A Child’s Experience of Internment

Teacher Resource Materials

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Acknowledgements

A Child’s Experience of Internment was created in consortium with the following individuals:

Heather Lenox
Curriculum Developer

Mimi Katano
Artistic Director
Youth Theatre Northwest!

Dr. Frank Kitamoto
Bainbridge Island Resident

Eric Chase
Adjunct Professor
South Puget Sound Community College

Scott Coleman, Director
Michael Vavrus, Faculty
Masters in Teaching Program
The Evergreen State College

Dennis Sterner, Dean
Gordon Watanabe, Professor of Education
School of Education
Whitworth College

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1) Ask the students what they already know about World War II and the Japanese American Internment.

2) Read aloud the exposition statement and the poem *In Response to Executive Order 9066*. Divide the class into four groups and ask each group to create a frozen image (tableau):
   - Group 1 - Show the moment that Denise shouted at Cathy
   - Group 2 - Show what Denise used to see when she looked at Cathy
   - Group 3 - Show what Denise sees now when she looks at Cathy
   - Group 4 - Show what is going on in this war to cause this fight
   All four groups must also place Denise and Cathy’s Geography teacher into their tableaux.

3) Place photo of Cathy on the overhead. Explain that Cathy and her family were evacuated and sent to camp because they were considered dangerous. Cathy had to leave very quickly and left some things behind in her room. Pass around a box with her forgotten items. Together, build a bio for Cathy on the overhead beneath her photo. Ask the students the following questions:
   a. Which of these things do you think Cathy feels the worst about leaving behind?
   b. If you had to leave suddenly, what’s the one thing you’d be sure to take with you?
   c. What would it hurt you the most to leave behind?

4) Tell the class that Cathy stayed in touch with her teacher at school after she was evacuated. Ask if the students would like to hear what she wrote. Read the letters, saving Letter #4 for last. Tell the class you think that they should hear the last letter from Miss Wulff.

5) Explain to the class that you’re going to leave the room in a moment and when you come back, you’ll be doing so as Cathy’s geography teacher, Miss/Mr. Wulff, who needs the help of the other teachers at Cathy’s school. In order for you to do this, you’ll need the students to imagine that they are also teachers at Cathy’s school. Ask the students one at a time to tell you what class they teach and how many students they lost to the internment, how many empty seats were in their classroom on the day after?
6) Leave the room briefly and re-enter as Miss/Mr. Wulff. Explain that you and Cathy have been writing letters. You didn’t want to put the rest of the staff at risk by sharing her letters with them earlier, but now Cathy is in trouble and needs your help. Read letter #4 aloud.

7) Tell the staff that you have done a little digging around and brought some things with you to help them make up their minds. Set out 3 or 4 boxes of information and ask them to form small groups around the boxes. After a few minutes, have the other staff make new small groups (since you know that some people are more outspoken than others and you want to make sure everyone has a chance to be heard). The new groups should each consist of one person from each box. Tell the new small groups that they must come to a decision together about what Charlie should do. Ask the groups to vote by standing on one side of the room if Cathy’s brother should answer “yes” and on the other side if he should answer “no”. Does anyone want to try to convince someone on the other side to change sides? Thank them for their help and leave to write Cathy of their decision.

8) Return as yourself and explain that you have the last letter that Cathy wrote to Miss/Mr. Wulff after Charlie made his decision. Ask the class if they would like to hear it. Read the ending letter that corresponds with the class’ decision. Ask the class if this is what they expected. Instruct the students to individually write letters to Cathy. Each letter should be only 5 sentences long. They may write as themselves or as the teacher they played in section 7.

9) Students get in pairs and share their letters. Each pair decides what the most important sentence is from each of their letters and then writes them on large pieces of paper that have been placed in the middle of the room.

10) Silently, students walk around the papers and read what is written on them. After a couple of minutes, ask the students to gather in a circle around the papers. Ask them to take turns speaking aloud the words or sentences they see that mean the most to each of them.
Exposition Statement

I’d like you to imagine with me for a moment. If you imagine best with your eyes closed you may do so.

Imagine that the United States has been attacked, here at home, in the most horrible way. Many people have died. We are very scared. We are angry. We are grieving.

Now imagine two girls. They have known each other as long as they both can remember.

Each girl goes home to her family after school and hears an announcement at the dinner table:

One girl hears, “They have six days to leave.”

