

# Teacher Edition



**THINKING NATION**

## Prompt

How did the forced relocation and internment of Japanese Americans during World War II impact their lives as both individuals and a community?

## Write the prompt in your own words

Having students write the prompt in their own words is a great way to ensure all students understand what the prompt is asking them to focus on in their essay.

# Japanese Internment During WWII

## Teacher Guide and Overview

### Common Core Standards

#### CCSS.ELA-LITERACY.RH.9-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

#### CCSS.ELA-LITERACY.RH.9-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

#### CCSS.ELA-LITERACY.WHST.9-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Targeted Historical Thinking Skill: Causation

Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.

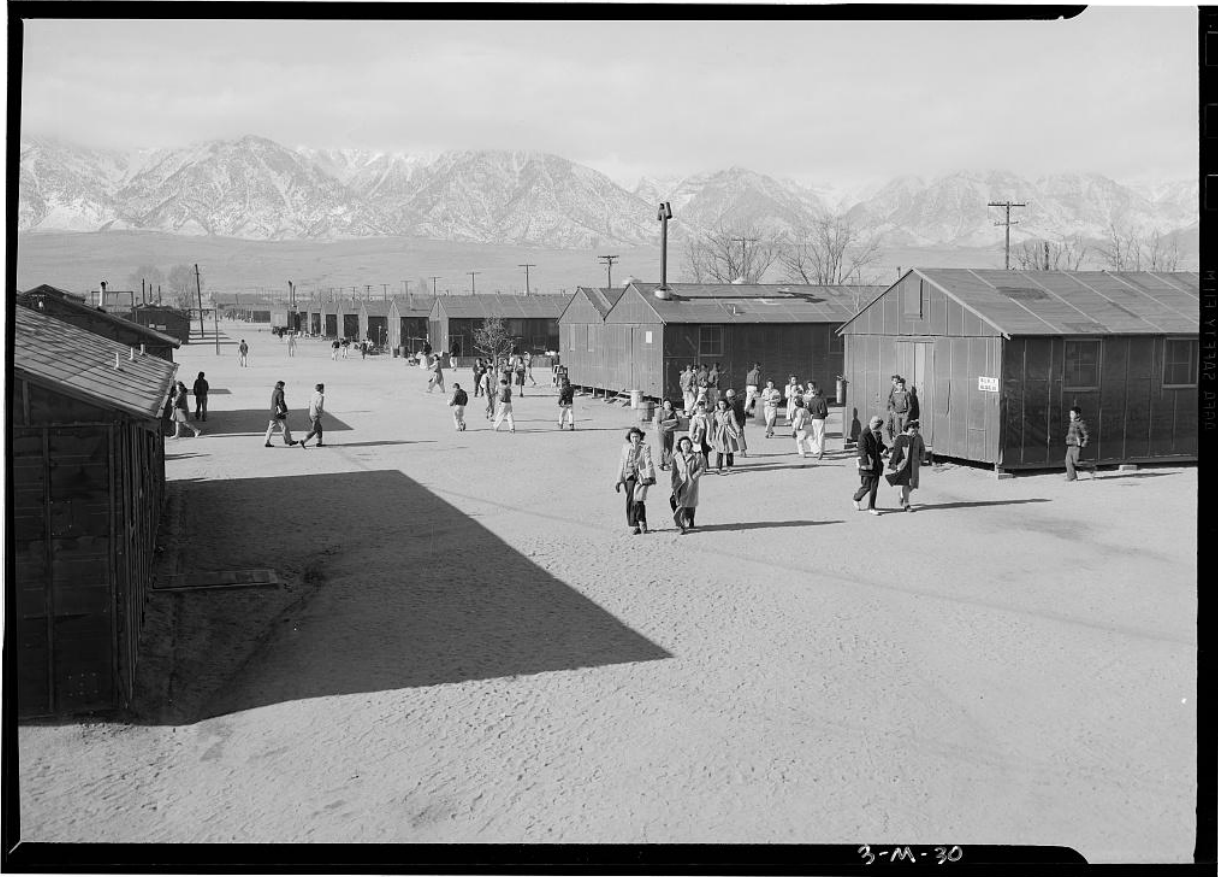
### Overview of Document-Based Question (DBQ)

