Take Me Home
Curricular Resource Materials

Carrying us across the currents of time, Take Me Home provides an intimate documentary foray into the Japanese American experience of WWII—a story of exile and endurance as seen through the eyes of a child.

The following provides an interdisciplinary framework for infusing the video Take Me Home into the curriculum of 6th through 8th grade. Instructors may adapt the material to suit the developmental and content needs of the grade level taught. The following suggested supplemental materials were designed to provide teachers with an array of activities and options from which to choose. This list is not exhaustive by any means; therefore additional websites and lesson plan suggestions are provided.

Take Me Home video produced by North by Northwest Entertainment
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# Table of Contents

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Essential Academic Learning Requirements</td>
<td>3</td>
</tr>
<tr>
<td>II. Enduring understandings</td>
<td>6</td>
</tr>
<tr>
<td>III. Essential questions</td>
<td>6</td>
</tr>
<tr>
<td>IV. Vocabulary</td>
<td>8</td>
</tr>
<tr>
<td>V. Focus activities to use before viewing the video-clip</td>
<td>10</td>
</tr>
<tr>
<td>VI. Guided questions for use during video viewing</td>
<td>12</td>
</tr>
<tr>
<td>VII. Suggested literature to reinforce video concepts</td>
<td>13</td>
</tr>
<tr>
<td>VIII. Assessment options</td>
<td>14</td>
</tr>
<tr>
<td>IX. Extensions</td>
<td>15</td>
</tr>
</tbody>
</table>
I. Essential Academic Learning Requirements

This supplemental curriculum meets the following EALRS.

Civics

EALR 1.2 Examine key ideals of United States democracy such as individual human dignity, liberty, justice, equality, and the rule of law

Benchmark 2: Grade 8
- 1.2 Examine key ideals of United States democracy
  - 1.2.2a Explain key democratic ideals of the U.S. government and discuss
  - their application in specific situations
  - 1.2.2b Describe efforts to reduce differences between democratic ideals
  - and realities

Geography

EALR 3.2 Analyze how the environment and environmental changes affect people

Benchmark 2: Grade 8
- 3.2 Analyze how the environment and environmental changes affect people.
  - 3.2.2a Explain how the physical environment impacts how and where people live and work. (Human/Environment Interaction, Region, Place, Movement)

History

EALR 1.2 Understand events, trends, individuals and movements shaping United States, world and Washington State history.

EALR 2.1 Compare and contrast ideas in different places, time periods, and cultures, and examine the interrelationships between ideas, change and conflict.

Reading

EALR Component 2.1 Demonstrate evidence of reading comprehension
GLE 2.1.4 Apply comprehension monitoring strategies for informational and technical materials, complex narratives, and exposition: use prior knowledge.

- Use previous experience, knowledge of current issues, information previously learned to make connections, draw conclusions, and generalize about what is read (e.g., relate what is learned in chemistry to new learning in biology; connect the author's perspective and/or the historical context to text).

EALR Component 2.3 Expand comprehension by analyzing, interpreting, and synthesizing information and ideas in literary and informational text.

GLE 2.3.1 Analyze informational/expository text and literary/narrative text for similarities and differences and cause and effect relationships.

- Compare and contrast information from multiple sources to gain a broader understanding of a topic (e.g., compare and contrast a variety of ecosystems using text-based evidence).
- Compare and contrast how characters react to the same event using text-based evidence.
- Select, from multiple choices, a sentence that tells how two text elements are alike or different (e.g., characters, events, information/facts).
- Explain how certain actions cause certain effects (e.g., how the women's suffrage movement changed the face of politics today or how Indian boarding schools contributed to the loss of Native American languages and culture; how the internment of Japanese Americans during World War II affected traditional Japanese family structure).

EALR Component 2.4 Think critically and analyze author's use of language, style, purpose, and perspective in literary and informational text.

GLE 2.4.4 Analyze and evaluate the effectiveness of the author's use of persuasive devices to influence an audience.