The other girl hears, “We have six days to leave.”

Both girls go to bed thinking of each other. One girl gets up and writes this letter:

Read the poem “In Response to Executive Order 9066: All Americans of Japanese Descent Must Report to Relocation Centers” in the book Crossing to the Light by Dwight Okita.
Letter Notes

The fictional letters from Cathy to Miss/Mr. Wulff were written specifically for the *Child's Experience of Internment* project. These letters were developed in consultation with Mimi Katano of *Youth Theatre Northwest* and the following original sources:

- The personal accounts and slide presentation of Dr. Frank Kitamoto of Bainbridge Island
- The Letters to Miss Breed, Japanese American National Museum
- The Elizabeth Bayley Willis papers, University of Washington Special Collections
- The Ella C. Evanson scrapbook, University of Washington Special Collections
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston
- *No No Boy* by John Okada
Dear Miss Wulff,

How are you? I am sorry for not saying goodbye. We had to leave quickly after Papa was arrested and Mama needed all of us kids to help out. The posters told us to bring only what we could carry. On departure day I was so excited to go on my first train ride! There were some soldiers from New Jersey at the station. They talk really funny! A few of them cried. Maybe they don't think we should have to leave either.

I'm too embarrassed to tell you where I am right now. This isn't what I thought of when they said "camp".

Please write to me.

My address is:
D-3-67
Camp Harmony
Puyallup, Washington

Yours as ever,
Cathy

Dear Miss Wulff,

I've been going to school in a small room at the end of our barracks. There are no books so we take notes while the teacher talks. What I wouldn't give to be back home in Seattle at school. Many of the other kids here say this too, even some of them who didn't like school. I think everyone here would like to go back to their normal life.

My big brother, Charlie, made us chairs and a table out of some scrap lumber. We're luckier than some of the others here because we thought to bring our pillows. But our mattresses are just like the rest - cloth bags stuffed with straw.

Please write because there is nothing to do here. Some of the people make jokes and call this place "Camp Harmonotony"!

As Ever,
Cathy

P.S. Charlie even spent a whole day peeling potatoes because there was nothing else to do!
Dear Miss Wulff,

Good news! Papa will be coming to live with us soon!

We are in a new camp now. Barbed wire fences are going up and there are watchtowers with armed guards. Soldiers stand up there watching us all day and all night with their guns pointed in. They say the fences are to keep out the cows but there's nothing else alive out here. I just don't see why the government has to fence us in after throwing us out in the middle of the desert with nothing but dust for miles around. I probably shouldn't say this to you.

All the dust has turned into mud now that it's raining. We strap boards to our shoes to keep from getting stuck. They're like snowshoes for mud! My little brother got his boots stuck in the mud. A man found him and pulled him out with a big sucking sound and Jimmy started yelling, "My boots!" Jimmy came out of the mud but his boots were still standing there! Everyone laughed so hard! It was a good day.

Yesterday my little brother asked Mama, "Why are we here?" Mama said, "We're just on vacation." Jimmy said, "This is the worst vacation I've ever been on! When are we going back to America?"

Thank you for your letters. They are such a treat sometimes I save them all day before reading them.

As Ever,
Cathy

Dear Miss Wulff,

The most terrible thing is happening here! All the men are upset and having meetings and yelling back and forth. Mama's been crying at night and I don't know what to do.

Papa and Charlie have to fill out a survey. All the men in camp do and they're not happy about it. It may not sound very bad, but some people think it's a trick. If you answer yes, the government might let you leave camp to work but they also might draft you. If you answer no, they will send you to one of those prison camps they sent Papa to.

Charlie wants to go and fight for our country to prove he is loyal. Papa says he'd rather go back to prison camp than fight for a country that has put his whole family in jail when we didn't even do anything wrong. Many of the fathers here are bitter because the
American government felt so free putting their sons in camp and then asking them to volunteer to fight in the war or saying they might be drafted.

Charlie and Papa fight all the time now. I want to help them decide how to answer but I can’t figure it out. I don’t want either of them to go away anywhere. I’m sending you a copy of the questions that I managed to sneak away with. I don’t really know what’s happening with the war. If it’s bad, I don’t want Charlie to go. But I don’t want him send to one of those horrible prison camps either. Please help me! How should I tell Papa and Charlie to answer?

As Ever,
Cathy

Dear Miss Wulff,

Charlie will be back soon from fighting in Italy. They sent him there almost immediately after he answered, “Yes.”

