

Lesson Title: Japanese Internment Camp in Poston, Arizona

Contributors

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Overview

After being introduced to the events surrounding the internment of Japanese-Americans in a study entitled, "Prelude to World War II" students will be introduced to the local reality of an interment camp in Poston, Arizona.

Recommended Grade Level

Grades 7-8

Time Required

3-5 Class Periods

Objectives

- Analyze the effects of the bombing of Pearl Harbor on Americans at home.
- Analyze the effects of the bombing of Pearl Harbor on Japanese Americans.
- Analyze the effects of the creation of the Internment Camp near Poston, Arizona.

Materials/ Teacher Preparation

- Photographs from Arizona Memory Project <http://azmemory.lib.az.us/> for primary source research and exploration for students to visualize the time period and the people involved.
- Students use a lesson guide (see appendices) to analyze the photographs to record observations.
- Pencils and paper are needed to record responses during Anticipatory Set and the Cooperative Learning Exercise.
- Computer with internet access.

Curriculum Standards

Social Studies Standard for Seventh Grade Arizona Department of Education

Strand 1: American History

Concept 1: Research Skills for History

PO 2. Interpret historical data displayed in graphs, tables, and charts.

PO 3. - Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied

Concept 8: Great Depression and World War II

PO 4. Describe how Pearl Harbor led to United States involvements in World War II.
What Americans did at home during World War II.

Strand 2: World History

Concept 9: Contemporary World

PO: 2 Identify the connection between current and historical events and issues identified in Concept 8 above using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

PO 3. Analyze how world events of the late 20th century and early 21st century affected, and continue to affect, the social, political, geographic, and economic climate of the world.

Strand 3: Civics/Government

Concept 1: Foundations of Government

PO 2. Analyze Arizona's history during the 1940's:

Strand 4: Geography

Concept 2: Places and Regions

PO 1. Describe the human and physical characteristics of places and regions.

PO 3. Compare the historical and contemporary interactions among people in different places and regions.

Concept 4: Human Systems

PO 2. Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.

Concept 6: Geographic Applications

PO 2. Describe how environments influence living conditions.

Procedures

1. Anticipatory Set:

Imagine that the government instructed you and your family to pack your bags and prepare to be transported next week to a camp for you and your relatives. Your parents or guardians have only one week to rent your home and find someone to run your family business. Ask students, "How would you react to such an instruction? What would you pack in your suitcase and backpack?"

2. Students respond to the questions in a 2-3 minute written response.

3. Students share responses with 3 neighbors and select the best response to possibly be shared with class.

4. Teacher shares the best responses with class.

5. Teacher asks, "What's the connection, or similarity between the imaginary situation we just discussed and what we are studying in history?" Teacher will help students understand the analogy.

6. Teacher will read "**America's Past and Promise**" Chapter 29:3 "Japanese Americans". See Appendix A for handout.

7. Teacher will introduce "Kenji" from the CD "The Rising Tied" by the artist "Fort Minor". Download for free at <http://www.last.fm/music/Fort+Minor/+Kenji> If it is not possible to download music see printed lyrics in Appendix D.

8. Where is Poston Internment Camp?

Using <http://www.googleearth.com> take a trip to Poston, Arizona.

- Download free googleearth.com program
- Type Poston, AZ in search window
- Investigate its isolated, rural location.
- Discuss the geography of the region.
- Click on blue bubble titled Poston, AZ for Wikipedia hotlink
- Click on hotlinked Poston War Location Center
http://en.wikipedia.org/wiki/Poston_War_Relocation_Center

9. <http://azmemory.lib.az.us/> Go to "Collection Directory" and "Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona. Scroll down to "Poston Vital Statistics" and read information to class.

10. Teacher explains **Kiss: Cooperative Group Activity** specifically how students will be reading and writing about primary source photographs in cooperative groups. Explain Cooperative Group rules and roles: (Distribute Appendix B copies to students.)