- Examine and explain the intended effects of persuasive vocabulary (e.g., loaded words, exaggeration, emotional words, euphemisms) that the author uses to influence reader's opinions or actions.
- Examine and explain the intended effects of propaganda techniques the author uses to influence readers' perspectives.
- Judge the author's effectiveness in the use of persuasive devices to influence an audience.

EALR Component 3.1 Read to learn new information.

GLE 3.1.1 Analyze web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

- Examine resource materials to determine appropriate primary sources and secondary sources to use for investigating a question, topic, or issue (e.g.,
Social Studies Skills

EALR 1.1 Understand and use inquiry and information skills required by citizens in a democratic society.

Benchmark 1.1.d: Grade 8
- 1.1.2d: Recognize relevant facts and ideas in social studies documents, evaluate bias of sources/authors; classify information as fact/opinion.
- 1.1.2f: Create a product that uses social studies content to support findings; present product in an appropriate manner to a meaningful audience.

EALR 2.1 Understand and use interpersonal and group process skills required by citizens in a democratic society.

Benchmark 2.1.a: Grade 8
  2.1.2a: Articulate a particular perspective/value orientation; demonstrate content knowledge; listen critically and build upon the ideas of others.

EALR 3.1 Understand and apply critical thinking and problem solving skills to make informed and reasoned decisions.

Benchmark 3.1.1.d: Grade 8
  3.1.3d: Analyze and evaluate the impact of ideas, events, and/or people on groups, environments, economic systems, and/or subsequent events.

Benchmark 3.3.1.f: Grade 8
  3.3.3f: Reconstruct and express others' points of view and integrate an historic, geographic, civic, or economic perspective.

Writing

EALR 2.1 Write for different audiences

EALR 2.2 Write for different purposes such as telling stories, presenting analytical responses to literature, persuading, conveying technical information, completing a team project, explaining concepts and procedures.

EALR 2.3 Write in a variety of forms including narratives, journals, poems, essays, stories, research reports, and technical writing.
II. Enduring Understandings

Research studies have proven that students will gain a deeper more lasting understanding of instructional material when focusing on a handful of big ideas. These enduring understandings assist the student in making connections between different disciplines while improving critical thinking skills. Suggested enduring understandings for this unit of study are:

In time of war the government may choose to suspend individual and/or constitutional rights.

Some military actions are reactions from a posture of fear.

Governments make decisions that impact people’s civil rights.

III. Essential Questions

To assist students in exploring the critical themes and universal generalizations inherent in the enduring understandings, it is helpful to explore several essential questions. Posing these questions at strategic times within a lesson will promote discussion, further inquiry, and engage students in making connections between the material studied and events/concepts within their current reality. The essential questions below provide possible directions that a teacher may choose to take:

Historical Connections

- What connections can we make from the Japanese interment experience to other historical events? To current events?

- In what ways was the treatment of Japanese in internment camps similar to the way we are currently treating American citizens of Arabic culture and/or Muslim?

- Does history really repeat itself?

- Are humans inhumane?

- Are we Americans really free? Do we have control over our destiny?

- What connections can we make to other historical events we have leaned about either in the US or other countries?
Cultural/Civic Considerations

- How does physical appearance affect the way a person is perceived and treated by others? If we are so alike, how do we explain our differences?

- Are all cultures equally valuable?

- The man in the movie has a very positive outlook on the entire ordeal. Does this reflect the attitude of most of the Japanese Americans who were in the camps?

- Why did we choose to incarcerate Japanese Americans and Italians? Are people being judged on their looks?

- What struggles were the Japanese Americans going to face after being released from the camps? How long do you think it would take to overcome these challenges? Could the U.S. government have helped in making this transition? How?
IV. Vocabulary

- **Constitution**: the mode in which a state or society is organized; especially: the manner in which sovereign power is distributed. The basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it b) a written instrument embodying the rules of a political or social organization.

- **Decorated outfit**: A military unit that has earned numerous honors/medals.

