

TITLE

JAPANESE-AMERICAN EXPERIENCE OF WWII IN AMERICA AND VIRGINIA

⋮ THESE LESSONS MAY BE USED INDEPENDENTLY OR AS ONE CONTINUOUS UNIT

TOPIC: World War 2: Homefront - Japanese American Incarceration

STANDARDS: Virginia Standard(2015): USII. The student will apply social science skills to understand the major causes and effects of American involvement in World II by
7.a) explaining the causes and events that led to American involvement in the war, including the attack on Pearl Harbor
7.c) explaining and evaluating the impact of the war on the home front.

OBJECTIVES:

- Students will learn about the attack on Pearl Harbor by Japan, bringing the US into WWII
- Students will learn about the Japanese and Japanese American Incarceration in the United States
- Students will examine the treatment of Japanese and Japanese Americans in Virginia prior to and during WWII

ESSENTIAL QUESTIONS:

- What does it mean to be an American?
- What does it mean to be white?
- What is justice and who decides when it has occurred?

VOCABULARY:

- Issei ("first generation") is a Japanese-language term used by ethnic Japanese in countries in North America and South America to specify the Japanese people who were the first generation to immigrate there. The character and uniqueness of the Issei is recognized in its social history.
- Nisei ("second generation") is a Japanese language term used in countries in North America and South America to specify the ethnically Japanese children born in the new country to Japanese-born immigrants (who are called Issei).
- Incarceration: the state of being confined in prison; imprisonment
- Due Process: concerns the procedures that the government must follow before it deprives an individual of life, liberty, or property. Typically, due process ordinarily entailed a jury trial.

⋮ **CREDIT AUTHOR AND CONTACT:** Lynn Moore

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BACKGROUND/CONTEXT:

This lesson assumes that students have a general knowledge of WWII participants and aims including the United States neutrality up to December 1941. Students should also have a general knowledge of the United States' long record of discrimination and policies against Asians, such as the Gold Rush, the Chinese Exclusion Act of 1882, and the role of Chinese labor in building transcontinental railroads. Students should also have an understanding of Virginia's history of segregation and separation based on race and Jim Crow. If these topics have not been covered, see these documents prior to this unit:

- [1790 Naturalization Act](#)- "free white persons"
- [Chinese Exclusion Act 1882](#)
- [1913 Alien Land Laws](#)- preventing aliens that were barred from becoming citizens from owning land
- [1921 "Act to limit the immigration of aliens into the United States."](#) (page 33)
- [Immigration Act of 1924](#)- excluding Japanese immigrants for the first time
- [1924 Virginia Racial Integrity Act](#)- to protect whiteness against race-mixing and intermarriage

The first lessons examine the national response to Pearl Harbor including racism directed at Japanese Americans, and events such as Executive Order 9066, Exclusion Acts, arrests and detainment, and Japanese American incarceration. In the latter part of the unit, students will examine local Japanese American experiences post-Pearl Harbor, in Virginia. Finally, students will

VOCABULARY: consider the aftermath, both in Virginia and nationally.

LESSON PLANS:

Students will be provided with an [evidence log](#) that organizes their thinking throughout the unit. These logs collect their thinking and evidence for use in the culminating unit project.

DAYS 1 & 2:

- Begin unit with an anticipation guide: Students are given a graphic organizer to address their opinion of questions such as, "After a community has been through a time of conflict or violence, it is better for everyone to move on and forget the crimes or hardships of the past."
- Review with students the past racist views of Asians in the United States, with examples of the Chinese exclusion and treatment in California.
- Students will learn about Pearl Harbor and the immediate impact to Japanese Americans nationally.
- Students will analyze Executive Order 9066 -- particularly the first two paragraphs
- [Video of interview](#) - as a student "you people bombed Pearl Harbor"
- Slideshow (there are many slides included -teachers can select which to use, if necessary in the interests of time) students will analyze images, photographs, and quotes breakdown as follows:
 - On slide #4, have students complete image analysis. Have students consider and journal about what it means

DAYS 1 & 2:

to be American- why did the store owner feel the need to post that sign?

- Slides #6 & 7, use as a compare and contrast- #6 is a photo taken by WRA, #7 is a sketch created by an incarcerated person- notice the differences in perspectives Slides #8 & 9, together to foster critical thinking of photos, #8 is taken by WRA, slide #9 is a quote that explains what may or may not be happening in the photo #8

- Slide #10, Henry Sugimoto, artist painted his experience in the incarceration facility, Have students examine painting closely with the strategy Crop It. As students examine, they reply to prompts in their Social Studies journals:

Identify a part of the painting that first caught your eye

Identify a part of the painting that shows what the painting is about. Identify a part of the painting that shows a problem or dilemma.

- Slides #11-20 are Dorothea Lange photos and quotes from incarcerated persons: there are several possibilities/strategies that could be used with these photos:

- Big Paper: Building a Silent Conversation- groups
- Color, Symbol, Image- groups or individuals

One of the images can be used in a See, Think, Wonder as a whole class

Independently, have students explore map of facilities in US- have students record in their journals their observations of the map, such as:

- What do you think of the title?
- Why are most of the orange dots on the West Coast? What is something that surprises you?

• At the end of the period(s), give students time to record in their evidence logs.

DAY 3:

• Students will examine and reflect on the [Orange Story](#).

• Teachers may choose to do this as a whole class, have students complete the entire journey independently, or break it into chapters.

• The [learning activity](#) for the Orange Story is for students [to create a headline](#) incorporating all of the documents on the website. This should synthesize all of the information they encountered on the website. It must be original, students may not use a title or headline from the website.

