese Americans were treated unjustly by the US government with the signing and implementation of EO9066.

**Suggested Culminating Activities:**

1. Design and construct a model of a permanent concentration camp like Minidoka.
2. Create a class project that addresses the class's emotional responses to the injustice of EO9066.
3. Have the class make a presentation to another class or develop a school assembly about EO9066.
4. Take field trip to the Wing Luke Museum of the Asian Pacific American Experience and/or a guided tour of Seattle's Japantown offered by the Museum, Nisei Veteran's Hall, or other museums that have relevant forced incarceration displays.



**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about EO9066?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Executive Order 9066 Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
	3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.
	3.2.3 Understands the role of immigration in shaping societies in the past or present.

11th Grade

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: - World War II, the Cold War and international relations (1939-1991)
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
	4.3.2 Analyzes multiple causes of events in US history, distinguishing between proximate and long-term casual factors (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>ECONOMICS</b>	<b>EALR 2: ECONOMICS</b>
	2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.  OSPI-developed Assessment: Dig Deep – Analyzing Sources
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b>
	3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 1B. “Camp Harmony” and Temporary Detention Centers**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

#### ***Gorillas***

*Machine guns and guard towers  
surrounded the Puyallup Fair Grounds,  
re-named Camp Harmony.*

*Lanky, blue-eyed private from Arkansas,  
rifle over on his right shoulder  
and bayonet fixed to his belt,  
towered over a sea of black heads,  
singled out mom. She said he asked:*

*Ya’ll human beings?  
You look and dress  
like humans.*

- Excerpt from *A Cold Wind from Idaho*, Lawrence Matsuda, 2010

### ***Camp Harmony/Assembly Center References in Fighting for America:***

Chapter 1: Shiro Kashino – Introduction, page 3

Chapter 2: Frank Nishimura – Illustrated frames, page 56

Chapter 3: Jimmie Kanaya – Introduction, page 80; Illustrated frames, page 102

Chapter 5: Tosh Yasutake – Introduction, page 151; Illustrated frames, page 153-157

Chapter 6: Turk Suzuki – Illustrated frames, page 190-191

### **Suggested Discussion Questions:**

1. What was a temporary detention center (euphemistically referred to as “assembly center”)?
2. Where were the temporary detention centers located?
3. What types of facilities were they originally?
4. What were the conditions of the temporary detention centers?
5. What were the daily living routines like for young people and older people in the centers?
6. What stereotypes supported the forced incarceration?

7. What role did the historic anti-Asian agitations play in the forced incarceration?
8. What groups or individuals who stood up for the Japanese and Japanese Americans regarding the forced incarceration and what did they do?
9. What were the sequential steps related to implementing the forced incarceration at the temporary detention centers?
10. What did the Japanese and Japanese Americans do with their belongings?
11. The US government referred to the temporary detention centers as “assembly centers.” Does this really tell their true purpose? Explain why or why not.
12. The US government called the people “evacuees” and the event an “evacuation.” What is misleading about these terms?
13. US citizens have been evacuated from other areas. Describe the conditions under which citizens have been evacuated. How do they compare to the Japanese and Japanese American situation during World War II?
14. The temporary detention center at the Puyallup Fairgrounds in Washington state was called “Camp Harmony.” What are your reactions to this name?
15. What would you do if your good friends were unjustly taken to detention camps based on their race?

**Suggested Teacher-led Activities:**

1. Show a video about the forced incarceration.
2. Read short stories and poems about the forced incarceration.
3. Invite a guest speaker to discuss the temporary detention centers.
4. Discuss the “Power of Words” pamphlet, which focuses on government euphemisms that were used to minimize the injustices.
5. Discuss the power of stereotypes and how they dehumanize people.
6. Analyze current stereotypes that are still held as truths.
7. “Jap” is a derogatory word. Discuss the fact that “Jap” hunting licenses were sold in stores after Pearl Harbor.

**Suggested Student Assignments:**

1. What would you pack if you knew you could only take one suitcase with you to the concentration camp? Pack one suitcase and write a short paper describing what you would take with you to the concentration camp. Pack the case, bring it to class and explain why you included what you did.
2. The US government used euphemisms to make the forced incarceration sound better than it was. Analyze the euphemisms used by the US government during the forced incarceration and euphemisms it still uses today.
3. Write an essay about stereotyping and its role in the incarceration.
4. Write an editorial examining whether some other group could be subjected to the same treatment in the future.
5. Create a map that displays the temporary and permanent camp locations and include a written description of the location, capacity, facilities on site, etc.
6. Create a poem or artwork that expresses how you would feel about living in an animal stall and how you could come to justify it in your own mind.

7. Create a poem or artwork that expresses how you would feel growing up knowing that America betrayed you and your family because of your race.

**Suggested Culminating Activities:**

1. Design and construct a model of a temporary detention center like the one at the Puyallup Fairgrounds in Washington State.
2. Create a video about the forced incarceration, its causes and effects.
3. Create a class project that addresses stereotyping and its dehumanizing effects.
4. Create a class project that strives to “heal” the hurt of an injustice.
5. Have the class make a presentation to another class or develop a school assembly about “Camp Harmony” or temporary detention centers.
6. Take a field trip to the Puyallup Fairgrounds or some other appropriate site and put up commemorative paper cranes on a monument dedicated to the forced incarceration. There are numerous monuments at various sites on the West Coast including one at Puyallup.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about “Camp Harmony” or other temporary detention centers?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**“Camp Harmony” and Temporary Detention Centers Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrating knowledge of how geographic features

	and human cultures impact environments.
	3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.
	3.2.3 Understands the role of immigration in shaping societies in the past or present.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: - World War II, the Cold War and international relations (1939-1991)
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
	4.3.2 Analyzes multiple causes of events in US history, distinguishing between proximate and long-term casual factors (1890-present)
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b>
	3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 1C. Minidoka, Idaho Concentration Camp**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

*One resident of the camps remembers his 85-year-old grandmother standing in line for food, with her tin cup and plate. Another remembers only watch towers, guards, guilt and fear. Another has spent years telling her children, "No, Grandfather was not a spy."*

- President Clinton's Medal of Honor Ceremony speech, 2000

### **Concentration Camp References in *Fighting for America*:**

Chapter 1: Shiro Kashino – Introduction, page 3; Illustrated frames, page 7, 24, 28

Chapter 2: Frank Nishimura – Illustrated frames, page 55

Chapter 3: Jimmie Kanaya – Illustrated frames, page 101-103

Chapter 4: Roy Matsumoto – Introduction, page 112; Illustrated frames, page 123, 132

Chapter 5: Tosh Yasutake – Introduction, page 151; Illustrated frames, page 152, 157-163, 168-169

Chapter 6: Turk Suzuki – Introduction, page 181; Illustrated frames, page 188-189, 192-196

### **Suggested Discussion Questions:**

1. What is the definition of a "concentration camp"? Why did the US government call the permanent camps "Relocation Centers" instead? What was the difference between the two?
2. Where were the concentration camps located? What was the climate and environment like?
3. What were the living conditions in the concentration camps? How did they impact privacy, self image and pride for the incarcerated?
4. How were the US concentration camps different from the Nazi Germany concentration camps?
5. What was the Minidoka concentration camp and its surrounding areas like before the war? What was it like after the war?
6. What did the Minidoka incarcerated do to reclaim the land and convert the desert into fertile fields? Who obtained the fields after the war and how was it distributed?
7. Boredom was big problem in the concentration camps. How do you suppose they passed their time away?

8. Activities for incarcerated individuals differed, depending on one's age. What were some of the activities the young people participated in?
9. How would you feel attending school in a concentration camp school and learning about American democracy?
10. What groups supported the forced incarceration?
11. What groups or individuals stood up for the Japanese and Japanese Americans regarding the forced incarceration and what did they do?
12. Why were the Japanese and Japanese Americans targeted and not Germans and German Americans or Italians and Italian Americans?
13. What was the sequence of events related to the implementation of forced incarceration?
14. What were the immediate effects of the forced incarceration on Japanese, Japanese Americans and other groups?
15. What were the lingering after effects of the forced incarceration for the Japanese and Japanese Americans?

### **Suggested Teacher-led Activities:**

1. Show a video about the forced incarceration.
2. Read short stories and poems about the forced incarceration.
3. Invite a guest speaker to discuss the concentration camps.
4. Discuss government terms and euphemisms that minimized the injustice of the forced incarceration.
5. Discuss the racial stereotypes that supported the implementation of the forced incarceration.
6. Discuss how historic anti-Asian agitations influenced the forced incarceration.
7. Discuss the concept of "irony" and how it was interlaced with the forced incarceration and concentration camp experiences.
8. "Jap" is a derogatory word. Discuss the fact that "Jap" hunting licenses were sold in stores after Pearl Harbor.
9. Discuss the effect of traumatic events like the forced incarceration.