This DBQ was developed with the aim of having students better understand the repercussions of the United States' choice to incarcerate Japanese Americans during World War II. The main purpose of this DBQ is for students to analyze the experiences of Japanese Americans who were forcefully relocated to internment camps in order to better understand the impact that such experiences had on the lives of both individuals and the Japanese American community more broadly. In understand this moment in history, students can rightfully acknowledge this painful breach in American democracy while also seeing the resiliency of the Japanese American community who did the best they could when put into such unjust circumstances. By analyzing the documents provided, students can make concrete claims about the impact this mass incarceration had on the Japanese American community during WWII. Document A is made up of two government documents. One is a poster that warns against Japanese co-workers and the other is the order that was posted in cities along the west coast that gave a week's notice till Japanese Americans were forcefully "evacuated." Document B shows four different pictures of Japanese-owned businesses closing in Little Tokyo, Los Angeles. Document C is a poem written by someone interned at Poston, Arizona. Document D is an open letter written by a women interned at Minidoka, Idaho to her friend in the outside world. Document E is a selection of questions that were asked on the "Loyalty Questionnaire" that all Japanese Americans 17 and up in internment camps had to fill out. Document F features four pictures that depict both the forced relocation and internment of Japanese Americans. Lastly, Document G allows for reflection and features an oral interview from 2003 of a man who was interned at Gila, Arizona.



# Japanese Internment During WWII

Suggested Timetable for this Document-Based Question  
(Based on a 55 minute class)




**Day 1:** Introduce the prompt and historical thinking skill for this DBQ. The thinking skill for this DBQ is Causation. Complete key vocabulary, brainstorm, relevant to today, and context sections.

**Day 2:** Read and analyze the documents, making annotations as needed on each document.

**Day 3:** Begin thesis creation, essay outline, and rough draft. Go over the rubric to ensure that students know what is required of the essay. If time allows, incorporate peer editing.

**Day 4:** Write the essay. Students can use this DBQ, notes, essay organizers, etc.

# Grading Rubric

Category	Criteria		Guide for Grading
<b>Thesis</b> (0-1 point) (CCSS RH.9-12.2; WHST.9-12.1a)	Clear thesis which makes a historically defensible claim.		Thesis must make a claim that clearly answers the prompt and can be defended; it may not be a simple restatement of the prompt.
<b>Purpose (0-2 points)</b> (CCSS RH.9-12.2; WHST.9-12.1)	2 points	Argument is maintained throughout paper by using logical and historical reasoning and analysis to connect the evidence to the argument.	The argument, supported by evidence and analysis, should be clear throughout the paper to earn 2 points.
	1 point	Argument is mostly maintained throughout paper.	If the argument is mostly clear, but unclear at times, one point is awarded.
	0 points	Argument is not maintained.	If no argument exists, or the argument is unclear, no points are awarded.
<b>Textual Evidence</b> (0-2 points) (CCSS RH.9-12.1; WHST.9-12.1)	2 points	All but 1 of available documents are used appropriately as relevant evidence (can be direct quotes or paraphrase) to support paper's argument using <i>at least one</i> of the key sourcing strategies for <i>at least one</i> of the documents.	2 points are awarded when all but 1 of available documents are used in relation to the argument presented in the paper using at least one of the key sourcing strategies for at least one of the documents: 1.) Explaining historical significance of source, 2.) Describing Author's credibility, point of view or purpose, or 3.) The source's audience, and 4.) situating the source in the broader historical context of the event it describes.
	1 point	All but 1 of available documents are used appropriately (can be direct quotes or paraphrase) but sourcing is unclear for <i>at least one</i> of the documents, OR more than half of documents are used.	If all but 1 of available documents are used in a way that connects to the argument but the sourcing strategies are not clearly visible for at least one of the documents, OR if more than half of documents are used (rather than all but 1) in connection to paper's purpose, one point is awarded.
	0 points	Less than half of documents are used in the paper.	If less than half of documents are used in the paper, no points will be awarded.
<b>Outside Evidence</b> (0-1 point) (CCSS RH.9-12.1; WHST.9-12.1b)	1 point for use of relevant historical evidence to support the argument that goes beyond the documents. This outside evidence should be included in the body paragraphs and/or conclusion.		To earn this point, this relevant evidence, used in the body paragraphs or conclusion, can come from the context essay or relevant to today sections. It can also be relevant historical evidence from the student's prior knowledge.
<b>Historical Thinking Skill:</b> <b>Contextualization</b> (0-1 point)	The historical context of the specific topic outlined in the DBQ task is accurately described in the introduction paragraph.		1 point is awarded when the specific topic outlined in the DBQ task is accurately situated in the broader historical context. This should be done in the introduction paragraph. Examples include: historical events, developments or processes that occurred before, during or after the topic. Information can come from the brainstorm box or context essay.
<b>Historical Thinking Skill:</b> <b>Causation</b> (0-2 points)	2 points	The causes (and/or effects) of the historical topic outlined in the DBQ task are accurately explained and their significance is assessed in order to identify the most significant causes (and/or effects).	2 points are awarded when multiple causes (and/or effects) are identified, their significance is assessed comparatively, and the complexity of the historical event, development, or process is articulated with nuance by describing which causes are most important and why.
	1 point	The causes (and/or effects) of the historical topic outlined in the DBQ task are explained.	If multiple causes (and/or effects) are presented with no distinction of significance, 1 point is awarded.
	0 points	Reader cannot identify causes (and/or effects) of the topic in paper <i>OR</i> the causes (and/or effects) are merely mentioned.	If only one or no cause is addressed, or there is no more than a mention of multiple causes, 0 points are awarded.
<b>Writing Mechanics</b> (0-1 points) (CCSS WHST.9-12.1b; WHST.9-12.4)	1 point	Writing style, spelling, and grammar errors are few if any and don't interfere with the paper's clarity.	1 point is awarded if writing conventions are adhered to. It is clear that student understands conventions such as spelling, grammar, and punctuation.
	0.5 points	Writing style, spelling, and grammar errors exist, and at times can interfere with the paper's clarity.	0.5 points are awarded if writing conventions are mostly adhered to but can at times interfere with the paper's clarity. In some instances, it is unclear if the student is aware of certain spelling, grammar, or punctuation conventions.
	0 points	Writing style, spelling, and grammar significantly inhibits the paper's clarity.	0 points are awarded if writing style prevents the paper from being clear to the reader.
<b>TOTAL:</b>	_____/10		