DAY 4

Students will analyze the experience of Japanese Americans in Virginia. To analyze Japanese Americans in Virginia versus nationally, we need to look at this community in Virginia prior to Pearl Harbor. Students will then investigate the Japanese American experience in Virginia during WWII and compare it to the national hysteria.

- [Introduce 1924 Virginia Racial Integrity Act](#)
- Have students complete a [document analysis](#)
- Then bring class together to discuss the meaning of this document for groups of people in Virginia at the time. Students may make predictions on what this meant for Asian Americans in Virginia. Can we infer social conditions based on this document?
- Asian population in Virginia in the early twentieth century-- students examine [table of population 1900-1950](#)- students should observe the trends of the # before, during, and after the war years- what do these numbers mean in the context of the 1924 Racial Integrity Act?
- Use Census tables from Emma Ito's [appendix](#). To examine the population of Japanese Americans in Virginia. With this resource, students are examining all information: gender, age, occupations, marital status, city of residence. Within pairs or groups, students analyze across the decades - do you see the same people? Look for odd pieces of information (such as W marked and then JP written, or a Japanese man married to white woman) (Note that updated research indicates that 74 Japanese people lived in Va. in 1940).
- This lesson is a chance for students to peruse data and draw some conclusions that may or may not be verified later

DAY 5

Introduce students to the work of historian, Emma Ito. Using her [2017 thesis](#), highlight the work of an historian. As Ito researched the historiography of Japanese Americans in the United States during WWII, she discovered a significant gap in the research of Japanese Americans in the South and in Virginia's history. Her work exposed this hidden history to bring to light the stories of Japanese and Japanese Americans living in Virginia prior to and during the mass incarceration.

In this lesson, students will walk through the experiences prior to Pearl Harbor in order to understand how Japanese people were viewed in Virginia up to that point.

- Using pages 40-49, students will [Jigsaw Chunk](#) a section of the text- encompassing the story of one person with each group. Students in groups will be given a person to read about from Ito's paper and then summarize the reading in ten words or less. The stories of Fukuoka, Ogawa, Matsu, Yamasaki, Shintaro, Nitobe, Ikado, and Homestead Springs will be featured. (photo of [Tokukichiro Abe](#))
 - This activity should take about 10-15 minutes and then students will change groups and share their story with others.
 - Then the class comes together to discuss findings. Students should realize patterns of religion and education levels and also how the people in their stories were being treated as "white". (whiteness as "performance")
 - Next, students learn about marriages at the time using pages 49-52 in Ito's work
- Remind students of the impact of the [1924 Virginia Racial Integrity Act](#)- review regulation Students examine a [marriage license](#), particularly noticing the sentence at the bottom in reference to the 1924 Act
- Read aloud to class as students follow along- pages 49-52 from thesis

DAY 5 (CONTINUE)

Then show students the article about going to [Baltimore for a marriage license](#)- what can we infer from this? How does it complicate our understanding so far?

- Have students process information from today through journaling in social studies journals. Students could free-write or respond to a prompt such as: Thinking about all we learned today, what do you think the status of Japanese American people in Virginia was before Pearl Harbor? How were they viewed in society and how were they treated? Why do you think so?
- This is also a good time for students to record documents in their evidence logs.

DAY 6

Today's lesson will focus on the immediate reaction in Virginia to the Pearl Harbor attack. (still gathering sources for this lesson)

- Students will [gallery walk](#) through multiple newspapers from Virginia dated December 7, 1941- this is a silent, reflective activity that allows students to read, think, and write comments about what they think. Students will have a graphic organizer to use as they walk
- [News Article Analysis](#) is an effective approach for this walk

Bring class back together to discuss their findings- how was the news received in Virginia? Do you think there were immediate repercussions? How would these articles make Virginians feel at the moment? (emphasis the feeling of fear people must have felt- not knowing what was coming next- then to have the media add to that fear with reports, what could the result be?)

- (I hope to have a radio broadcast as well for students to listen to- visiting library soon to explore)
- Students will process how this event could change Virginia's treatment of Japanese Americans.

DAY 7

Students will explore Virginia's reaction to Pearl Harbor on a local level with primary sources.

- [Two Japanese Taken in Suffolk](#)
- Norfolk men arrested December
- Article from [Virginia Star](#) - December 18, 1941
- Newspaper article from Highland Recorder about [Homestead](#) January 9, 1942
- [Rappahannock Record](#) January 29, 1942

Photos:

- Students explore [photos from arrests](#) in Norfolk, Va.
- With this exercise, use the [Analyzing Images](#) teaching strategy- whole class, one photo at a time (or pick only one photo if time dictates). This strategy allows students time to slowly analyze photos in detail
- Note: it is important students realize the dates on these photos of the arrests- consider how they were able to arrest people so quickly after Pearl Harbor Sum up the learning with a [slideshow](#) using thesis work pages 58-72. Evidence logs

DAY 8:

Students will consider what life would have been like immediately upon release from incarceration through historical fiction.

- The short film: [Tadaima gives](#) a glimpse of the impact of returning to previous home And consider long- term effects of incarceration on individuals and families:

- [Regina's film](#) 50 minutes in total length

Students watch as a whole class, using the strategy of [Close Viewing Protocol](#) with the [worksheet](#).

Give students access on Canvas to the [article about Regina's quest](#).

As an activity to allow students to emotionally process everything they have encountered over the past two weeks, the activity [Graffiti Board](#) is powerful and can be a springboard for further discussion at a later time.

- Evidence logs

DAYS 9 & 10:

[Virtual Field](#) Trip to Japanese American National Museum [Interview with Emma](#) Ito through zoom

Students will submit questions prior to scheduled time for Emma to address, with a brief time period after for questions too.

- Have students return to their Anticipation guides and use another color to circle their opinions at this time. Have they changed their opinions? Why?