### **Suggested Student Assignments:**

1. What would you pack if you knew you could only take one suitcase with you to the concentration camp? Pack one suitcase and write a short paper describing what you would take with you to the concentration camp. Pack the case, bring it to class and explain why you included what you did.
2. As an American who looks like a Japanese, would you want to return to your parent's homeland (Japan in this case) instead of going to the concentration camp? Write a short essay that explains why or why not.
3. During the war, there was a labor shortage. Minidoka concentration camp residents were temporarily released to work in the fields to save the Idaho sugar beet and potato crops. Write a personal statement explaining whether you would volunteer or refuse to work on the farms to save crops for America.



4. Not everyone served in the 442nd/100th. Women played strong roles within the concentration camps. Write a research paper that demonstrates their contributions and leadership.
5. Japanese American women also joined the military service from the concentration camps. Write a research paper that demonstrates their contributions and leadership in the military effort.
6. Write an essay about stereotyping and its current uses and impacts.
7. Write an editorial examining whether some other group could be subjected to the same treatment in the future.
8. Create a map that displays the temporary and permanent camp locations and include a written description of the location, capacity, facilities on site, etc.
9. Create a poem or artwork that describes what would you leave behind and what you will miss the most from home.
10. Create a poem or artwork that describes the ironies regarding the Japanese and Japanese American forced incarceration.

**Suggested Culminating Activities:**

1. Design and construct a model of a permanent concentration camp like Minidoka.
2. Create a video about the forced incarceration, its causes and effects.
3. Create a play about the forced incarceration, its causes and effects.
4. Create a class project that addresses stereotyping and its dehumanizing effects.
5. Create a class project that strives to “heal” the hurt of an injustice.
6. Have the class make a presentation to another class or develop a school assembly about Minidoka or other permanent concentration camps.
7. Take field trip to the Wing Luke Museum of the Asian Pacific American Experience and/or a guided tour of Seattle’s Japantown offered by the Museum, Nisei Veteran’s Hall, or other museums that have relevant forced incarceration displays.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Minidoka or other permanent concentration camps?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Minidoka, Idaho Concentration Camp Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present

	and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b> The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region and movement and demonstrating knowledge of how geographic features and human cultures impact environments.
	3.1.1 Analyzes maps and charts from a specific time period to analyze an issue or event.
	3.2.3 Understands the role of immigration in shaping societies in the past or present.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: - World War II, the Cold War and international relations (1939-1991)
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)

	4.3.2 Analyzes multiple causes of events in US history, distinguishing between proximate and long-term casual factors (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>ECONOMICS</b>	<b>EALR 2: ECONOMICS</b>
	2.4.1 Analyzes and evaluates how people in the United States have addressed issues involved with the distribution of resources and sustainability in the past or present.  OSPI-developed Assessment: Dig Deep – Analyzing Sources
<b>GEOGRAPHY</b>	<b>EALR 3: GEOGRAPHY</b>
	3.2.1 Analyzes and evaluates human interaction with the environment in the United States in the past or present.
	3.2.3 Analyzes the causes and effects of voluntary and involuntary migration in the United States in the past or present.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## 2. CONSTITUTIONAL RIGHTS

### **Lesson 2A. Justice and Injustice**

#### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

#### **Relevant Quote:**

*Rarely has a nation been so well-served by a people it has so ill-treated. For their numbers and length of service, the Japanese Americans of the 442nd Regimental Combat Team, including the 100th Infantry Battalion, became the most decorated unit in American military history. By the end of the war, America's military leaders in Europe all wanted these men under their command. Their motto was "Go For Broke." They risked it all to win it all.*

- President Clinton's Medal of Honor Ceremony speech, 2000

#### ***Justice/Injustice References in Fighting for America:***

Chapter 1: Shiro Kashino – Illustrated frames, page 25-26, 30, 37-38

Chapter 3: Jimmie Kanaya – Illustrated frames, page 103

Chapter 5: Tosh Yasutake – Illustrated frames, page 156

Chapter 6: Turk Suzuki – Illustrated frames, page 188-189

#### **Suggested Discussion Questions:**

1. What is the definition of "justice"? How is it a mainstay of America? What are some examples of Americans fighting for "justice" in the courts?
2. What is the definition of "injustice"? How is it a key concept in American history? What are some historic examples of American "injustice"?
3. What "freedoms" are guaranteed under the law?
4. In your analysis, what constitutional rights were violated by the implementation of EO9066?
5. Why were the Japanese and Japanese Americans targeted and not Germans and German Americans or Italians and Italian Americans?
6. What reasons were given to why Japanese and Japanese Americans were singled out and denied their rights? Could this happen to a religious or ethnic group today?
7. What were the historic causes of the injustices against the Japanese and Japanese Americans?
8. What groups or individuals who stood up for the Japanese and Japanese Americans regarding the forced incarceration and what did they do?

9. In your opinion, how could justice have been served better during the curfew, forced removal and forced incarceration?

**Suggested Teacher-led Activities:**

1. Read short stories and poems about the forced incarceration.
2. Invite a guest speaker to discuss constitutional rights and the forced incarceration.
3. Discuss the concept, purpose and process of the Supreme Court.
4. Discuss reasons why the courts did not protect the rights of Japanese Americans.
5. Discuss government terms and euphemisms that minimized the injustice of EO9066.
6. Discuss the racial stereotypes that supported the implementation of the forced incarceration.
7. Discuss how historic anti-Asian agitations influenced the forced incarceration.
8. Discuss the concept of “irony” and how it was interlaced with the forced incarceration and concentration camp experiences.
9. “Jap” is a derogatory word. Discuss the fact that “Jap” hunting licenses were sold in stores after Pearl Harbor.

**Suggested Student Assignments:**

1. Write an essay about why constitutional rights were disregarded for Japanese Americans during the forced incarceration.
2. Write an essay that explores the possibility another group could be subjected to similar treatment in the future.
3. The US government used euphemisms to make the forced incarceration sound better than it was. Analyze the euphemisms used by the US government during the forced incarceration and euphemisms it still uses today.
4. Write an essay about stereotyping and its current uses and impacts.
5. Write an editorial examining whether some other group could be subjected to the same treatment in the future.

**Suggested Culminating Activities:**

1. Create a video about the violation of constitutional rights and justice with the forced incarceration.
2. Create a play about the violation of constitutional rights and justice with the forced incarceration.
3. Create a class project that addresses stereotyping and its dehumanizing effects.
4. Create a class project that strives to “heal” the hurt of an injustice.
5. Have the class make a presentation to another class or develop a school assembly about the injustices of the forced incarceration and what that means today.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about justice and injustice?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Justice and Injustice Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other

	fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 2B. Those Who Resisted**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

#### ***No No Darkness***

*Minidoka bunk, young wife  
and two baby girls traded  
for steel bars and hard time  
at McNeil Island Federal Pen.*

*His “No-No” brand exiles  
him to purgatory littered with  
conscientious objector leper rags,  
an untouchable pariah.*

*Upon his release, old friends  
cross the street to avoid him.  
Others refuse to shake his hand.*

- Excerpt from *Glimpses of a Forever Foreigner*, Lawrence Matsuda, 2014

### ***Those Who Resisted* References in *Fighting for America*:**

Chapter 6: Turk Suzuki – Illustrated frames, page 195-196

### **Suggested Discussion Questions:**

1. What was the “loyalty questionnaire”? Why was it implemented?
2. What were its effects on the incarcerated?
3. Would you have answered “yes-yes” or “no-no” and why?
4. Would you have resisted the draft and go to jail? Why or why not?

### **Suggested Teacher-led Activities:**

1. Explain the details of Mitsuye Endo’s case and the significance of the ruling.
2. Explain the details of the individual cases for Gordon Hirabayashi, Minoru Yasui and Fred Korematsu up to the current day and the significance of the rulings.
3. Analyze the current-day implications of the Supreme Court rulings.
4. Invite a guest speaker to discuss three court cases.



5. Read short stories and poems about those who resisted.
6. Show a video about Gordon Hirabayashi.
7. Read the novel *No-No Boy* by John Okada.
8. Watch the documentary *Cats of Mirikitani*.