KISS: Cooperative Group Rules

- Keep in your group (remain physically & mentally with your team; do not leave your group).**
- Include everyone (make sure everyone is contributing to the team; everyone should be talking about the topic and fulfilling a job).**
- Share (each person should give answers, ask questions, solve problems, share ideas).**
- Talk quietly so that only your team members, sixteen inches away or closer, hear you.**

Cooperative Group Roles

Captain: It is your job to keep your team focused, quiet, and on-task; show leadership. Enforce the KISS rules. Help find answers. Provide the recorder with answers, ideas.

Reader: It is your job to read the questions and the packet in a quiet but expressive voice. Read slowly & clearly. Help find answers. Provide the recorder with answers, ideas.

Recorder: It is your job to write the team's answers in ink in complete sentences on a separate sheet of paper. Write what you and your captain and your reader feel is a good answer to each question. Develop your answers using specific details from the text.

Using the Smart Board or an overhead projector, the teacher shows students assigned groups. (Groups should be thoughtfully prepared with each group having one strong reader and a mix of students of different abilities and personalities.)

Teacher will instruct recorders to get out paper and pen and readers to pick up the assignment. Announce that groups have twenty-five minutes to complete the assignment.

11. Reading an Image: Photo Analysis

<http://azmemory.lib.az.us/> Go to “Collection Directory” and “Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.” Scroll down to “Photos” and select several for the class to look at.

Suggested Photographs by title:

1. Children swimming and playing at Japanese internment camp in Poston, AZ. Image JRC-AMP-98-1574.jpg
2. Strangers in a Strange Land. Image JRC-AMP-002.jpg
3. Street Scape 1. Image JRC-AMP-01002.jpg
4. Shave and a Haircut. Image JRC-AMP-019.jpg
5. Bus Station. Image JRC-AMP-020.jpg
6. Cranes. Image JRC-AMP-030.jpg
7. Family and Friends. Image JRC-AMP-036.jpg
8. School Girls. Image JRC-AMP-077.jpg
9. Family. Image JRC-AMP-081.jpg
10. Girl Scouts II. Image JRC-AMP-099.jpg
11. Eleanor Roosevelt I. Image JRC-AMP-124.jpg

Cooperative Group Assignment: (See Appendix C for copies)

1. Carefully Study the entire photograph. When do you think it was taken?
2. Divide the photograph into four parts and study each section, look for details.
3. Create a chart to list people, objects, buildings, landscape and activities.
4. Based on what you observe in the photo, list three things you might infer from this photograph.
5. List two things in this photograph that tell you about life in the United States at the time.
6. Why did the photographer take this picture?
7. What does this photograph tell you about the economic, political, social or cultural events of the time?
8. List two questions this photograph raises in your mind.
9. In one well written sentence explain what your group learned today.

Assessment

How did the individuals in your group function as a cooperative group? Please rate yourselves using the scale below, and then write a good sentence or two which explains your point rating using specific details.

5= Dream Team...we kept in our group, included everyone, shared answers, spoke in sixteen inch voices, stayed on task, and completed the assignment in time.

3= In Between Team...we followed the KISS rules most of the time, but NOT ALL of the time. We did a pretty good job working with one another, but we could have done a better job staying on task and working as a team.

0= Team in Turmoil...we did not stay in our group, include everyone, share answers, or speak in sixteen inch voices. Because of our poor group skills, our team struggled to complete the assignment accurately in the allotted time.

Evaluation and Extension

Language Arts Connection

Kadahota, Cynthia. *Weedflower*. New York: Atheneum Books for Young Reader, 2006. Use

<http://onebookaz.org/kids/toolkits.cfm> for the Weedflower toolkit and curriculum guide.

Houston, Jeanne Wakatsuki. *Farewell to Manzanar*. Boston, Houghton Mifflin, 2002.

Uchido, Yoshiko. *Bracelet*. New York: Philomel, 1993.

Oppenheim, Joanne. *Dear Miss Breed*. New York: Scholastic Nonfiction, 2006

Mochizuki, Ken. *Baseball Saved Us*. New York: Lee & Low, 1993.