As time goes on, camp feels more and more like home to me. I’ve heard awful stories about Japanese Americans beaten when they return home or their houses burned. Some days I’m glad to be inside where I have friends and no one tries to hurt me. Some of the others here have already gone east. Papa wants us to wait in camp a little longer so that we can go home.

I overheard Mama whisper last night. Charlie lost part of his leg. They cut off the bad part and fixed him up, but then the part that was left started hurting and they had to cut more. I hope he stops hurting. There’s not much left to cut.

I wonder what will home be like. Will you and all the students be there?

As Ever,
Cathy

P.S. I am sure, now that the war is ending, we won’t have to doubt our democracy again.
Dear Miss Wulff,

Charlie came home from prison yesterday. Walking home from the station he passed one of his old friends from camp, one of the ones who said 'yes' and went to war. Charlie's friend spit on him and yelled, "Go back to Tokyo!"

I am glad we are all home now, but nothing is the same. Someone else owns our house now and we live in a small apartment. Jimmy yells that he is going to join the army when he's old enough. He thinks Charlie shamed us by going to jail instead of fighting. Mama cries. I know she and Papa are proud of Charlie. They think he did the right thing by standing up for us and refusing to be drafted.

Do you remember when I said I wished we could go back to our normal lives? Now I don't know what normal was. It seems we've always been this way. We are luckier than some though.

As Ever,
Cathy
Photo Credits

The following quotes were located in the "A More Perfect Union" exhibit http://americanhistory.si.edu/perfectunion/experience/index.html

Mother holding sleeping child
Fumiko Hayashida with young daughter Natalie.
Due Process
Courtesy of Museum of History and Industry
March 30, 1942

Caravan of trucks carrying children and belongings
Original caption: "San Pedro, California. Trucks were jammed high with suitcases, household equipment, garden tools, as well as children, all bearing registration tags, as the last Redondo Beach residents of the Japanese ancestry were moved to assembly center at Arcadia, California. Evacuees will be transferred later to War Relocation Authority centers for the duration."
Clem Albers
Courtesy of National Archives
April 5, 1942

Horse stall homes
Original caption: "Tanforan Assembly center, San Bruno, California. Barracks for family living quarters. Each door enters into a family unit of two small rooms. Tanforan assembly center was opened two days before the photograph was made. On the first day there had been a heavy rain. When a family has arrived here, first step of evacuation is complete."
Dorothea Lange
Courtesy of National Archives
April 29, 1942

Windstorm at Manzanar
Original caption: "Manzanar Relocation Center, Manzanar, California. Street scene of barrack homes at this War Relocation Authority Center. The windstorm has subsided and the dust has settled."
Dorothea Lange
Courtesy of National Archives

Guards atop guard tower
Original caption: "Arcadia, California. Military police on duty in watch-tower at Santa Anita Park assembly center for evacuees of Japanese ancestry. Evacuees are transferred later to War Relocation Authority centers for the duration."
Clem Albers
Courtesy of National Archives
April 6, 1942
Boy behind barbed wire fence, Tule Lake
Original caption: "Mr. George Oni and his daughter Georgette Chize Oni bidding farewell to brother Henry Oni."
Jack Iwata
Courtesy of National Archives
February 7, 1946

Family outside barracks
Original caption: "Manzanar Relocation Center, Manzanar, California. Evacuee family of Japanese ancestry relax in front of their barrack room at the end of day. The father is a worker on the farm project at this War Relocation Authority center. Note the chair which was made of scrap lumber, and the wooden shoes known as Getas made by evacuees."
Dorothea Lange
Courtesy of National Archives
July 3, 1942

Graduation program, Rohwer High School
Courtesy of Mabel Rose Vogel
Archives Center, National Museum of American History, Smithsonian Institution
1943-1945

Selective Service Registration
Fred Clark
Courtesy of National Archives
June 29, 1942

Medic with dog
Original caption: "A dog has been adopted by the 442nd Regimental Medics as mascot. Here he is posing with Pvt. Ken Osaki, of Vista, CA. The dog is called "Wahine" which means woman in Hawaii. He is wearing a Red Cross arm band."
Courtesy of National Archives
ca. 1944