**Suggested Student Assignments:**

1. Write a letter to your first generation parents explaining your decision to respond “yes-yes” or “no-no” on the “loyalty questionnaire” as a prisoner in the concentration camp.
2. Write a letter to your best friend about why you would volunteer for or refuse military service from the concentration camp.
3. Write an editorial explaining how you feel as an American citizen being asked to take a “loyalty questionnaire” while imprisoned in a concentration camp.
4. Write an essay about the significance of the Hirabayashi, Yasui, Korematsu or Endo cases for today.
5. Read *No-No Boy* by John Okada and write a book review of it.

**Suggested Culminating Activities:**

1. Have the class re-enact the Hirabayashi trial.
2. Have the class re-enact a debate between groups that said “yes-yes” and “no-no” to the “loyalty questionnaire.”
3. Create a class project that strives to “heal” the hurt of an injustice.
4. Have the class make a presentation to another class or develop a school assembly about those who resisted, the court cases and what they mean today.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about “those who resisted”?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

***Those Who Resisted* Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.

	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	EALR 1: CIVICS The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

### 3. RACIAL DISCRIMINATION

#### **Lesson 3A. Racism and Discrimination**

##### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

##### **Relevant Quote:**

*We're charged with wanting to get rid of the Japs for selfish reasons. We might as well be honest. We do. It is a question of whether the white man lives on the Pacific Coast or the brown men. They came into this valley to work, and they stayed to take over.*

- Auston Anson, Managing Secretary, Growers Shippers Association of Central California, *The Saturday Evening Post*, May 9, 1942

##### ***Racism and Discrimination References in *Fighting for America*:***

Chapter 1: Shiro Kashino – Epilogue, page 42

Chapter 2: Frank Nishimura – Introduction, page 46; Illustrated frames, page 50; Epilogue, page 74

Chapter 5: Tosh Yasutake – Introduction, page 150; Illustrated frames, page 156, 161-162, 170-171

Chapter 6: Turk Suzuki – Introduction, page 181; Illustrated frames, page 197

##### **Suggested Discussion Questions:**

1. What is the definition of “racism”? What role did it play in the forced incarceration?
2. What is the definition of “racial discrimination”? What are examples of racial discrimination that Japanese and Japanese Americans endured before, during and after the war?
3. How did the racism endured by Japanese and Japanese Americans relate to monetary profit?
4. What were some of the laws that were passed against Japanese and Japanese Americans in the US? Why?
5. What is racial profiling and what is its relevance today?
6. What are the causes of racial hatred? What can be done to reduce racial hatred?

**Suggested Teacher-led Activities:**

1. Explain “Yellow Peril,” how it was promulgated, and how it promoted the forced incarceration.
2. Discuss government terms and euphemisms that minimized the injustice of forced incarceration.
3. Discuss the racial stereotypes that supported the implementation of forced incarceration.
4. Discuss how historic anti-Asian agitations influenced the forced incarceration.
5. “Jap” is a derogatory word. Discuss why some white Americans referred to Japanese Americans as “Japs” before and after Pearl Harbor.
6. Share images of anti-Japanese and anti-Japanese American vandalism that occurred during and after they were imprisoned in the concentration camps, and discuss with students how they would feel and respond if this occurred to them.
7. Analyze what segregation was like in the South, why it occurred, what its function was, how it was carried out and how America justified “liberty and justice for all” while maintaining segregation.
8. Compare racial discrimination to religious discrimination, and analyze their similarities and differences.
9. Define “institutional racism” and discuss examples of it today.
10. Read short stories and poems about racism.
11. Invite a guest speaker to discuss racism.

**Suggested Student Assignments:**

1. Research examples of “Yellow Peril” in the media and discuss how these messages impacted Japanese and Japanese Americans living in the US.
2. Write an editorial commenting on the financial losses experienced by the Japanese and Japanese Americans due to racism and discrimination.
3. Write an essay about stereotyping and its current uses and impacts.
4. Write an editorial examining whether some other group could be subjected to the same treatment in the future.

**Suggested Culminating Activities:**

1. Have the class create poetry and artwork that explores the physical and emotional realities of living in the segregated South.
2. Create a class project that fosters equality and racial understanding.
3. Have the class make a presentation to another class or develop a school assembly about racism and discrimination in the US and what their legacy mean today.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about racism and discrimination, especially as it relates to Japanese and Japanese Americans as well as the South?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Racism and Discrimination Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: <b>HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: World War II, the Cold War and international relations (1939-1991)
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other

	fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 3B. Segregation**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to segregation.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

*In 1942, a committee of the Army recommended against forming a combat unit of Japanese Americans, citing – and I quote – “the universal distrust in which they are held.” Yet, Americans of Japanese ancestry, joined by others of good faith, pressed the issue, and a few months later President Roosevelt authorized a combat team of Japanese American volunteers.*

- President Clinton’s Medal of Honor Ceremony speech, 2000

### **Segregation References in *Fighting for America*:**

Chapter 5: Tosh Yasutake – Illustrated frames, page 161-162, 170-171

Chapter 6: Turk Suzuki – Illustrated frames, page 197

### **Suggested Discussion Questions:**

1. What is the definition of “segregation” based on race? What are its causes? What are its effects, both immediate and long-term?
2. Why were the Japanese Americans placed in a segregated military unit?
3. What were the advantages of creating a segregated Army unit?
4. What were the advantages for the Nisei to be with their peers in a segregated unit?
5. What are some of the after-effects for a person experiencing segregation based on race?
6. What messages does segregation send to the victims and to the perpetrators?
7. What groups or individuals who stood up for the Japanese and Japanese Americans regarding the forced incarceration and what did they do? Would you stand up for other groups that experienced an injustice perpetrated by the government or others? What would you do?

### **Suggested Teacher-led Activities:**

1. Discuss the concept of “irony” and how it was interlaced with the segregated Army units fighting for freedom overseas.
2. Analyze what segregation was like in the South, why it occurred, what its function was, how it was carried out and how America justified “liberty and justice for all” while maintaining segregation.
3. Discuss how stereotypes impact racial, religious and gender segregation.
4. Read short stories and poems about segregation.

5. Invite a guest speaker to discuss segregation based on race.

**Suggested Student Assignments:**

1. Research examples of other American racial groups that have been in segregated military units.
2. Write an editorial commenting on the causes of segregation and the economic effects of it on its victims and perpetrators.
3. Write an essay about stereotyping and its current uses and impacts.
4. Write an editorial examining whether some other group could be subjected to the same treatment in the future.
5. Japanese American women also joined the military service from the concentration camps. Write a research paper that demonstrates their contributions and leadership in the military effort.

**Suggested Culminating Activities:**

1. Have the class create poetry and artwork that explores the physical and emotional realities of living in the segregated South.
2. Have the class graph various population factors by ethnic groups, comparing: life span, health, financial status, death rates etc. between ethnic groups in a historically segregated part of the country to a part of the country that was not segregated.
3. Create a class project that fosters equality and racial understanding.
4. Have the class make a presentation to another class or develop a school assembly about segregation in the US and what its legacy means today.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about segregation, especially as it relates to Japanese and Japanese Americans as well as the South?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Segregation Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.



	4.4.1 Analyzes how an event in Washington State or world history helps us to understand a current issue.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.1 Understands how key ideals set forth in fundamental documents, including the Washington State Constitution and tribal treaties, define the goals of our state.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## 4. PROVING LOYALTY IN WAR

### **Lesson 4A. Heroism and Patriotism**

#### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

#### **Relevant Quote:**

*A group of Army (white) veterans, who knew firsthand the heroism of Japanese American soldiers, attacked prejudice in a letter to the Des Moines Register. It said, "When you have seen these boys blown to bits, going through shellfire that others refused to go through, that is the time to voice your opinion, not before."*

- President Clinton's Medal of Honor Ceremony speech, 2000

#### ***Heroism and Patriotism References in Fighting for America:***

Chapter 1: Shiro Kashino – Illustrated frames, page 10-12, 13-16, 20-21, 30, 33, 37, 40; Epilogue, page 43

Chapter 2: Frank Nishimura – Illustrated frames, page 69-70; Epilogue, page 76

Chapter 3: Jimmie Kanaya – Illustrated frames, page 85, 86-87; Epilogue, page 108-109

Chapter 4: Roy Matsumoto – Introduction, page 112-113; Illustrated frames, page 116-118, 120-123, 125-129, 131-132, 133-141, 142; Epilogue, page 147

Chapter 5: Tosh Yasutake – Illustrated frames, page 174-175; Epilogue, page 177

Chapter 6: Turk Suzuki – Illustrated frames, page 201-202; Epilogue, page 205

#### **Suggested Discussion Questions:**

1. What is the definition of "heroism"? Would you aspire to be a war hero? Why or why not?
2. What is the definition of "patriotism"? Why did some of the Nisei feel that they had to prove their loyalty?
3. What were the towns and regions that the 442nd/100th fought? Where were American POWs? What areas did the Merrill's Marauders fight in?
4. The 442nd/100th broke the Gothic Line. What was the significance of that victory?
5. The 442nd/100th saved the Texas Lost Battalion. What was the significance of that victory?
6. Roy Matsumoto was in Burma fighting the Japanese. What were the unique aspects of his experience?