Art Connection: Students create origami, pottery, silk painting, ikebana, flower decorating and other Japanese art work or craft. Field trip to Phoenix Art Museum: Japanese Art Exhibit

Science Connection: The book, *Weedflower* by Cynthia Kadahota, deals with the Japanese interned at Poston, a Japanese girl relations with young Native American, comparing their situations and the Japanese love of flowers and raising flowers. Students take field trip tour to the Japanese Flower Garden at Margaret T. Hance Memorial Park, Phoenix, AZ.

Social Studies Connections: Students attend a *Matsuri* Festival at Heritage Square in Phoenix in February. Students could attend on their own during the week or weekend and tell what they have learned about the customs, food, and culture. Students view documentary footage.

Sources Used

Borkowski, Marybeth. *Cooperative Group Learning Exercise*, 2006.

Bus Station. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-020, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=106&REC=20

The Cost of Freedom: Civil Liberties, Security and the USA PATRIOT Act examines the history of civil liberties during wartime and the controversial USA PATRIOT Act which was passed in October of 2001. 56:17 min. 2004. United Learning. Video recording. <http://www.unitedstreaming.com>

Cranes. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-030, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=117&REC=30

Eleanor Roosevelt I. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-124, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=81&REC=4

Family. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-081, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=39&REC=1

Family and Friends. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-036, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=122&REC=1

Fort Minor. "Kenji" by Mike Shinoda. *The Rising Tied*. Warner Brothers, 2005.

http://www.last.fm/music/Fort+Minor/_/Kenji

Girl Scouts II. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-099, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=57&REC=20

Google Earth: <http://www.googleearth.com>

Mason, Lorna. *America's Past and Promise*. Evanston, Illinois: McDougal Littell/Houghton Mifflin Company, 1997.

Museum of Broadcast Communications. *Noonbreak: Pearl Harbor*. CBS reporters Lee Phillip and Bob Wallace talk with William Horri, who spent time in a Japanese-American internment camp during World War II. Contains primary source footage. 12:20 min. 1978. United Learning. Video recording.

Museum of Broadcast Communications. *Portrait of America*. NBC reporter Norm Barry interviews a Japanese-American family in their Chicago home about the time they spent in an internment camp during World War II. Contains primary source footage. 27:08 min. 1950 United Learning. Video recording.

Photograph of children swimming and playing at Japanese internment camp in Poston (Ariz.). Clara Osbourne Botzum, MG 9, Image 98-1574, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/histphotos&CISOPTR=5699&REC=17

School Girls. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-077, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=35&REC=1

Shave and a Haircut. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-019, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=105&REC=19

Strangers in a Strange Land, Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-002, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=166&REC=1

Street Scape I. Wade Head Collection MS FM MSS 118 Box 5, Image JRC-AMP-010, Arizona Historical Foundation, Tempe.

A digital copy of this image is available from the Arizona Memory Project, A Celebration of the Human Spirit: Japanese-American Relocation Camps in Arizona.

http://azmemory.lib.az.us/cdm4/item_viewer.php?CISOROOT=/ahfreloc&CISOPTR=96&REC=1

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Appendix A

Reading from “America Past and Promise”

“The Japanese attack on Pearl Harbor created anger toward Japanese Americans. Most lived in California, Oregon, and Washington. In February, 1942, President Roosevelt signed an order calling for Japanese Americans to be moved away from the Pacific Coast. About 120,000 men, women, and children were rounded up. They had to sell their homes and possessions on very short notice, usually at great loss. Since no charges were brought against them, these people had no way to prove their loyalty.

*The Japanese Americans were moved to internment camps, areas where they were kept under guard. In the camps entire families had to live in single rooms, with little privacy. One Japanese American woman later wrote: “**There is no way that anyone who was not in one of the camps can understand the impact it had....Non internees cannot understand the extent of our anger, the height of our outrage, the depth of our despair.**”*

Two-thirds of the people interned were Nisei (nee-SAY) – Japanese Americans born in the United States. They argued that internment for racial reasons was unconstitutional. The Supreme Court, however, upheld internment throughout the war.”