# Essay Outline (Sample)

## Thesis paragraph:

In 1982 a government commission asserted that “Executive Order 9066 was not justified by military necessity,” but was shaped by “race prejudice, war hysteria, and a failure of political leadership.” This acknowledgement, unfortunately, could not prevent the mass incarceration of Japanese Americans 40 years before, during World War II. Over the course of the war, 120,000 Japanese Americans were unconstitutionally detained and incarcerated at 10 internment camps within the United States. 70,000 of these internees were U.S. citizens. This stain on American democracy must be acknowledged in order to continue the Constitution's goal “to form a more perfect union.”

## Sample Thesis Statement

The forced relocation and internment of Japanese Americans during WWII impacted them as both individuals and a community by reinforcing unjust racial prejudices, causing them to lose their hard-earned possessions, and dehumanizing and demoralizing those who were incarcerated.

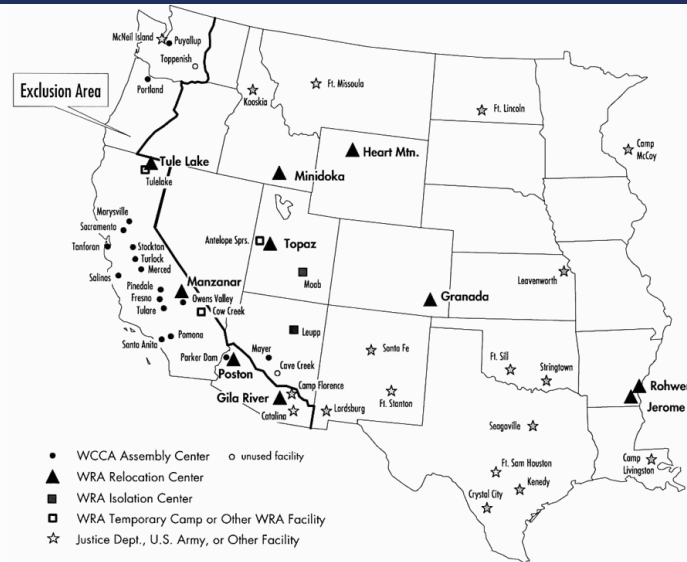
Topic 1:	Documents	Outside Information
Reinforcing racial prejudices	Doc A Doc D	Japan bombed Pearl Harbor on December 7, 1941. The next day, President Franklin D. Roosevelt declared war on Japan. On February 19, 1942, the president signed Executive Order 9066, which authorized the forced relocation and incarceration of roughly 120,000 Japanese Americans, 70,000 being U.S. citizens
Topic 2:	Documents	Outside Information
Causing the loss of hard-earned possessions	Doc A Doc B Doc F Doc G	Upon their release in 1945, the U.S. Government gave each internee a one-way ticket to a U.S. city of their choice and \$25 dollars. With this, they were expected to start their lives anew.
Topic 3:	Documents	Outside Information
Dehumanizing and demoralizing those who endured the internment camps	Doc A Doc C Doc D Doc E Doc G	In 1982 a government commission asserted that “Executive Order 9066 was not justified by military necessity,” but was shaped by “race prejudice, war hysteria, and a failure of political leadership.” Many worked at internment camps making \$12-\$19 dollars a month (compared to \$130-\$230 that male and female factory workers made during WWII)

## Conclusion (main ideas rephrased and overall conclusion of essay):

President Franklin D. Roosevelt called December 7, 1941 “a date which will live in infamy;” however, because of his policies, the next 4 years would live in infamy for American history. Due to fear and race prejudice, America thought itself justified to forcefully relocate and incarcerate 120,000 Japanese Americans. Deprived of their constitutional rights, this group of Americans were subjected to harsh racial prejudice, they lost their hard-earned possessions, and they were dehumanized and demoralized in ways that should never happen in “the land of the free and home of the brave.” Yet, they persisted. Knowing that fear is a powerful blinder that can cause us to treat people in inhumane ways, may we look to this moment in the past as an example to avoid as we navigate the tensions of the 21st century.