7. If you were Roy Matsumoto would you volunteer to fight in Asia? What were some of the risks he experienced as a Nisei fighting in Asia?
8. Why were the Japanese Americans placed in a segregated military unit?
9. What were the advantages of creating a segregated Army unit?
10. What were the advantages for the Nisei to be with their peers in a segregated unit?
11. The 442nd/100th has been called the Purple Heart Battalion. What does this mean?
12. The 442nd/100th's motto was the Hawaiian dice player's slogan "Go for Broke" or "shoot the works" and put everything on the line. Why do you think they chose this motto?
13. What current issues would motivate you to "Go For Broke"?

### **Suggested Teacher-led Activities:**

1. Analyze how being in a segregated unit helped the 442nd/100th become heroes.
2. Discuss the concept of "irony" and how it was interlaced with the liberation of people from concentration camps in Europe by the 442nd/100th.
3. Discuss the effects of fighting in war on soldiers, including "shell shock" and post-traumatic stress disorder.
4. Read short stories and poems about WWII heroism.
5. View videos/movies about the 442nd/100th.
6. Invite guest speakers to discuss the 442nd/100th.

### **Suggested Student Assignments:**

1. Write a letter to your best friend explaining your thoughts and feelings when asked to volunteer to fight for the US from the concentration camp.
2. Write a letter to your father who is imprisoned in a Department of Justice detention facility, separate from your family, about your decision to join the 442nd.
3. Write an editorial for the Minidoka concentration camp newsletter explaining your thoughts and feelings about the all-Japanese American segregated military unit.
4. Write a letter home to a relative in an American concentration camp as if you were a 442nd soldier who just fought to save the Texas Lost Battalion or break the German Gothic Line.
5. Write a poem or short essay that expresses what you would say to an American POW that you just liberated from a concentration camp in Europe as a 442nd soldier.
6. Research the Medal of Honor, who received it from the 442nd/100th, and what were their stories.
7. Japanese American women also joined the military service from the concentration camps. Write a research paper that demonstrates their contributions and leadership in the military effort.
8. Write an editorial about how the heroism of the 442nd/100th helped the Japanese American image after WWII.

**Suggested Culminating Activities:**

1. Take field trips to relevant museums that have exhibits on the 442nd/100th or a Nisei Veterans Hall.
2. Create a class project that honors war heroes.
3. Have the class make a presentation to another class or develop a school assembly about the 442nd/100th.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about the heroism of the 442nd/100th and MIS?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Heroism and Patriotism Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2

	Analyzes how cultures and cultural groups have shaped the United States (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 4B. Loss and Sacrifice**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

*In early 1945, a young Japanese American of the 442nd Regimental Combat Team lay dead on a hill in southern France – the casualty of fierce fighting with the Germans. A chaplain went up to pray over him, to bless him, to bring him back down. As the Chaplain later said, "I found a letter in his pocket. The soldier had just learned that some vandals in California had burned down his father's home and barn in the name of patriotism. And yet, this young man had volunteered for every patrol he could go on."*

- President Clinton's Medal of Honor Ceremony speech, 2000

### **Loss and Sacrifice References in *Fighting for America*:**

Chapter 1: Shiro Kashino – Introduction, page 3; Illustrated frames, page 10-12, 13-16, 20-21, 30, 33, 41

Chapter 2: Frank Nishimura – Illustrated frames, page 60, 64-65, 66-67, 68, 69-70, 72

Chapter 3: Jimmie Kanaya – Introduction, page 81; Illustrated frames, page 83-84, 85, 86-87, 88, 91, 99

Chapter 4: Roy Matsumoto – Introduction, page 113; Illustrated frames, page 131-132, 142

Chapter 5: Tosh Yasutake – Illustrated frames, page 172-173, 174-175

Chapter 6: Turk Suzuki – Illustrated frames, page 200, 201-202

### **Suggested Discussion Questions:**

1. The 442nd/100th broke the Gothic Line. What was the significance of that victory?
2. The 442nd/100th saved the Texas Lost Battalion. What was the significance of that victory?
3. Roy Matsumoto was in Burma fighting the Japanese. What were the unique aspects of his experience?
4. If you were Roy Matsumoto would you volunteer to fight in Asia? What were some of the risks he experienced as a Nisei fighting in Asia?
5. Why were the Japanese Americans placed in a segregated military unit?
6. What were the advantages of creating a segregated Army unit?
7. What were the advantages for the Nisei to be with their peers in a segregated unit?
8. The 442nd/100th has been called the Purple Heart Battalion. What does this mean?

9. The 442nd/100th's motto was the Hawaiian dice player's slogan "Go for Broke" or "shoot the works" and put everything on the line. Why do you think they chose this motto?
10. What current issues would motivate you to "Go For Broke"?

### **Suggested Teacher-led Activities:**

1. Analyze why Nisei soldiers were so willing to sacrifice their safety and lives.
2. Discuss the effects of fighting in war on soldiers, including "shell shock" and post-traumatic stress disorder.
3. Read short stories and poems about WWII and the loss of human life.
4. View videos/movies about the 442nd/100th.
5. Invite guest speakers to discuss the 442nd/100th.

### **Suggested Student Assignments:**

1. Write a letter to your best friend explaining your thoughts and feelings when asked to volunteer to fight for the US from the concentration camp.
2. Write a letter to your father who is imprisoned in a Department of Justice detention facility, separate from your family, about your decision to join the 442nd.
3. Write an editorial for the Minidoka concentration camp newsletter explaining your thoughts and feelings about the fact that many in the 442nd/100th were young men, some in their late teens.
4. Write a letter home to a relative in an American concentration camp as if you were a medic assigned to the 442nd/100th who just fought to save the Texas Lost Battalion.
5. Write a response as a veteran who served in the 442nd/100th to President Clinton's speech in 2000 where he stated, "When young Japanese American men volunteered enthusiastically, some Americans were puzzled. But those who volunteered knew why. Their own country had dared to question their patriotism and they would not rest until they had proved their loyalty."
6. Not everyone served in the 442nd/100th. Women experienced great loss and made huge sacrifices within the concentration camps. Write a research paper that analyzes their loss and sacrifice during the war.

### **Suggested Culminating Activities:**

1. Create a class project that honors the sacrifice of war heroes.
2. Create a class project that strives to "heal" a loss or sacrifice.
3. Take field trips to relevant museums that have exhibits on the 442nd/100th or a Nisei Veterans Hall.
4. Have the class make a presentation to another class or develop a school assembly about the 442nd/100th.

### **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about loss and sacrifice?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information

you received?

**Loss and Sacrifice Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
<b>CIVICS</b>	EALR 1: CIVICS The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	EALR 4: HISTORY The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>CIVICS</b>	<b>EALR 1: CIVICS</b>
	1.1.1 Analyzes and evaluates the ways in which the U.S. Constitution and other fundamental documents promote key ideals and principles.
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event



## 5. SUPPORTING HEROISM

### Lesson 5A. Camaraderie

#### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

#### **Relevant Quote:**

##### ***They Were Expendable***

*Japanese American soldiers,  
the 442 Regimental Combat Team  
gripping shrubs barely rooted,  
standing on rifle butts or balancing on a buddy's boot,  
a high-wire act in full combat gear  
- a living staircase of bones, muscle -  
without a net they claw upwards  
clinging to a vertical wall.*

*A mental lapse, a flinch -  
those who fell did so silently into darkness -  
a cry, a scream would reveal strategic positions.  
Certain death for the entire battalion, dangling  
like spiders....*

*Sorry to inform you letters  
sent to families with names like Morihiro,  
Okada, Sakamoto in American concentration camps.*

*Heroism was the 442's only choice.  
Glory scratched out on the shoulders of comrades....*

- Excerpt from *A Cold Wind from Idaho*, Lawrence Matsuda, 2010

#### **Camaraderie References in *Fighting for America*:**

Chapter 1: Shiro Kashino – Illustrated frames, page 10-12, 15, 19, 35

Chapter 2: Frank Nishimura – Illustrated frames, page 59-61, 62-63, 66, 73

Chapter 3: Jimmie Kanaya – Illustrated frames, page 82, 83-84,

Chapter 4: Roy Matsumoto – Illustrated frames, page 118, 120-121, 122-125, 141  
Chapter 5: Tosh Yasutake – Illustrated frames, page 165-169, 170-171  
Chapter 6: Turk Suzuki – Illustrated frames, page 193-194

### **Suggested Discussion Questions:**

1. Why were the Japanese Americans placed in a segregated military unit?
2. What were the advantages of creating a segregated Army unit?
3. What were the advantages for the Nisei to be with their peers in a segregated unit?
4. Where was Camp Shelby? What was the significance of its location?
5. What were some of the obvious differences between the Hawaiian troops and mainlanders? How did those differences foster conflicts and how was that resolved?
6. The 442nd/100th's motto was the Hawaiian dice player's slogan "Go for Broke" or "shoot the works" and put everything on the line. How did that sentiment influence and support unity?
7. How did unity help soldiers cope with the aftermath of war and the after effects of the forced incarceration?