Appendix B

KISS: Cooperative Group Rules

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Appendix C

PHOTO ANALYSIS

1. Carefully Study the entire photograph. When do you think it was taken?
2. Divide the photograph into four parts and study each section, look for details.
3. List people, objects, buildings, landscape and activities.

4. Based on what you observe in the photo, list three things you might infer from this photograph.

5. List two things in this photograph that tell you about life in the United States at the time.

6. Why do you think the photographer took this picture?

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Appendix D

FORT MINOR The Rising Tied "Kenji"

My father came from Japan in 1905
He was 15 when he immigrated from Japan
He worked until he was able to buy respect and build a store

Let me tell you the story in the form of a dream,
I don't know why I have to tell it but I know what it means,
Close your eyes, just picture the scene,
As I paint it for you, it was World War II,
When this man named Kenji woke up,
Ken was not a soldier,
He was just a man with a family who owned a store in LA,
That day, he crawled out of bed like he always did,
Bacon and eggs with wife and kids,
He lived on the second floor of a little store he ran,
He moved to LA from Japan,
They called him 'Immigrant,'
In Japanese, he'd say he was called "Issei,"
That meant 'First Generation In The United States,'
When everyone was afraid of the Germans, afraid of the Japs,
But most of all afraid of a homeland attack,
And that morning when Ken went out on the doormat,
His world went black 'cause,
Right there; front page news,
Three weeks before 1942,
"Pearl Harbour's Been Bombed And The Japs Are Comin',"
Pictures of soldiers dyin' and runnin',
Ken knew what it would lead to,
Just like he guessed, the President said,
"The evil Japanese in our home country will be locked away,"
They gave Ken, a couple of days,
To get his whole life packed in two bags,
Just two bags, couldn't even pack his clothes,
Some folks didn't even have a suitcase, to pack anything in,
So two trash bags is all they gave them,
When the kids asked mom "Where are we goin'?"
Nobody even knew what to say to them,
Ken didn't wanna lie, he said "The US is lookin' for spies,
So we have to live in a place called Manzanar,
Where a lot of Japanese people are,"
Stop it don't look at the gunmen,
You don't wanna get the soldiers wonderin',
If you gonna run or not,
'Cause if you run then you might get shot,
Other than that try not to think about it,
Try not to worry 'bout it; bein' so crowded,
Someday we'll get out, someday, someday.

As soon as war broke out
The F.B.I. came and they just come to the house and
"You have to come"
"All the Japanese have to go"
They took Mr. Ni
People didn't understand
Why did they have to take him?
Because he's an innocent laborer

So now they're in a town with soldiers surroundin' them,
Every day, every night look down at them,
From watch towers up on the wall,
Ken couldn't really hate them at all;
They were just doin' their job and,
He wasn't gonna make any problems,
He had a little garden with vegetables and fruits that,
He gave to the troops in a basket his wife made,
But in the back of his mind, he wanted his families life saved,
Prisoners of war in their own damn country,
What for?
Time passed in the prison town,
He wanted them to live it down when they were free,
The only way out was joinin' the army,
And supposedly, some men went out for the army, signed on,
And ended up flyin' to Japan with a bomb,
That 15 kilotonne blast, put an end to the war pretty fast,
Two cities were blown to bits; the end of the war came quick,
Ken got out, big hopes of a normal life, with his kids and his wife,
But, when they got back to their home,
What they saw made them feel so alone,
These people had trashed every room,
Smashed in the windows and bashed in the doors,
Written on the walls and the floor,
"Japs not welcome anymore."
And Kenji dropped both of his bags at his sides and just stood outside,
He, looked at his wife without words to say,
She looked back at him wiping tears away,
And, said "Someday we'll be okay, someday,"
Now the names have been changed, but the story's true,
My family was locked up back in '42,
My family was there it was dark and damp,
And they called it an internment camp

When we first got back from camp... uh
It was... pretty... pretty bad

I, I remember my husband said
"Are we gonna stay 'til last?"
Then my husband died before they close the camp.