- **Democracy**: government by the people; especially: rule of the majority b) a government in which the supreme power is vested in the people and exercised by them directly or indirectly through a system of representation usually involving periodically held free elections.

- **Displacement**: to remove from the usual or proper place; specifically: to expel or force to flee from home or homeland.

- **Diversity**: differing from one another, composed of distinct or unlike elements or qualities.

- **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. 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.

- **Incarcera ted**: to put in prison, to subject to confinement.

- **Internment**: to confine or impound especially during a war.

- **Issei**: First Generation- one who was born in Japan and immigrated to the United States.

- **Life**: the sequence of physical and mental experiences that make up the existence of an individual.

- **Liberty**: the quality or state of being free: a) the power to do as one pleases, b) freedom from physical restraint, c) freedom from arbitrary or despotic control, d) the positive enjoyment of various social, political, or economic rights and privileges, e) the power of choice.
• **Nissei**: Second Generation- one who was born in the U.S.

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

• **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.

• **Relocation**: to locate again, establish or lay out in a new place.

• **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.

• **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.
IV. Focus Activities

The following literature and activities are suggested as pre-viewing strategies to engage the students' natural curiosity about the topic at hand.

Communication: How would you feel? What would you choose?

The Box Left Behind
The instructor will compile a variety of belongings that might have been left behind by the young boy and girl in the video (these would be items not depicted in the video). These would be pulled slowly from a cardboard box and the students would engage in a discussion about: how the young Japanese children must have felt in parting with these items; which item do they think the youngsters might have missed the most; and what things they would hate to leave if they had to make a similar decision.

If You Could Only Take One Suitcase
Again the instructor may engage the class in large or small group discussions about what they would choose to pack if they could only take one suitcase. It would be helpful to remind students that where they are going there will be virtually nothing but a roof over their heads and minimal food each day.

Geography: Location, Location, Location

Many Japanese Americans were people of the sea and they suddenly became people of the high desert. Following are discussion and activity items that address this component of the Japanese Internment.

- Compare the geographic features of coastal Washington with those of the high desert in central and eastern Washington.
- Predict how the Japanese Americans lives changed based on their new location and habitat.
- Did the location in which Japanese families lived prior to the war affect their chances of becoming interned?
- Visit this map website and read stories from the families who were interned there. http://www.foitimes.com/internment/small.html
Literature: The Human Story

Recurring themes in history play out in the stories people tell to share a sense of their reality. The following three stories are suggested for reading aloud to spark discussion prior to viewing the video.

Laura Iwasaki's father was interned along with thousands of other American citizens of Japanese heritage during World War II. When her grandfather died he was buried in the internment camp and now that the family is moving this will probably be their last visit to Grandfather's grave.

Emi, a Japanese American in the second grade, is sent with her family to an internment camp during World War II. The loss of her bracelet, a gift from her best friend, proves that she doesn't need a physical reminder of that friendship.

Like any 11-year-old, Yuki Sakane is looking forward to Christmas when her peaceful world is suddenly shattered by the bombing of Pearl Harbor. Uprooted from her home and shipped with thousands of West Coast Japanese Americans to a desert concentration camp called Topaz, Yuki and her family face new hardships daily.

Role-play and simulation activities: How might you act in these situations?

Before even introducing the subject matter, this grade-school lesson/activity plan begins by having children plan to be evacuated and other role-play/simulation scenarios.

V. Guided Questions for Use with the Video
These may be used as discussion points at strategic pauses within the viewing.

A. Before the film.
   1. Were all Japanese Americans at equal risk of being interned or did geographical location make a difference?

B. Five minutes into the film (after the family boards the train).
   1. What might be the reasons that there was no one to say goodbye?
   2. Predict what you think the neighbors may be thinking and doing.
   3. Are there any events today that are portrayed positively or negatively by news media? (The teacher may choose to explore the concept of slanted journalism.)
   4. Does our government control our understanding of controversial issues?
   5. How might the government-produced short film clips have affected the general public’s view of events? (Compare newsreel clips during movies to today’s televised news; consider how news coverage differs by broadcast station.)