### **Suggested Teacher-led Activities:**

1. Analyze the power of language and how it can unify and isolate. Discuss the implications of this for the 442nd/100th.
2. Read short stories and poems about the 442nd/100th.
3. View videos/movies about the 442nd/100th.
4. Invite guest speakers to discuss the 442nd/100th.
5. Invite a guest speaker who is an expert on teams and building camaraderie.

### **Suggested Student Assignments:**

1. Learn some pidgin English and translate a paragraph into your best pidgin.
2. Learn to play the ukulele and sing a song.
3. Learn to hula and perform a celebratory dance.
4. Write an editorial on the effects of camaraderie for team success.
5. Research post-war reunions among the 442nd/100th in Hawai'i, the mainland US and Europe and provide examples of ongoing camaraderie among the veterans.

### **Suggested Culminating Activities:**

1. Have students produce a video about how the Hawaiian and mainland troops became united.
2. Identify areas and activities where camaraderie is a necessary component.
3. Have the class make a presentation to another class or develop a school assembly about camaraderie during World War II.

### **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about camaraderie?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information

you received?

***Camaraderie* Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
<b>CIVICS</b>	<b>EALR 1: CIVICS</b> The student understands and applies knowledge of government, law, politics and the nation’s fundamental documents to make decisions about local, national and international issues and to demonstrate thoughtful, participatory citizenship.
	1.1.2 Analyzes the relationship between the actions of people in Washington State and the ideals outlined in the State Constitution.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.1 Evaluates how individuals and movements have shaped the United States (1890-present)
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **Lesson 5B. Cultural Values**

### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

### **Relevant Quote:**

*They [442nd/100th] created a custom of reverse AWOL – wounded soldiers left their hospital beds against doctor’s order to return to battle. They were veterans of seven brutal campaigns. They fought in Italy to overwhelm entrenched German positions that blocked the path north. They fought in France and liberated towns that still remember them with memorials. They took 800 casualties in just five days of continuous combat in southern France, to rescue the lost battalion of Texas which had been surrounded by German troops.*

- President Clinton’s Medal of Honor Ceremony speech, 2000

### **Cultural Background Informational Note for this Section**

Two Japanese cultural values played a major role in relation to how the Nisei troops functioned. The first term is “gaman,” or endure the unbearable with dignity. The second is “haji,” or shame.

Shame is a concept that is at the core of Japanese culture. Traditionally, many Nisei youngsters were taught not to bring shame on themselves or their families by their actions or deeds. Terms like “losing face” and “dishonor” expressed the importance of “haji.” To the samurai in feudal Japan, “shame” and “dishonor” were like death.

Shame is an externally driven phenomena directed at a person from the outside. It is supported by gossip and is a way to maintain and ensure conformity to societal values. It is very similar to “shunning,” which isolates offenders and separates them from the group and is used as a threat to ensure proper behavior. By contrast, “guilt” is more internally driven than shame.

These values supported the 442nd/100th as they were sent on dangerous assignments and battle that others were not successful in.

One difference between the Hawaiian troops and the mainlanders was that generally the Hawaiians were more outgoing than and not as reserved as the mainlanders. Most mainlanders seemed to be more concerned about their place in society as visible minorities whereas the Hawaiians were in the majority back home.

### **Cultural Values References in *Fighting for America*:**

Chapter 1: Shiro Kashino – Illustrated frames, page 5, 13-16, 30, 41, 43

Chapter 2: Frank Nishimura – Illustrated frames, page 64-65, 66-67

Chapter 3: Jimmie Kanaya – Illustrated frames, page 85, 90-91, 94

Chapter 4: Roy Matsumoto – Illustrated frames, page 114-129

Chapter 5: Tosh Yasutake – Illustrated frames, page 174-175

Chapter 6: Turk Suzuki – Illustrated frames, page 200, 201-203

### **Suggested Discussion Questions:**

1. Define “gaman” and how it operates. What are examples of “gaman”?
2. Define “haji” and how it operates. What are examples of “haji”?
3. Define “guilt” and how it operates. What are examples of “guilt”? What is the difference between “shame” and “guilt”?
4. Find examples of “shunning” that occur today. How and where is it used?
5. What obstacles did the Nisei soldiers have to overcome?
6. How did “gaman” and “haji” help them overcome these obstacles?
7. How did “gaman” and “haji” restrict them in their lives?

### **Suggested Teacher-led Activities:**

1. Examine the cultural Japanese values of “gaman,” or endure, “haji,” or shame. Compare and contrast them to the more Western values of “guilt” in terms of how each supports a set of societal expectations.
2. Read short stories and poems about the 442nd/100th.
3. View videos/movies about the 442nd/100th.
4. Invite guest speakers to discuss Japanese cultural values that were carried over to America.

### **Suggested Student Assignments:**

1. Research Hawai'i and describe its culture.
2. Analyze the population percentages of Japanese in Hawaii in 1942 and compare them with the population percentages of Japanese on the mainland in 1942. Given the differences in terms of population percentages, write an essay on how you would expect that being a majority or minority would influence the Nisei behavior in being outgoing or reserved.
3. Write an essay that analyzes the differences between “guilt” and “shame.”
4. Write an essay responding to the following quote, “As sons set off to war, so many (Japanese American) mothers and fathers told them, live if you can; die if you must; but fight always with honor, and never, ever bring shame on your family or your country.”

### **Suggested Culminating Activities:**

1. Have students produce a video about how “gaman” was demonstrated by Nisei and other American heroes.

2. Have students produce a video about how the Hawaiian and mainland troops became united.
3. Identify areas and activities where camaraderie is a necessary component.
4. Have the class make a presentation to another class or develop a school assembly about camaraderie during World War II.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about “gaman” and “haji”?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**Cultural Values Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.3.1 Analyzes and interprets historical materials from a variety of perspectives in Washington State or world history.
	4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## 6. RETURN FROM WAR

### **Lesson 6A. Recognition/Redemption**

#### **Desired Outcomes (Objectives):**

- Students will demonstrate a working knowledge of the critical events, facts and concepts related to the lesson.
- Students will analyze the facts, concepts, causes, trends and historic significance of the events.
- Students will draw conclusions from their analysis and apply those conclusions to present day issues.

#### **Relevant Quote:**

*So today, America awards 22 of them the Medal of Honor. They risked their lives, on their own initiative, sometimes even against orders, to take out machine guns, give aid to wounded soldiers, draw fire, pinpoint the enemy, protect their own. People who can agree on nothing else fall silent before that kind of courage.*

*But it is long past time to break the silence about their courage, to put faces and names with the courage, and to honor it by name: Davila, Hajiro, Hayashi, Inouye, Kobashigawa, Okutsu, Sakato, Hasemoto, Hayashi, Kuroda, Moto, Muranaga, Nakae, Nakamine, Nakamura, Nishimoto, Ohata, Okubo, Ono, Otani, Tanouye, Wai. These American soldiers, with names we at long last recognize as American names, made an impact that soars beyond the force of any battle. They left a lasting imprint on the meaning of America. They didn't give up on our country, even when too many of their countrymen and women had given up on them. They deserve, at the least, the most we can give – the Medal of Honor. They created a custom of reverse AWOL – wounded soldiers left their hospital beds against doctor's order to return to battle. They were veterans of seven brutal campaigns. They fought in Italy to overwhelm entrenched German positions that blocked the path north. They fought in France and liberated towns that still remember them with memorials. They took 800 casualties in just five days of continuous combat in southern France, to rescue the lost battalion of Texas which had been surrounded by German troops.*

- President Clinton's Medal of Honor Ceremony speech, 2000

#### ***Recognition/Redemption References in Fighting for America:***

Chapter 1: Shiro Kashino – Introduction, page 3. Illustrated frames, page 35-39, 40.