Merrill, Merrill's Marauders
Original caption: "Brigadier General Frank Merrill in Burma with two Nisei interpreters, T/Sgt. Herbert Miyasaki (l) and T/Sgt. Akiji Yoshimura (r)."
US Army Photo
Courtesy of National Archives
1944

Two children holding hands
Original caption: "Jerome Relocation Center, [Denson], Arkansas. Young children at Jerome Relocation Center."
Gretchen Van Tassel
Courtesy of National Archives
January 18, 1944
Man with children on steps of barracks
Original caption: "Poston, Arizona. (Site No. 1) Mosaru Oshio with his children on the steps of his barrack home at this War Relocation Authority center for evacuees of Japanese ancestry."
Fred Clark
Courtesy of National Archives
June 1, 1942

Two girls in barracks garden
Original caption: "Tule Lake Relocation Center, Newell, California. Evacuee flower garden."
John Cook
Courtesy of National Archives
1942-1945

The following images are credited to Ansel Adams on the site www.loc.gov/loc/lcib/02034/internment.html

- Young girl with striped dress and curls - portrait is Joyce Yuki Nakamura, eldest daughter, at Manzanar Relocation Center
- Mother and daughters - portrait is Mrs. Yaeko Nakamura and daughters Joyce Yuki and Louise Tami at Manzanar Relocation Center
- Young Man - portrait is Hidemi Tayenaka at Manzanar Relocation Center
- Adult Man - portrait is Kay Kageyama at Manzanar Relocation Center

Students walking to school across field
Girl with batons
Girl with volleyball
Baseball game

The following images are credited to the University of Washington libraries special collections on the site http://content.lib.washington.edu/socialweb/index.html

Boy in baseball uniform
Young man in baseball uniform

The following images are credited to Northwestern University on the site http://www.library.northwestern.edu/govpub/collections/wwii-posters/

United We Win
Let 'Em Have It
"No Loyal American..."
Ours to Fight For
The U.S. Army - Then, Now, Forever
"Our Freedoms and Rights..."
Quotes Credits

The following quotes were located in the "A More Perfect Union" online exhibit at http://americanhistory.si.edu/perfectunion/experience/index.html

"The stall was about ten by twenty feet and empty except for three folded Army cots lying on the floor. Dust, dirt, and wood shavings covered the linoleum that had been laid over manure-covered boards, the smell of horses hung in the air, and the whitened corpses of many insects still clung to the hastily white-washed walls." — Yoshiko Uchida, Desert Exile: The Uprooting of a Japanese American Family

"I always thought to myself, "Would those Gls actually shoot my daughter if she happened to go near the fence?" I was almost tempted to say, "Go on there, Mimi. Go out there and pick that flower over there." See if the Gls..." Lili Sasaki, in Beyond Words: Images from America's Concentration Camps

"We had to live under the constant pressure that the food might all stop one day, and it gave me very uneasy and uncomfortable feelings to see the guards watching us from the tower. We were fenced in. I couldn't take my eyes off my children for even a moment so that they would not go outside the fence. The guards were to shoot anyone that did." — Internee quoted in "A More Perfect Union — conditions"

"There was a lack of privacy everywhere. The incomplete partitions in the [latrine] stalls and the barracks made a single symphony of yours and your neighbors' loves, hates, and joys. One had to get used to snores, baby-crying, family troubles... The sewage system was poor, [and] the stench from the stagnant sewage was terrible." — Mine Okubo, Citizen 13660

"We were told to take only as much as we could carry in our two hands. How much could you carry in your two hands? One big suitcase...well, how can you really manage with a big stuffed suitcase?"
— Anonymous
quoted in "A More Perfect Union — removal"

"As a member of President Roosevelt's administration, I saw the United States Army give way to mass hysteria over the Japanese...Crowded into cars like cattle, these hapless people were hurried away to hastily constructed and thoroughly inadequate concentration camps, with soldiers with nervous muskets on guard, in the great American desert. We gave the fancy name of 'relocation centers' to these dust bowls, but they were concentration camps nonetheless."