C. Nine minutes and 30 seconds into the film (after the mention of the young Japanese men who chose not to enlist as a sign of protest).
   1. What about those young boys who chose not to fight, what might have happened to them when they returned home? How might other Japanese Americans have treated them?
   2. Take a stand, would you have chosen to fight for your country or refuse to fight for a government that imprisoned your family?
   3. What evidence do you see in the video or the literature we’ve read that the Japanese were doing the best they could do?
   4. Can you think of any specific situation in your life when you practiced Shikata Ga Nai?

D. After the video.
   1. Put yourself in their shoes. Transport yourself from your life now to these camps; what would you be giving up?
   2. How do you start over when you have nothing? Did these people need to move in with family to begin again?
   3. What did it mean to have the government apologize? How long before the government apologized? Were all interned persons still alive to receive the apology?
   4. Make connections to current events, what is homeland security doing to, or with, persons of certain ethnic or religious origins?
   5. Do we continue to “interpret” the constitution today? How?
VII. Suggested Literature to Reinforce Video Concepts

All of the suggested literature is available from the curriculum library at Whitworth’s Cheney Cowles Library.

The diary of a third grade class of Japanese American children being held with their families in an internment camp in Topaz, Utah, during World War II.

After their release from an American concentration camp, a Japanese-American girl and her family try to reconstruct their lives amidst strong anti-Japanese feelings which breed fear, distrust, and violence.

A Japanese American boy learns to play baseball when he and his family are forced to live in an internment camp during World War II, and his ability to play helps him after the war is over.
VIII. Assessment Options

CBA: Washington State Classroom-Based Assessments in Social Studies
1. Students will develop a position paper on a constitutional issue in question during this period in history as outlined in the Civics CBAs, grade eight.
2. Students will develop a position paper in which they explain the causes of a historical conflict as outlined in the History CBAs, grade eight.

Poetry
Students will experiment with forms of Japanese poetry. For example they will use haiku to relate a snapshot of the Japanese Internment story.

Research
1. In the wake of 9/11, students will investigate what the United States Department of Homeland Security is currently doing to “protect” the masses from citizens or visitors of Middle Eastern dissent.
2. Students will make connections between the rationale for, implementation of and conditions of the Japanese internment camps and the Native American boarding schools of the prior century.
3. Students will compare and contrast the Japanese internment camps with those established for Italian Americans.

Visual expression
1. Students will create a video or drama production to play out what might have happened to a family when returning home from the internment camps.
2. Students will create a Power Point presentation to explain the Japanese experience during World War II.

Writing
Students will imagine themselves as Japanese youth living in an Internment Camp. They write a letter to a best friend, sharing actual events and the feelings attached to them.
IX. Extensions

The following supplemental literature, videos, websites, dramas and lesson plans may be used to reinforce or deepen students' knowledge about the Japanese Internment and related issues.

Literature

*When the US government orders Japanese American citizens to report to relocation camps, Fred Korematsu files a lawsuit, and it goes all the way to the supreme court.* (Asia for Kids 2000 – 2001 Educational Catalog, p. 30)

*Thirteen haiku about animals translated from the Japanese and illustrated with collages and assemblages.*

*A collection of Japanese nature poems organized according to the seasons, illustrated with paintings corresponding to the themes of the poems.*

Denenberg, B. (1999). The journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp (My name is America). New York: Scholastic Paperbacks. (4-6)
*Heartbreaking and humorous, this is the story of a twelve-year-old prisoner in one of America’s Japanese internment camps of World War II.*

*From the author of Baseball Saved Us comes an intergenerational story that describes how a Japanese-American family deals with the painful legacy of war. Set against the backdrop of the 1960s and talk of Vietnam, it offers a universal message of dignity and courage to anyone who feels they are different.*

*Divided into four sections, one for each season of the year, an anthology of sixty-seven haiku and tanka, Japanese forms of verse, explores the poet's thoughts and feelings about the world and its wonders.*