Epilogue, page 43.

Chapter 2: Frank Nishimura – Epilogue, page 76.

Chapter 3: Jimmie Kanaya – Epilogue, page 109.

Chapter 4: Roy Matsumoto – Illustrated frames, page 142. Epilogue, page 147.

Chapter 6: Turk Suzuki – Epilogue, page 177.

Chapter 5: Tosh Yasutake – Epilogue, page 205.

**Suggested Discussion Questions:**

1. Why did it take so long for the Japanese American World War II soldiers to be awarded the Medal of Honor?
2. What obstacles did Nisei soldiers have to overcome?
3. What are examples of heroism from the six stories?

**Suggested Teacher-led Activities:**

1. Read short stories and poems about the 442nd/100th.
2. View videos/movies about the 442nd/100th.
3. Invite guest speakers to discuss the 442nd/100th.

**Suggested Student Assignments:**

1. Research the Medal of Honor, who received it from the 442nd/100th, and what were their stories.
2. Research Nisei soldier and recipient of the Medal of Honor William Nakamura. Create a poem or artwork that shares about his contributions and leadership.
3. Research Gordon Hirabayashi and his court cases. Why was his case reopened in the 1980s? What were the results?
4. Write an essay responding to President Reagan's quote related to the causes of the forced incarceration as "race prejudice, war hysteria and a failure of political leadership."
5. Write an editorial that analyzes the reparations process and outcome. In your opinion, should other groups be granted reparations?

**Suggested Culminating Activities:**

1. Take field trips to relevant museums that have exhibits on the 442nd/100th or a Nisei Veterans Hall.
2. Have the class make a presentation to another class or develop a school assembly about "recognition and redemption" in war.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about recognition and redemption?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?



**Recognition/Redemption Relates to the Following Learning Standards:**

*7th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.2.2 Understands and analyzes how cultures and cultural groups contributed to Washington State or world history.

*11th Grade*

	<b>Required GLE</b>
<b>HISTORY</b>	<b>EALR 4: HISTORY</b> The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals and themes of local, Washington State, tribal, United States and world history in order to evaluate how history shapes the present and future.
	4.1.2, Part 4 Understands how the following themes and developments help to define eras in US history: - World War II, the Cold War and international relations (1939-1991)
	4.2.2 Analyzes how cultures and cultural groups have shaped the United States (1890-present)
	4.3.1 Analyzes differing interpretations of events in US history (1890-present)
<b>SOCIAL STUDIES SKILLS</b>	<b>EALR 5: SOCIAL STUDIES SKILLS</b>
	5.1.1 Analyzes the underlying assumptions of positions on an issue or event

## **IV. WWII FORCED INCARCERATION KEY CONCEPTS BY CHAPTER AND INDIVIDUAL NISEI HERO INCLUDING SPRINGBOARDS FOR CLASSROOM**

Teachers can implement for all or some of the six heroes and can select sections by individual hero as well.

Each chapter includes springboards for discussion, student assignments and summative evaluation by the three Hs (head, heart and hand).

Note: Because topics and issues cross organizational lines, some items are repeated and appear in more than one section, which creates a level of intentional redundancy.

### **CHAPTER 1: SHIRO KASHINO**

#### **Springboards for Discussion**

##### Incarceration

1. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
2. Where was Shiro born?
3. What type of work did Shiro's father do?
4. Where did Shiro live and spend most of his time before the war?
5. Who raised Shiro?
6. What experiences at school promoted Shiro's leadership skills?
7. Where was the family taken in April 1942 and why did the government incarcerate them?
8. Why were the incarcerated Japanese and Japanese Americans not given a trial or convicted of a crime?
9. What conflicts and discord were created in camp when the government asked incarcerated to volunteer for the 442nd?
10. How did the government justify the incarceration and could this happen again?

##### Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. What rights does the US Constitution guarantee?
3. In your analysis, which constitutional rights were denied by the forced incarceration and why?

##### Racial Discrimination

1. Why did Executive Order 9066 have the greatest impact on Japanese and Japanese Americans and not Germans or Italians in America? Would you obey the order? If yes, why? And if no, why not?
2. What terms and euphemisms minimized the injustices?

3. What stereotypes did Shiro have to deal with during and after the war?
4. Why do you think Shiro and his squad were given a “suicide-like mission” and were not told beforehand?
5. After the tavern fight, why were all the Japanese Americans imprisoned?
6. Why were they released? And to do what?
7. Why did Shiro have difficulty finding a job after the war? Was his difficulty in finding a job an unusual situation? Why or why not?

### Proving Loyalty

1. Why did Shiro volunteer for the 442nd out of camp? Would you volunteer?
2. What military battles did Shiro fight in, what hardships did he encounter, and what hardships did he overcome?
3. How many Purple Hearts did Shiro receive?
4. What are the duties of an infantry sergeant?

### Supporting Heroism

1. What was the relationship between Shiro and his men?
2. The 442nd/100th were given dangerous assignments and many were wounded. What kept Shiro going?
3. Would you consider Shiro a war hero? Why or why not?
4. How costly was the rescue of the Texas Lost Battalion to the 442nd/100th? What would you say to the Texans after having your squad cut to pieces rescuing them?
5. What current issues would motivate you to “Go For Broke”?

### Return from War

1. Why did Shiro have difficulty finding a job after the war?
2. Why did the Nisei veterans take up Shiro’s cause to restore his rank?

### **Student Assignments and Follow-up Activities**

1. Write a letter to Shiro’s wife and share your reactions to his story.
2. Write an essay about issues of heroism and courage contained in Shiro’s story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Shiro as a news story and then offer a follow-up editorial statement about it.
5. Produce a play about Shiro.
6. Host an assembly about Shiro.
7. Take field trips to relevant museums that have exhibits on the 442nd/100th or a Nisei Veterans Hall.
8. Invite guest speakers to discuss the 442nd/100th.
9. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
10. View videos/movies about the 442nd/100th.
11. Analyze selected books about the forced incarceration and 442nd/100th.

12. Analyze the ironies of Japanese Americans volunteering from camps to fight for freedom in Europe.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Shiro?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

**CHAPTER 2: FRANK NISHIMURA**

**Springboards for Discussion**

Incarceration

1. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
2. Where was Frank born?
3. Where were his parents born?
4. Why do you think they lived in Japantown?
5. What items did the Japanese have to turn into the police? Why?
6. What was the attitude of the FBI when they came looking for Tosh's father? Why did they behave this way?
7. What happened to the Nishimura business and what happened to other family businesses?
8. How did the government justify the incarceration and could this happen again?

Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. Why did the Nishimura family not have their constitutional rights violated like the other Japanese and Japanese Americans in Seattle?
3. If you were Frank's friend and had the opportunity, would you have joined the Nishimuras away from the coast?

Racial Discrimination

1. Why did Executive Order 9066 have the greatest impact on Japanese and Japanese Americans and not Germans or Italians in America? Would you obey the order? If yes, why? And if no, why not?
2. What terms and euphemisms minimized the injustices?
3. What stereotypes did Frank have to deal with?
4. Why were Frank's parents not citizens? What national laws prevented them from becoming naturalized citizens?
5. Why was there a Japantown in Seattle?
6. Why was Frank banned from the piers? Would you have obeyed the ban?

### Proving Loyalty

1. Why did Frank volunteer for the 442nd? Would you have volunteered?
2. What was the basic training experience like?
3. What was the trip on the Liberty Ship like?
4. Who were Frank's buddies at Camp Shelby? Why was this unusual?
5. What military battles did Frank fight in, what hardships did he encounter, and what hardships did he overcome?
6. What was Frank's injury?

### Supporting Heroism

1. How did Frank handle the death of his buddies?
2. How was Frank wounded and how has it affected his life?
3. How costly was the rescue of the Texas Lost Battalion to the 442nd/100th? What would you say to the Texans after having your squad cut to pieces rescuing them?
4. What current issues would motivate you to "Go for Broke"?