"We had to live under the constant pressure that the food might all stop one day, and it gave me very uneasy and uncomfortable feelings to see the guards watching us from the tower. We were fenced in. I couldn't take my eyes off my children for even a moment so that they would not go outside the fence. The guards were to shoot anyone that did." — Internee
quoted in "A More Perfect Union – internment/conditions"

"Ping-pong, badminton, and cards were the important indoor games. Basketball, tennis, golf, football, and baseball were the outdoor games-baseball was the favorite sport." —Mine Okubo, *Citizen 13660*

"Most of the Nisei want to fight in the Pacific. They believe that, raised in the institutions of democracy, they are better soldiers than Japanese of their own generation...Thus far they have won every fight they have been in. But their hardest fight of all is still ahead and may outlast the war. It is the fight against prejudice roused by color of skin and slant of eye. It is easy to admire them while they are still in uniform. It would be kinder to remember and reward them when the battle is over." —Editorial, *Pacific Citizen*, April 1945

"I think we all felt that we had an obligation to do the best we could and make a good record. So that when we came back we can come back with our heads high and say, Look, we did as much as anybody else for this country and we proved our loyalty; and now we would like to take our place in the community just like anybody else and not as a segregated group of people. And I think it worked." —Speaker Unknown, *Go For Broke*

"I don’t know which was worse: being locked up in camp or going off to war."
Masao W. Interview, Copyright 1998 Densho Project

It is not the American way to have children growing up behind barbed wire and under the scrutiny of armed guards. Living conditions in the centers almost preclude privacy for individuals, and family life is disrupted. Family meals are almost impossible in the dining halls, and children lack the normal routine home duties which help to build good discipline. One of the major worries of parents in the relocation centers is the way the children are "getting out of hand" as a result of the decrease in parental influence and the absence of the normal regimen of family economy and family life."
Dillon S. Myer, Director of the WRA, one year anniversary statement of the WRA
EXECUTIVE ORDER 9066

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

February 19, 1942

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104):

NOW THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and
other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

FRANKLIN D ROOSEVELT
THE WHITE HOUSE,
February 19, 1942.

Fourth Amendment, 1791:
"The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized."

Fourteenth Amendment, 1868:
"All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."
Prop List

**Miss/Mr. Wulff:**
Two or three small items to change appearance. Clothing, hairdo, glasses, shoes and other related items are useful in making the necessary change.

**Cathy's Box:**
Personal items - old stuffed animal, handkerchief, figurine
Collections - rocks and shells, origami papers, pins
Photos of family members

**History Packets:**
Propaganda posters
Quotes
Photographs
Official documents - loyalty questions, Executive Order 9066, Amendments

**Miscellaneous:**
Large sheets of paper
Markers
Overhead/Large photo of Cathy
Cathy's Letters to her teacher
Terms and Definitions

Issei - First Generation - one who was born in Japan and immigrated to the U.S.

Nissei - Second Generation - one who was born in the U.S.

Shikata Ga Nai - it can't be helped / it's inevitable - this was the term used by many to describe what was happening during the internment. Having been mandated by those wise enough to be in power, the internment order must simply be endured. This belief and the desire to prove one's loyalty to America contributed to the lack of resistance on the part of Americans of Japanese Ancestry to the internment.

One Drop Rule - anyone with one drop of Japanese blood, regardless of citizenship, was to be interned.

Executive Order 9066 - On March 21, 1942 President Roosevelt signed Public Law 503, which made violation of military orders issued under E.O. 9066 a federal offense. The bill passed in both houses of Congress without a dissenting vote. E.O. 9066 gave the Secretary of War the authority to establish "military safe zones" from which dangerous persons could be excluded. The authorization was put into practice only for Americans of Japanese Ancestry.

No No - Almost 75,000 people filled out the questionnaires. A total of 6,700 answered "no" to questions 27 and 28. For this defiance, these residents were nicknamed "no-nos." " quoted from A More Perfect Union - Loyalty.

442nd - Japanese American battalion. The 442nd accrued the highest casualty rate and was more decorated than any other American unit. The 442nd saved "The Lost Battalion" at an enormous cost of lives.
Internment Resources

Internet

http://www.densho.org/
Excellent local resource started in 1996. Educators may register for free access to video interviews of internees, photos, and primary source materials.

http://americanhistory.si.edu/perfectunion/experience/index.html
Comprehensive online exhibit including photographs, quotes, documents.

www.loc.gov/loc/lcib/02034/internment.html
Collection of Ansel Adams’ photographs "Suffering Under a Great Injustice"

http://www.janm.org/exhibits/breed/title.htm
"Dear Miss Breed: Letters From Camp", a project of the Japanese American National Museum. Letters to Miss Breed, San Diego Public Librarian, who made it a point to stay in contact with her child patrons who were interned.

http://www.nps.gov/miin/home.htm
Excellent site with photos and descriptions of Camp Minidoka to which the majority of Seattle residents were relocated.

