Japanese in America: Citizens Without Rights

Purpose: To provide students with a brief history of Japanese immigration to America, their role in American society before WWII, and an introduction to the internment camps of Japanese Americans after the bombing of Pearl Harbor in order to prepare students for the reading of the novel *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston.

Class: *Minority Perspectives - Colerain High School - Cincinnati, Ohio*
This course attempts to give students a wider literary and cultural view of the world we live in. While traditional literature courses are obviously important for the literary foundation they have established, this course allows students to see where the written word has taken us in the modern period, and hopefully, inspires our students to tell their story too.

Level: *English Elective*
Open to any student who has successfully completed English I. Student abilities include Honors, Advanced, General, IEP, and Special Education.

Methods: 5 minutes Settle and Lesson Introduction
10 minutes Notes on key terms
30 minutes Historical Timeline (PowerPoint presentation with Images)
20 minutes Virtual Tour (Teacher guided Densho website tour)
15 minutes Self Tour (Students explore Densho Civil Rights)
10 minutes Journal Writing

Assessment: Completion grade for notes
Compose questions students will answer during Self Tour
Journal grade for addressing all 5 questions in thoughtful manner

Length: 90 minutes - Block Scheduling

Materials: Pens
Paper
Computer Lab
Smart board
PowerPoint/LCD
Journals
Novels
**Ohio Standards:**

**Reading Process:**
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

**Reading Applications:**
1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.

**Writing Process:**
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

**Writing Applications:**
2. Write responses to literature that: a. advance a judgment that is interpretative, analytical, evaluative or reflective; b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and f. provide a sense of closure to the writing.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

**Research Standard:**
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.
Notes: Key Terms for Students to Write in their Notes
*Issei
*Nisei
*Sansei
*Emigration
*Immigration
*Internment

PowerPoint: Historical Timeline (Will provide students with copy after slideshow)

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Heian Era</td>
<td>800-1200</td>
<td>Golden Age, very organized</td>
</tr>
<tr>
<td>Tokugawa</td>
<td>1600s</td>
<td>Shogun Time, era of seclusion</td>
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<tr>
<td>Perry's Blackship</td>
<td>1853-54</td>
<td>Manifest Destiny, forces Japan open</td>
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<tr>
<td>Revolution</td>
<td>1860s</td>
<td>US Civil War, Japan Boshin War</td>
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<tr>
<td>14th Amendment</td>
<td>1868</td>
<td>US born, means citizenship</td>
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<tr>
<td>Meiji</td>
<td>1870-1890</td>
<td>Modernization, westernization</td>
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<tr>
<td>Immigration</td>
<td>1880-1900</td>
<td>Angel Island, development of west coast</td>
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<tr>
<td>Immigration Act</td>
<td>1924</td>
<td>US closes gates, Asians ineligible for naturalization</td>
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<tr>
<td>Great Depression</td>
<td>1930s</td>
<td>Economic Loss, heightens immigrant hatred</td>
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<tr>
<td>JACL</td>
<td>1930s</td>
<td>Nisei, defend right to citizenship</td>
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<tr>
<td>Pearl Harbor</td>
<td>1941</td>
<td>Surprise Attack, draws US into WWII</td>
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<tr>
<td>9066</td>
<td>1942</td>
<td>Assembly, bans Japanese from west</td>
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<tr>
<td>Camps Closed</td>
<td>1945</td>
<td>One Way Ticket, encouraged not to return to home</td>
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Tour: Students will have a teacher guided tour of the Densho website in order for them to see and hear the assembly and internment camp experience through the images and voices of Japanese Americans who lived through the experience. Students should make inferences and deductions while considering the following questions to be addressed in their journal:

1. What makes a person a citizen of the US?
2. So, were the Japanese actually American citizens?
   Be sure to think about the Issei, Nisei, and Sansei.
3. Was it appropriate to relocate citizens for the “protection” of the US?
4. How long has your family been in the US? Why did they come here?
5. What if your family was relocated to an internment camp because of your heritage?
Outline:

I. Sites of Shame Link (Teacher Guided)
   A. Read More
      1. Background
      2. Immigration
      3. Arrest
      4. Mass Removal
      5. Dispersal
      6. Disloyals
      7. End of Exclusion
      8. Government Apology
   B. Yasutake Story
      1. FBI Raid
      2. Forced to Leave
      3. Life at Minidoka
      4. Break Up of the Family
      5. Visiting Father
      6. A Different Kind of Camp
      7. Looking Back, Moving Forward

II. Civil Rights and Incarceration (Students at Own Pace)
   A. Immigrants and Civil Rights
   B. Prelude to Incarceration
   C. Incarceration Years
   D. Question of Loyalty
   E. Legacies: Redress