# Japanese Internment During WWII



## Optional Hook Activity

Fear can often be a blinder, getting in the way of us seeing reality. Have students consider ways in which fear can prevent us from seeing others how they should be seen. Students can create a list of either moments in their own lives or things they have seen in the community and country around them where individuals or groups are negatively impacted because of fear.

## What vocabulary should I know?

- |                                  |   |
|----------------------------------|---|
| 1. Executive Order 9066 <b>C</b> | A. First-generation Japanese immigrants who left Japan to move to the United States.  |
| 2. non-alien <b>E</b>            | B. The act of putting someone in a prison for political reasons or during a war.  |
| 3. internment <b>B</b>           | C. Issued by President Franklin D. Roosevelt on February 19, 1942, giving authorities the power to forcefully relocate persons from designated areas. |
| 4. Issei <b>A</b>                | D. Second-generation, U.S.-born children of Japanese parents.   |
| 5. Nisei <b>D</b>                | E. Temporary detention centers where Japanese Americans were held until more permanent camps could be built.  |
| 6. Assembly Center <b>E</b>      | F. Term used for American born persons of Japanese descent that avoids calling them citizens.   |





# Brainstorm: What do I already know?

Use this space to write down anything you already know about **WWII and the incarceration of Japanese Americans**. What was happening during this time? What people are significant and relevant?

## How is this relevant today?

Unfortunately, the racism that led to the mass incarceration of Japanese Americans during World War II still exists today. When the COVID-19 pandemic began in early 2020, so did a rise in anti-Asian sentiments and even hate crimes. With a similar mentality of fear and the pursuit of a scapegoat that occurred during WWII, people began to inflict blame on the AAPI community (Asian American Pacific Islander) for the virus because it originated in Wuhan, China. Regardless of their actual ancestry, Asian Americans across the country were discriminated against and sometimes even physically harmed. In fact, from March 2020-February 2021, there were almost 3,800 documented cases of hate crimes against Asian Americans in the United States. This was more than a 150% increase in hate crimes targeting the AAPI community over the previous year.

The attention to this racial discrimination was magnified on March 16, 2021, when a young white man shot and killed eight people at different salons in Atlanta, Georgia. Six of his victims were Asian women. AAPI groups across the country banded together to raise funds and support Asian-Americans who experienced hate crimes. Just one month later, on April 22, the U.S. Senate overwhelmingly passed the COVID-19 Hate Crimes Act (94-1). The House passed the Act on May 18 and President Joe Biden signed into law on May 20. The Act allows for the diversion of the Justice Department's resources to ensure the "expedited review" of any hate crimes related to COVID-19. Despite the surge anti-Asian crime, many groups and individuals are working together to overcome the bigotry that has too long of a history in the United States.

1. In what ways has anti-Asian hate both spread and been confronted in recent times?

**During the COVID-19 pandemic, many used the AAPI community as a scapegoat and hate crimes toward Asian Americans increased by 150%. However, after a tragic shooting that killed 6 Asian American women, communities across the countries banded together to confront this racism.**



# What is the context?

While anti-Japanese sentiment existed in the U.S. before World War II, it was exacerbated after Japan bombed Pearl Harbor on December 7, 1941. The next day, President Franklin D. Roosevelt declared war on Japan **(A)**.

Two months later, on February 19, 1942, the president signed Executive Order 9066, which authorized the forced relocation and incarceration of roughly 120,000 Japanese Americans, 70,000 being U.S. citizens **(B)**. This blatant disregard for the constitutional rights of Americans in the name of “national security” became a stain on America’s reputation as a democracy in the 20th century.

In fact, in 1982 a government commission asserted that “Executive Order 9066 was not justified by military necessity,” but was shaped by “race prejudice, war hysteria, and a failure of political leadership.” Six years later, the Civil Liberties Act of 1988 passed, granting each surviving internee \$20,000 as reparations for their wrongful incarceration by the government **(C)**.