### Return from War

1. How long did Frank's war injury last?
2. What does Frank do every Memorial Day and why?

### **Student Assignments and Follow-up Activities**

1. Write a letter to Frank and share your reactions to his story.
2. Write an essay about issues of heroism and courage contained in Frank's story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Frank as a news story and then offer a follow-up editorial statement about it.
5. Produce a play about Frank.
6. Host an assembly about Frank.
7. Take field trips to relevant museums that have exhibits on the 442nd/100th or a Nisei Veterans Hall.
8. Invite guest speakers to discuss the 442nd/100th.
9. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
10. View videos/movies about the 442nd/100th.
11. Analyze selected books about the forced incarceration and 442nd/100th.
12. Analyze the ironies of Japanese Americans volunteering from camps to fight for freedom in Europe.

### **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Frank?
- Heart: What emotions did you feel from learning about the facts?

- Hand: What actions are you going to take given the factual and emotional information you received?

## **CHAPTER 3: JIMMIE KANAYA**

### **Springboards for Discussion**

#### Incarceration

1. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
2. Where was Jimmie born?
3. Where did he live and spend most of his time before the war?
4. What happened to his father after Pearl Harbor?
5. Where was the family taken in April 1942 and why did the government incarcerate them?
6. What job did Jimmie have when the war broke out?
7. How did the government justify the incarceration and could this happen again?

#### Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. What rights does the US Constitution guarantee?
3. In your analysis, which constitutional rights were denied by the forced incarceration and why?

#### Racial Discrimination

1. Why did Executive Order 9066 have the greatest impact on Japanese and Japanese Americans and not Germans or Italians in America? Would you obey the order? If yes, why? And if no, why not?
2. What stereotypes did Jimmie have to deal with?
3. Why were Jimmie's parents not citizens? What national laws prevented them from becoming naturalized citizens?
4. Why was Jimmie not permitted to say goodbye to his parents at the temporary detention center?

#### Proving Loyalty

1. How did Jimmie get assigned to the 442nd?
2. What military battles did Jimmie participate in, what hardships did he encounter, and what hardships did he overcome?
3. How did Jimmie show his dedication to his wounded soldiers?

#### Supporting Heroism

1. What was Jimmie's military job?
2. What were Jimmie's thoughts about death?

3. Where were the German Prisoner of War (POW) camps Jimmie was in?
4. Describe the conditions of the POW camps and comment on the ironies of being a prisoner in Europe.
5. Describe Jimmie's escapes from the POW camps.
6. Describe how Jimmie survived the POW camps, both physically and mentally.
7. What are the duties of an Army medic?
8. What current issues would motivate you to "Go for Broke"?

#### Return from War

1. What career did Jimmie pursue after the war?
2. What were his medals, and what rank did he finally achieve?

#### **Student Assignments and Follow-up Activities**

1. Write a letter to Jimmie and share your reactions to his story.
2. Write an essay about issues of heroism and courage contained in Jimmie's story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Jimmie as a news story and then offer a follow-up editorial statement about it.
5. Create a Red Cross package meal for lunch and analyze its nutritional value.
6. Build a crystal radio set, use it and document the number of channels you receive.
7. Produce a play about Jimmie.
8. Host an assembly about Jimmie.
9. Take field trips to relevant museums that have exhibits on the 442nd/100<sup>th</sup> or a Nisei Veterans Hall.
10. Invite guest speakers to discuss the 442nd/100<sup>th</sup>.
11. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
12. View videos/movies about the 442nd/100<sup>th</sup>.
13. Analyze selected books about the forced incarceration and 442nd/100<sup>th</sup>.
14. Analyze the ironies of Japanese Americans volunteering from camps to fight for freedom in Europe.

#### **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Jimmie?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

## CHAPTER 4: ROY MATSUMOTO

### Springboards for Discussion

#### Incarceration

1. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
2. Where were Roy's parents from and why was that relevant as the war progressed?
3. Where was Roy born?
4. Why was he sent back to Japan?
5. What did Roy learn in Japan that helped his military career?
6. What happened to his parents after Pearl Harbor?
7. Because of the war, Roy's family was in Japan and America. What hardships did this split create?
8. How did the government justify the incarceration and could this happen again?

#### Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. What rights does the US Constitution guarantee?
3. In your analysis, which constitutional rights were denied by the forced incarceration and why?

#### Racial Discrimination

1. Why did Executive Order 9066 have the greatest impact on Japanese and Japanese Americans and not Germans or Italians in America? Would you obey the order? If yes, why? And if no, why not?
2. What stereotypes did Roy have to deal with?
3. Roy's heroism overcame a large amount of racial discrimination in the field. What were some of the things Roy did to save lives?

#### Proving Loyalty

1. Why did Roy volunteer for the Military Intelligence Service?
2. What were some of the dangers he faced in Burma that the 442nd/100th did not?
3. Who were the Merrill's Marauders and what was their assignment?
4. What duties did Roy perform that saved American lives?

#### Supporting Heroism

1. What did Roy say about his relationship with his buddies in Burma?
2. Would you consider Roy a war hero? Why or why not?
3. What current issues would motivate you to "Go for Broke"?

#### Return from War

1. What career did Roy pursue after the war?



## **Student Assignments and Follow-up Activities**

1. Write a letter to Roy and share your reactions to his story.
2. Write an essay about issues of heroism and courage contained in Roy's story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Roy as a news story and then offer a follow-up editorial statement about it.
5. Produce a play about Roy.
6. Host an assembly about Roy.
7. Take field trips to relevant museums that have exhibits on the MIS or a Nisei Veterans Hall.
8. Invite guest speakers to discuss the MIS.
9. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
10. View videos/movies about the MIS.
11. Analyze selected books about the forced incarceration and MIS.
12. Analyze the ironies of Japanese Americans volunteering from camps to fight for the US in Asia.

## **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Roy?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

## **CHAPTER 5: TOSH YASUTAKE**

### **Springboards for Discussion**

#### Incarceration

2. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
3. Why did Tosh's father immigrate to America?
4. Where did Tosh's father work before the war? Why was this ironic?
5. Where did Tosh live and spend most of his time?
6. What happened to his father after Pearl Harbor?
7. Where was the family taken in April 1942 and why did the government incarcerate them?
8. What was the attitude of the FBI when they came looking for Tosh's father? Why did they behave this way?
9. How did the forced incarceration affect Tosh's education?

10. What were the living conditions like for Tosh at the temporary incarceration center (Puyallup Assembly Center, referred to euphemistically as “Camp Harmony”)? What are your reactions to living under such conditions?
11. What job did Tosh have in the Minidoka concentration camp?
12. How did the government justify the incarceration and could this happen again?

### Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. What rights does the US Constitution guarantee?
3. In your analysis, which constitutional rights were denied by the forced incarceration and why?

### Racial Discrimination

1. Tosh’s father and many Japanese community leaders were taken shortly after Pearl Harbor. Why were German and German American and Italian and Italian American community leaders not taken at the same level?
2. What stereotypes did Tosh have to deal with?
3. Why were Tosh’s parents not citizens? What national laws prevented them from becoming naturalized citizens?
4. Why was there a Japantown in Seattle?
5. How was Tosh’s father able to purchase a house?
6. How did the alien land law restrict Japanese nationals in Washington State? What were the effects of the law?
7. Tosh’s neighbor, Freddy, in “Camp Harmony” said, “When I get big I want to be white. Being Japanese is too hard.” What did this mean?
8. What was segregation like in the South?

### Proving Loyalty

1. Would you volunteer from the concentration camp to pick sugar beets or potatoes and save the Idaho crops?
2. Why did Tosh volunteer for the 442nd?
3. Why did the minister hide Tosh and his sister in his car at Lordsburg, New Mexico?
4. What are the duties of an Army medic?
5. Would you have volunteered for the Army like Tosh if you did not pass the physical?
6. What military battles did Tosh fight in, what hardships did he encounter, and what hardships did he overcome?
7. What was Tosh’s injury?

### Supporting Heroism

1. What helped resolve the friction between the mainland and Hawaiian troops and built camaraderie among them?
2. What was Tosh’s military job?
3. What were Tosh’s thoughts about death?
4. What current issues would motivate you to “Go for Broke”?

### Return from War

1. How was Tosh wounded?
2. What career did Tosh pursue after the war?

### **Student Assignments and Follow-up Activities**

1. Write a letter to Tosh and share your reactions to his story.
2. Write an essay about issues of heroism and courage contained in Tosh's story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Tosh as a news story and then offer a follow-up editorial statement about it.
5. Produce a play about Tosh.
6. Host an assembly about Tosh.
7. Take field trips to relevant museums that have exhibits on the 442nd/100<sup>th</sup> or a Nisei Veterans Hall.
8. Invite guest speakers to discuss the 442nd/100<sup>th</sup>.
9. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
10. View videos/movies about the 442nd/100<sup>th</sup>.
11. Analyze selected books about the forced incarceration and 442nd/100<sup>th</sup>.
12. Analyze the ironies of Japanese Americans volunteering from camps to fight for freedom in Europe.