Camp Harmony Exhibit detailing life in the Puyallup Assembly Center, Washington state. Includes text and photographs and drawings.

http://www.sfmuseum.org/hist10/relocbook.html
War Relocation Authority (WRA) statement about the internment. Gives an idea of what the public was told about the internment at the time.

http://www.oac.cdlib.org/about/oacprojects.html
JARDA documents the experience of Japanese Americans in World War II internment camps. Primary sources materials include photographs, documents, manuscripts, paintings, drawings, letters, and oral histories.

http://www.sfmuseum.org/war/42.html
Excellent chronology of events

Books

Farewell To Manzanar by Jeanne Wakatsuki Houston
No No Boy by John Okada
Justice at War by Peter Irons
Flowers From Mariko by Rick Noguchi and Deneen Jenks
The Bracelet by Yoshiko Uchida
Baseball Saved Us by Ken Mochizuki
Nisei Daughter by Monica Ito Sone
Present Day and Post 9-11 Resources

Civil Rights Post 9-11: Arab and Muslim Detentions and Deportations
By Eric Chase, MA
Adjunct Professor, South Puget Sound Community College

The land of the Free and Home of the Brave has often times not lived up to the standards proposed by our Founding Fathers and enshrined in our great national documents. Throughout the history of the United States, there are many examples of political decisions that in times of relative peace we reflect upon grudgingly, embarrassed and apologetically. Especially during times of economic hardship, political uncertainty and the fear of war, we have enacted laws that run counter to America’s best ideals of liberty for all and the notion that a rule of the majority does not take the rights away from the minority.

From colonization to the present, the dominant white culture has forced relocated, resettled, taken lands, cut off access to resources and committed genocide against the Native American peoples.

Until the 13th, 14th, and 15th Amendments, most African Americans were held in chattel slavery. Those fortunate enough to have been given their freedom could be thrown back into slavery through the Fugitive Slave Act of slavery-like existence with the tenant farm system.

The Chinese Exclusionary Act of 1882 was designed to keep out all people of Chinese origin. This was one of the United States first immigration laws. The forced expulsion of all Chinese from Seattle, Tacoma, and Portland ensued three years later.

In the 1920’s, under the leadership of Attorney General A. Mitchell Palmer, the United States conducted what was called the Palmer Raids. The focus of this “Red Scare” was to arrest and deport thousands of foreign-born “political radicals”. Many of these immigrants were deported without any hearings under the banner of “Americanism” which became the rallying cry for maintaining the privileges of native-born whites. This is also the time we see the re-birth of the Ku Klux Klan.

During WWII, we see the rounding up of 120,000 Americans of Japanese descent. These civilians were interned in camps until after the war and only recently publicly acknowledged for their sacrifices in the name of fear and racism. Not a single Japanese American was ever implicated in sabotage or terrorist activities.
Since the terrorist attacks of September 11th, 2001, we have seen similar acts committed by individuals and government agencies alike. Thousands of young men of Arab and Muslim descent have been rounded up and detained. Some have been incarcerated for several years and then deported for nothing more than minor visa violations. The impact on the Muslim community has been devastating. Families have been torn apart, livelihoods destroyed by these detentions and deportations. Aside from governmental repression, mosques have been attacked and in some instances people have been beaten and killed by citizenry that has been groomed to fear all Arabs and Muslims as terrorists. In one instance, an Arizona man killed another whom he presumed to be Arabic. When given the opportunity to comment, the assailant said, "I stand for America all the way."

Though this behavior is antithetical for most Americans, without education and awareness, we are precariously close to revisiting aspects of our not so proud history. Arguably, we are already waling in those same footprints. The United States Constitution provides for the equal treatment of all citizens and immigrants in reference to discrimination based upon race, religion or national origin. It should be the duty of every American to uphold the laws enshrined in the Bill of Rights that protect us.