When the U.S. government rounded up those of Japanese ancestry, they first sent them to assembly centers, only allowing people to take what they could carry. Many quickly sold their possessions for a fraction of their worth, or worse, lost everything they owned to theft once they left. For weeks or months, families stayed at these centers while the 10 more permanent “War Relocation Centers” were built in desolate areas scattered across the country **(D)**. Once mostly built, the incarcerated people were transported by train to their new barbed-wire enclosed, desolate communities where armed soldiers kept watch.

For the next three years, Japanese Americans made their homes in these internment camps. Families crowded into simple barracks, often filled with dust and without bathrooms. There were communal toilets, showers, and mess halls. Many worked, making \$12-\$19 dollars a month (compared to \$130-\$230 that male and female factory workers made during WWII) **(E)**

Upon their release in 1945, the U.S. Government gave each internee a one-way ticket to a U.S. city of their choice and \$25 dollars. With this, they were expected to start their lives anew **(F)**.

Even though there was not a single incident of sabotage found to be committed by Japanese Americans, this community endured unconstitutional detention during WWII. In this DBQ, analyze the documents that depict the experiences of Japanese Americans during this time to answer the prompt : **How did the forced relocation and internment of Japanese Americans during World War II impact their lives as both individuals and a community?**

**A.** When did the U.S. declare war on Japan? Why?  
**December 8, 1941 after Japan attacked Pearl harbor on December 7.**

**B.** What allowed for the mass incarceration of Japanese Americans? How many were incarcerated?

**Executive Order 9066, signed by President Franklin D. Roosevelt, authorized their incarceration. In total, 120,000 were incarcerated.**

**C.** What did the government conclude about Japanese internment in the 1980s? What were their next steps?  
**It was unconstitutional and shaped by “race prejudice, war hysteria, and a failure of political leadership.**

**D.** How many internment camps were in the U.S.?  
**10.**

**E.** Summarize some of the living experiences at internment camps.  
**The barracks were overcrowded, filled with dust, and bathroomless. Internees worked for little money.**

**F.** What were Japanese Americans given when released from internment camps?  
**A bus ticket to any American city of their choosing and \$25.**





## Prompt

How did the forced relocation and internment of Japanese Americans during World War II impact their lives as both individuals and a community?

### Targeted Historical Thinking Skill:

# CAUSATION

Thinking historically means considering why certain things happened and what effects occurred because of an event, development, or process. It also means recognizing that there are multiple causes of and multiple effects from any event, development, or process.

### Documents

Document A: (Left): War Production Board, “All the ear-marks of a sneaky Jap! Don't discuss your job!” 1942; (Right): Western Defense Command of the U.S. Army, “Instructions to All Persons of Japanese Ancestry,” 1942.

Document B: Clem Albers, Pictures of Japanese-owned businesses in Los Angeles before the owners were evacuated to Manzanar Relocation Center, April 1942.

Document C: “That Damned Fence,” anonymous poem from a Japanese American incarcerated at Poston Internment Camp in Arizona.

Document D: Kimi Tambara, “In This, Our Land,” *The Minidoka Irrigator*, December 25, 1942.

Document E: “Loyalty Questionnaire,” U.S. Government Selective Service System, 1943.

Document F: Clem Albers, pictures of the forced relocation of Japanese Americans, April 1942.

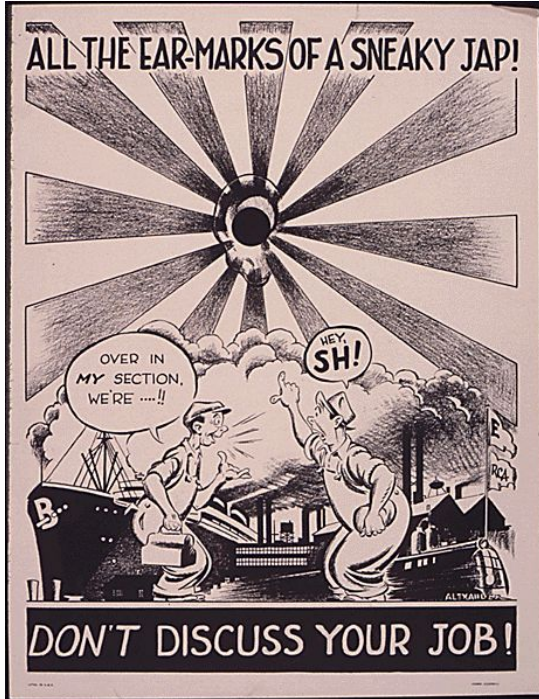
Document G: George Wakiji, “Interview by Evelyn Taylor,” on Mr. Wakiji’s family history and time spent in an internment camp during World War II, October 17, 2003.