### **Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Tosh?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

## **CHAPTER 6: TURK SUZUKI**

### **Springboards for Discussion**

#### Incarceration

1. What was Executive Order 9066, what were the root causes of the order, and what were the outcomes of the order?
2. Where was Turk born?
3. Why was he called "Turk"?
4. Where did he live and spend most of his time before the war?
5. What happened to Turk's father after Pearl Harbor?
6. Where was the family taken in April 1942 and why did the government incarcerate them?

7. What were the living conditions like for Turk at the temporary incarceration center (Puyallup Assembly Center, referred to euphemistically as “Camp Harmony”)? What are your reactions to living under such conditions?
8. What job did Turk have in the Minidoka concentration camp?
9. How did the government justify the incarceration and could this happen again?

### Constitutional Rights

1. What government terms and euphemisms minimized the injustices?
2. What rights does the US Constitution guarantee?
3. In your analysis, which constitutional rights were denied by the forced incarceration and why?

### Racial Discrimination

1. Why did Executive Order 9066 have the greatest impact on Japanese and Japanese Americans and not Germans or Italians in America? Would you obey the order? If yes, why? And if no, why not?
2. What are the definitions of “racial discrimination” and “institutional racism” and how did they impact the Japanese and Japanese Americans before and after the war?
3. What stereotypes did Turk have to deal with?
4. Turk’s father and many Japanese community leaders were taken shortly after Pearl Harbor. Why were German and Italian community leaders not taken in the same numbers?
5. Why were Turk’s parents not citizens? Why was being a non-citizen significant especially in relation to the “loyalty oath”?
6. Why was there a Japantown in Seattle?
7. Would Turk and his family have grounds to fear for their safety after Pearl Harbor while living in Seattle? Why would they feel unsafe and/or safe living in Seattle?

### Proving Loyalty

1. Why did Turk volunteer for the 442nd? Why were they in segregated army units?
2. What military battles did Turk fight in, what hardships did he encounter, and what hardships did he overcome?
3. What was Turk’s injury?

### Supporting Heroism

1. What did Turk say about leaving his buddies? Discuss how being in a segregated unit may have contributed to camaraderie.
2. What current issues would motivate you to “Go For Broke”?

### Return from War

1. How did the GI Bill help Turk improve his life after the war?

### **Student Assignments and Follow-up Activities**

1. Write a letter to Turk and share your reactions to his story.

2. Write an essay about issues of heroism and courage contained in Turk's story.
3. Pack one suitcase and make a list of its contents that you would need for three years away from home. What did you pack and why? What did you leave behind?
4. Produce a short video about Turk as a news story and then offer a follow-up editorial statement about it.
5. Produce a play about Turk.
6. Host an assembly about Turk's story.
7. Take field trips to relevant museums that have exhibits on the 442nd/100<sup>th</sup> or a Nisei Veterans Hall.
8. Invite guest speakers to discuss the 442nd/100<sup>th</sup>.
9. Interview former incarcerated about their war experiences and veterans about volunteering from a concentration camp.
10. View videos/movies about the 442nd/100<sup>th</sup>.
11. Analyze selected books about the forced incarceration and 442nd/100<sup>th</sup>.
12. Analyze the ironies of Japanese Americans volunteering from camps to fight for freedom in Europe.

**Summative Evaluation: Three Hs**

- Head: What are the facts you learned about Turk?
- Heart: What emotions did you feel from learning about the facts?
- Hand: What actions are you going to take given the factual and emotional information you received?

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Author **Lawrence Matsuda**

Photo by Tara Gimmer

Lawrence Matsuda was born in the Minidoka, Idaho Concentration Camp during World War II.

He and his family were among the approximately 120,000 Japanese Americans and Japanese held without due process for approximately three years or more. Matsuda has a Ph.D. in education from the University of Washington and was: a secondary teacher, university counselor, state level administrator, school principal, assistant superintendent, educational consultant, and visiting professor at Seattle University (SU).

In 2005, he and two SU colleagues co-edited the book, *Community and difference: teaching, pluralism and social justice*, Peter Lang Publishing, New York. It won the 2006 National Association of Multicultural Education Philip Chinn Book Award. In July 2010, his book of poetry entitled, *A Cold Wind from Idaho*, was published by Black Lawrence Press in New York.

His poems appear in *Ambush Review*, *Raven Chronicles*, *New Orleans Review*, *Floating Bridge Review*, *Black Lawrence Press website*, *Poets Against the War website*, *Cerise Press*, *Nostalgia Magazine*, *Plumepoetry*, *Malpais Review*, *Zero Ducats*, *Surviving Minidoka* (book), *Meet Me at Higo* (book), *Minidoka: An American Concentration Camp* (book and photographs), *Tidepools Magazine*, and the *Seattle Journal for Social Justice*.

In addition, eight of his poems were the subject of a 60-minute dance presentation entitled, *Minidoka*, performed by Whitman College students in Walla Walla, Washington (2011).

His new book, *Glimpses of a Forever Foreigner*, published by CreateSpace was released in August 2014. It is collection of Matsuda's poetry and Roger Shimomura's art.



Artist ***Matt Sasaki***

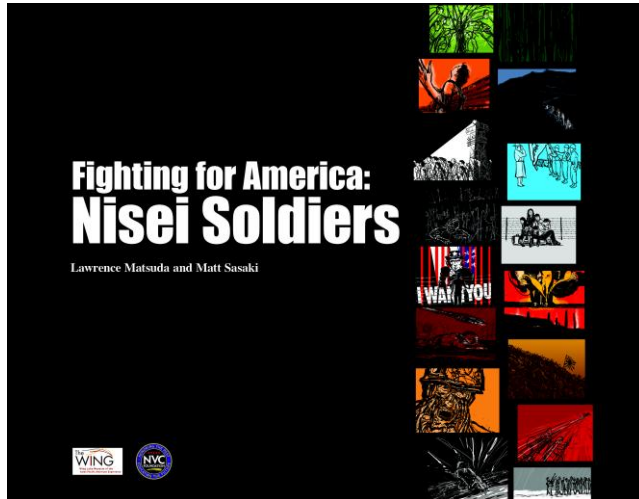
Matt Sasaki was born in Seattle, Washington, the only boy amongst three sisters. He and his siblings grew up in the neighborhood of Beacon Hill. His father was a pharmacist and mother a schoolteacher. As a child, Matt channeled his youthful energy into drawing bizarre characters and creating storylines for the little ballpoint pen books he created out of scraps of paper and staples. Soon little Matty discovered that if he did art projects for his teachers, he could get out of doing real schoolwork.

In his young adult years, Matt worked nights stocking shelves in a neighborhood grocery store while taking classes at the Art Institute of Seattle. After he graduated, he could not find work in the commercial art field, so he took classes in automobile collision repair and found a job in a local bodyshop. Later, Matt started painting signs. During this time, he went back to school to study digital art and computer graphics at the Lake Washington Institute of Technology.

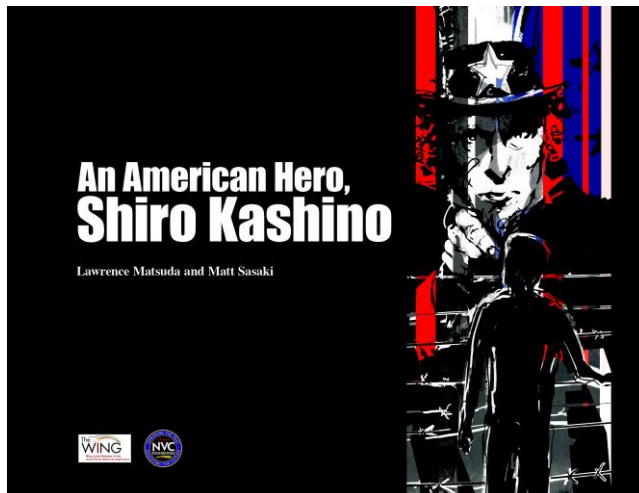
Matt lives with his wife, their serial killer cat and a very sweet old dog in a Zen-like home surrounded by a peaceful stand of tall evergreen trees north of Seattle.

Samples of his work can be found at: [mattsasaki.com](http://mattsasaki.com).

## Also Available



***Fighting for America: Nisei Soldiers***  
Full graphic novel



***An American Hero, Shiro Kashino***  
Stand-alone chapter