Below are several articles from various periodicals and sources to help better illustrate the current policies towards Arab and Muslim Americans and immigrants:

*After 9/11, an assault on civil liberties*
Copyright the Association of Trial Lawyers of America."
October 2003
http://adc.org/index.php?id=2108

*The problem with trashing liberty*
September 30, 2001
http://www.chicagotribune.com/news/columnists/chi-0109300010sep30,0,1535958.column

*Worlds Apart: How Deporting Immigrants After 9/11 Tore Families Apart and Shattered Communities*
December 2004
http://www.aclu.org/SafeandFree/SafeandFree.cfm?ID=17160&c=207
Drama Education Resources

Internet

http://kentaylor.co.uk/die/
Comprehensive site with many resources. For original lesson plans, click on "lesson plans" located below the "Materials" heading.

http://www.creativedrama.com/
Fairly helpful site with resources. More theatre oriented than Drama Ed based.

Books

- Drama as Education by Gavin Bolton
- Education in Drama: Casting the Dramatic Curriculum by David Hornbrook
- Creative Drama in the Classroom and Beyond by Nellie McCaslin
- Structuring Drama Work by Jonathan Neelands
- Learning Through Imagined Experience by Jonathan Neelands
- Drama Structures: a practical handbook for teachers by O’Neill and Lambert
- Dorothy Heathcote: Drama as a Learning Medium by B.J Wagner

Drama Education Terms

Drama In Education (DIE), Theatre In Education (TIE), Drama Education (DE), Creative Drama, Process Drama, Educational Drama:
These terms are all commonly used to describe the use of drama to educate around subject matter other than performing arts:

Mantle of the Expert - When placing students in role, the teacher is endowing them with the Mantle (large cloak) of the Expert. The students are elevated above their station and naturally respond as experts in a given field.

Tableau - A silent frozen image much like a human Polaroid picture.

Teacher in Role - When the teacher enters as a character, he/she is said to be "in-role".
A Child's Experience of Internment  
and Washington State Classroom-Based Assessment (CBA)

Teachers attending this presentation are encouraged to participate in the Washington State CBA pilot program.

The information below is quoted from and can be located on the Washington State OSPI website http://www.k12.wa.us/assessment/default.aspx#system:

**Why Classroom-Based Assessments?**
- CBAs promote flexibility and creativity in the classroom while ensuring accountability to the EALRs;
- CBAs seek to promote best practices in Social Studies, The Arts, & Health/Fitness;
- CBAs seek to minimize the administrative burden put on districts and schools;
- CBAs provide students, teachers and parents meaningful information about individual learning and achievement of standards.

Classroom-Based Assessments for the 2004 pilot may be accessed at http://www.k12.wa.us/curriculumInstruct/SocStudies/CBAs.aspx
A Child’s Experience of Internment
and Washington State Essential Academic Learning
Requirements (EALRS)

This curriculum can be employed to meet the following EALRS:

**Essential Academic Learning Requirements: History**

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world, and Washington State History. To meet this standard the students will:
   1.2 Understand events, trends, individuals, and movements shaping United States, world, and Washington State History.

2. The student understands the origin and impact of ideas and technological developments on history. To meet this standard the student will:
   2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change, and conflict.

**Essential Academic Learning Requirements: Social Studies**

1. The student examines and understands major ideas, eras, themes, developments, turning points, chronology, and cause-effect relationships in the United States, world and Washington State history. To meet this standard the student will:

Benchmark 2 - Grade 8

1.1.2b Using evidence to support, identify, analyze, and explain possible causal factors contributing to given historical events.

Benchmark 3 - Grade 10

1.1.3a Group events and individuals by broadly defined historical eras and use timelines to identify and explain patterns of historical continuity and change in a succession of related events; compare and contrast different cultural perspectives of time.

1.1.3b Compare and evaluate competing historical narratives, analyze multiple perspectives, and challenge arguments of historical inevitability.
1.2 Understand events, trends, individuals, and movements shaping United States, world and Washington State history.

**Essential Academic Learning Requirements: World History**

Benchmark 3

**WH1.2.3** Identify and analyze major concepts, people, and events in world history from 1600 to the present including:

- Causes and consequences of WWI and WWII (1870-1989)
- Challenges to democracy and human rights (1900-present)

**Essential Academic Learning Requirements: Washington History**

Benchmark 2

**WA1.2.2** Identify and analyze the contributions of the following eras in the development of Washington State:

- The Great Depression and WWII (1930-1945)
- Post WWII domestic political, social, and economic issues (1945-1980)
The curriculum development team may be contacted at any future time to provide support and encouragement in the implementation of this curriculum. It is our hope that this and other educational units in your classrooms will be positively impacted by your experience with our project.

Heather Lenox
drama_works@yahoo.com
360-556-3876