# Document A

Source: (Left): War Production Board, “All the ear-marks of a sneaky Jap! Don't discuss your job!” 1942; (Right): Western Defense Command of the U.S. Army, “Instructions to All Persons of Japanese Ancestry,” 1942.

Note: Both of the documents below were created by the U.S. Government. The instructions on the right were reproduced in many cities when the government was preparing to intern Japanese Americans.



Presidio of San Francisco, California  
April 1, 1942

## INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

...All Japanese persons, both alien and non-alien, will be evacuated... by 12:00 o'clock noon Tuesday, April 7, 1942.

The Following Instructions Must Be Observed:

...

2. Evacuees must carry with them on departure for the Reception Center, the following property:

- Bedding and linens (no mattress) for each member of the family.
- Toilet articles for each member of the family.
- Extra clothing for each member of the family.
- Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family.
- Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions received at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

- Using both the poster and flyer instructions, describe the general sentiment of the U.S. Government toward Japanese Americans in 1942. Cite Evidence.

**There was clear racial prejudice, as evidence by the “sneaky Jap” language of the poster. Moreover, both documents reveal a severe mistrust of people with Japanese ancestry, where they are ostracized from their workplace and forced to “evacuate” from their homes, barely being able to bring any of their possessions.**

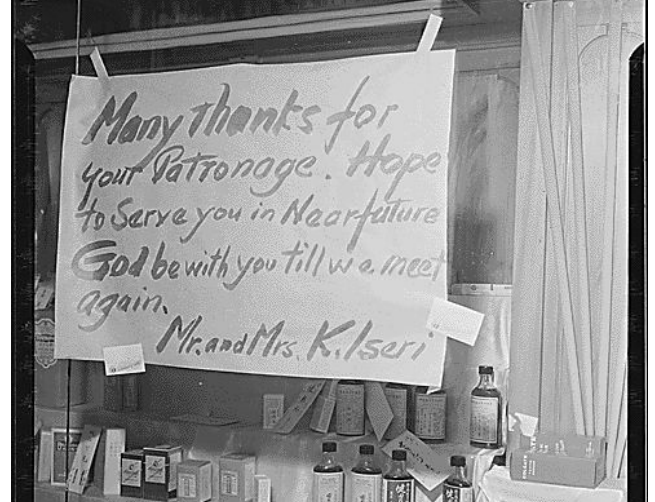
- Look over the “Instructions” flyer. How would these instructions impact Japanese Americans as both individuals and a community?

**By having to follow these instructions with only a week’s notice, entire lives and livelihoods were uprooted. Being able to take so little with them, many Japanese Americans would have lost their possessions, their community ties, their businesses, and so much more. The life that they built was taken from them.**



# Document B

Source: Clem Albers, Pictures of Japanese-owned businesses in Los Angeles before the owners were evacuated to Manzanar Relocation Center, April 1942.



1. What is happening in these pictures? Provide as many details as you can.

**Each of these stores are closing due to being forcefully relocated to internment camps. Two of the pictures advertise sales, where the owners surely tried to get any money they could before they left. The one on the top right advertises a thank you letter, with hopes of returning and the bottom left states “we won’t take it Owens Valley for U,” which was where Manzanar was. Businesses are trying to do whatever they can to properly close up their shops before their forced relocation.**

2. Using these pictures, how did the forced relocation and internment of Japanese Americans affect Japanese communities?

**It forced them to close down their businesses, sell off goods for less or no profit, and only hope that the businesses would be there when they returned. Since all of these pictures are from Little Tokyo, Los Angeles, it also demonstrates how the forced relocation and internment wiped out whole communities that had established themselves in cities.**



# Document C

Source: "That Damned Fence," anonymous poem from a Japanese American incarcerated at Poston Internment Camp in Arizona.

They've sunk the posts deep into the ground  
They've strung out wires all the way around.  
With machine gun nests just over there,  
And sentries and soldiers everywhere.  
We're trapped like rats in a wired cage,  
To fret and fume with impotent rage;  
Yonder whispers the lure of the night,  
But that DAMNED FENCE assails our sight...

With nowhere to go and nothing to do,  
We feed terrible, lonesome, and blue:  
That DAMNED FENCE is driving us crazy,  
Destroying our youth and making us lazy.

Imprisoned in here for a long, long time,  
We know we're punished—though we've committed no crime,  
Our thoughts are gloomy and enthusiasm damp,  
To be locked up in a concentration camp.

Loyalty we know, and patriotism we feel,  
To sacrifice our utmost was our ideal,  
To fight for our country, and die, perhaps;  
But we're here because we happen to be Japs.

We all love life, and our country best,  
Our misfortune to be here in the west,  
To keep us penned behind that DAMNED FENCE,  
Is someone's notion of NATIONAL DEFENCE!