Noguchi, R. & Jenks, D. (2001). *Flowers from Mariko.* Illustrated by M. R. Kumata. New York: Lee and Low Books. (1-4) *Mariko’s family has been freed from a Japanese-American internment camp, but the transition hasn’t been easy. Because her father’s truck has disappeared, he can’t start up his gardening business, and the family must move to a trailer park. One day, Mariko’s father gives her two seed envelopes. She plants the seeds and even serenades them. Mariko’s father is so preoccupied he doesn’t notice her garden -- until he hears her singing. At last he smiles. Flowers from Mariko tells of a family striving to re-establish their lives -- through hope, perseverance, and love.*

Savin, M. (1995). *The moon bridge.* New York: Apple. (4-6) *When Mitzi and her Japanese-American family are moved to an internment camp during the Second World War, she and her best friend, the rebellious Ruthie, plan to meet after the war at Golden Gate Park.*

Stanley, J. (1996). *I am an American: A true story of the Japanese internment.* New York: Crown. (4-6) *With stunning intensity, Stanley examines the plight of one group of American citizens during World War II. He describes in depth the events leading up to the authorized evacuation and imprisonment of Japanese Americans living on the West Coast. A sense of immediacy is provided through Stanley’s interpretation of events as they affected one particular young man, Shiro Nomura, and his family and close friends. Illustrated with black-and-white photographs. (Horn Book, 1995)*

Welch, C. A. (2000). *Children of the relocation camps.* Minneapolis, MN: Carolrhoda Books. (4-6) *Explores the experiences of Japanese American children who were moved with their families to relocation centers during World War II, looking at school, meals, sports, and other aspects of camp life.*
Video

The Quiet War: Stories of the Japanese American Experience during World War II
Video Documentary (55 minutes)
Release Date: May 2004
Produced by Whitworth College and North by Northwest Productions
Filmed in the Northwest and featuring interviewees from Spokane and Seattle, The Quiet War explores the humanity of people involved in the internment of Japanese Americans during World War II in Washington State. Utilizing video interviews, archival film, photographs, narration and music, "The Quiet War" seeks to show students and others what is involved in violations of civil rights. This project was funded in part by a grant from the Washington Civil Liberties Public Education Program.

Websites

The following websites provide a wealth of information using primary and secondary sources, pictures and text.

Kareem Shora, legal adviser to the ADC and Timothy Edgar, legislative counsel on national security and immigrant rights at the American Civil Liberties Union, speak with TRIAL at the ACLU’s offices in Washington, D.C.


Explore the World War II internment of Japanese Americans through online video clips, text and photos.
... According to the Commission on Wartime Relocation and Internment of Civilians, ... Congress to pay each victim of internment $20000 in reparations. ...

Personal internment stories of German-Americans during the Second World War. Copies of FBI Maps depict number of persons interned by state.

A description of the Japanese American Internment camps during the Second World War.

In 1943, Ansel Adams (1902-1984), America's best-known photographer, documented the Manzanar War Relocation Center in California and the Japanese Americans interned there during World War II.

Downloadable, standards based lesson plans developed by teachers for use with students of high school ability. This site includes photos, maps, and video clips of places in the Fillmore as well as an interactive timeline with photos and video clips.

"The stories of these men are similar in important ways. All came to the United States seeking a better life for themselves and their families. All were Muslim, from South Asia or the Middle East. After September 11, all were caught in a government dragnet that swept up hundreds of Muslims indiscriminately. And all were denied basic rights normally afforded to those detained in the United States and other democratic countries."
Miscellaneous

Drama Education –
A Child's Experience of Internment, Teacher Resource Materials; A project of the Washington Civil Liberties Public Education Program Administered by the Washington State Superintendent of Public Instruction (hardcopies available in the Curriculum Library at Whitworth College)

Nikkei Internment Camp, Nikkei Internment Memorial Centre, New Denver, BC,
(250) 358-7288