[use this box to annotate the poem]

1. How does this poem describe life in the Poston Internment Camp? Cite evidence.

**Very grim. There are "wires all the way around," "machine gun nests," "soldiers everywhere." Psychologically, they feel "trapped like rats," "lonesome," and "crazy." Not only are they physically harmed by being trapped behind "that DAMNED FENCE," but it has had a psychological effect, giving them little hope.**

2. What does this poem reveal about how the internment of Japanese Americans impacted their lives as individuals and a community?

**It reveals just how damaging this unconstitutional incarceration was. "Though we've committed no crime," they are imprisoned only because of their ancestry. Despite them wanting to show their loyalty to America, they are treated like enemies behind a barbed wire fence. Internment would have made them lose hope in the American ideals of democracy and equality.**

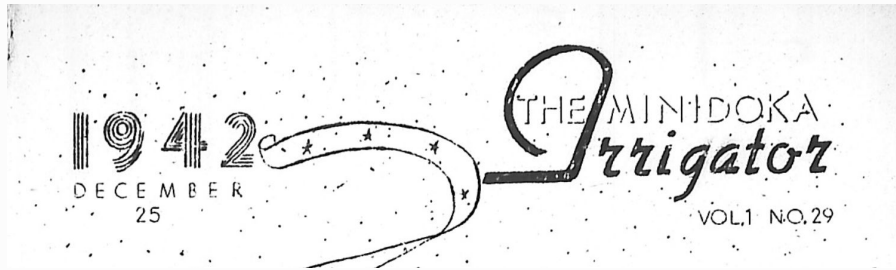




# Document D

Source: Kimi Tambara, "In This, Our Land," *The Minidoka Irrigator*, December 25, 1942.

Note: While incarcerated at the Minidoka Relocation Center in Idaho in Idaho, Kimi Tambara wrote this open letter in the camp's newspaper, to her friend, Jan.



Dear Jan,

...Christmas 1942, is drawing over nearer, and as the multitudes of twinkling stars march across the midnight sky, I thought of the other Christmases I enjoyed with you... The joyful voices of the carolers, the friendly bickering as to who was the best gift wrapper, and the family ritual of hanging up our stockings, these among other things I remember of that Christmas 1941.

Then another thought runs through my aching head, coincident with the crackling noise of firecrackers popping around Lower Chinatown, a low voice -- "You damn Jap-you! By gosh, the government should put every damn one of you in concentration camps"----I remember the cold shiver that ran up my spine, transforming the humid, warm air of a July night into the bitter cold of winter. You and I, Jan, tried to laugh it off, because it sounded ridiculous. The freedom of the life and liberty was so much a part of us that the idea of confinement had never occurred to us...

Jan, to one who has known no boundaries, no limits to bar one's restless foot, this life behind a fence is not a pleasant one, but nothing can be pleasant in these times, could it? I can now understand how an eagle feels when his wings are clipped and caged. Beyond the bars of his prison lies the wide expanse of clouds, the wide, wide, fields of brush and woods--limitless space for the pursuit of Life itself.

1. How did Kimi Tambara remember Christmas in 1941, before she was incarcerated at Minidoka?

**She remembered two different aspects of it. On one hand, she remembered "the joyful noises of the carolers," family rituals, and positive traditions. But on the other hand, she remembers the racism that began. Being told that the government should put her and other Japanese Americans "in concentration camps." It was the beginning of a new life, one marked by injustice and discrimination.**

2. What does Tambara's letter to her friend show us about how internment impacted the lives of Japanese Americans?

**In her last paragraph, she grieves that while she is "behind a fence," her friend knows "no boundaries." She feels like an eagle "when his wings are clipped and caged." Her hope for freedom is waning and there is an aura of depression in her tone.**



# Document E

Source: "Loyalty Questionnaire," U.S. Government Selective Service System, 1943.

Note: All residents of internment camps were obligated to fill out this form (slightly adapted for women and non-combat age men).

FORM APPROVED  
BUDGET BUREAU No. 33-R045-43

(LOCAL BOARD DATE STAMP WITH CODE)

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. \_\_\_\_\_  
(Surname) (English given name) (Japanese given name)

14. Foreign Travel (give dates, where, how, for whom, with whom, and reasons therfor):
16. Religion \_\_\_\_\_ Membership in religious groups \_\_\_\_\_
17. Membership in Organizations (clubs, societies, associations, etc.) Give name, kind of organization, and dates of membership.
18. Knowledge of Foreign Languages: Japanese (Good, Fair, Poor). Other: \_\_\_\_\_ (Good, Fair, Poor).
21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)?
22. Give details of any foreign investments.
24. List magazines and newspapers to which you have subscribed or have customarily read.
26. Have you ever applied for repatriation to Japan?
27. Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?
28. Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, to any other foreign government, power or organization?

1. Analyze at least two of the above questions. Why might the U.S. government ask such questions?

**Student answers will vary depending on which questions they choose to analyze. But there is a theme of distrust and racial prejudice in the tone of the questions.**

2. How does this form, and the fact that all Japanese Americans (17 and up) had to fill it out, reveal some of the impacts internment had on Japanese Americans?

**It reveals that there was clear government distrust of the 120,000 Japanese Americans who were interned. Despite many being born in the U.S. and U.S. citizens, the government discounted past loyalty and pressed them to reveal any aspects of their lives that could be seen as less than fully loyal. It probably made Japanese Americans feel less hope in the American experiment of Democracy and equality for all. They were clearly not seen as equal.**





# Document F

Source: Clem Albers, pictures of the forced relocation of Japanese Americans, April 1942.

Note: Scenes in clockwise order, beginning with top left: 1. Evacuees loading a train in Los Angeles destined for Manzanar; 2. Evacuees and their baggage at Salinas Assembly Center, a temporary housing before moving to the Relocation center; 3. A man on his cot in his barracks room at Manzanar; 4. Two Japanese farmers heading in for lunch at Manzanar.



1. What is happening in these pictures? Provide as many details as you can.  
**Japanese Americans are being transported to internment camps, settling in, or working at them. The top two pictures show the chaos of leaving everything they knew with only the possessions they could carry. The second picture also shows the barbed wire that surrounded the assembly center in Salinas, CA. The bottom two pictures show how crowded the barracks were, with just a little cot provided for the internees. The bottom right picture shows the constant military presence at the camps, where two farmers are passing an armed guard on their way to lunch.**
2. Using these pictures, how did the forced relocation and internment of Japanese Americans affect Japanese communities?  
**It uprooted their lives (top pictures), degraded their living situation, and questioned their loyalty and unjustly criminalized them.**



# Document G

Source: George Wakiji, “Interview by Evelyn Taylor,” on Mr. Wakiji’s family history and time spent in an internment camp during World War II, October 17, 2003.

Note: George Wakiji, from Pasadena, CA, was 13 years old when taken to the “Assembly Center” at Santa Anita Racetrack and then to an Arizona internment camp, where he lived from October 1942 to July 1945.

[After the Wakiji family learned they were being “evacuated”]: In the short time that we had to, we had to get rid of [my father’s nursery business] or find somebody to take care of it. And so, we found a man by the name of Mr. Macluan... [but] six months into our going into the camps, we received word from him that he no longer wanted to do it any longer... when we came back afterwards, in July of 1945... we learned that all the nursery stock was dead... Then the nursery portion, we had two glass houses... And anything like that was all in disarray, I mean it was in shambles...

[When going to the camp] We were allowed to take only what we could carry which amounted to about two suitcases... as far as the money, now a lot of people were dependent [on] a Japanese bank in Los Angeles or up and down the coast of San Francisco... And what happened immediately is the government impounded the money, so that no one could even get the money... There were some families that lost everything...

Well, in the camps now, Santa Anita was an unusual place. They had many people had to live in the horse stables. These were places where the racehorses were kept. So you can imagine what it smelled like... there’s still the smell of horse manure was there... [Then] We were sent to “Gila”, [Arizona]. The camp was called the Gila River Relocation Center and that’s a euphemism for I say “concentration camp” and that’s what it was, because we had barbed wire fences all around and then we had guard towers spaced periodically and there were soldiers there watching us all the time, and search, we had search lights going most of the time too you know to keep track of us...

1. How does George Wakiji describe life at the “assembly center” and “relocation center”? Cite evidence.

**Negatively. People lived in horse stables, with manure smells everywhere. There were barbed fences and guard towers around the Japanese Americans, with searchlights tracking their moves. He describes it like a prisoner would describe prison, despite having committed no crime.**

2. Cite at least three different examples from Wakiji’s interview that show how the forced relocation and internment of Japanese Americans affected their lives.

**1. His family lost their family nursery business contents. Their plants died and their structures were in shambles.**

**2. They lost many of their personal possessions and could not access their money which was frozen by the government.**

**3. They were treated like prisoners and dehumanized at both the assembly centers and internment camps.**

# DBQ Historical Thinking Skill Graphic Organizer: Causation

## Historical Causation

**Directions:** Label each effect. If possible, rank the secondary effects in order of importance (most important on top). Be sure to explain why you believe the primary effect is the most important.

**Historical Event (write the topic focus for this DBQ):**

**Primary Effect:**

**Rationale:**

**Secondary Effects:**

Documents:

Documents:

Documents: