

# CONVERSATION KIT



Courtesy of the National Archives

## NATIONAL YOUTH SUMMIT



## JAPANESE AMERICAN INCARCERATION



## IN WORLD WAR II

**Tuesday, May 17, 2016**

1:00-2:00 pm EDT, 10:00-11:00 am PDT



Smithsonian  
*National Museum of American History  
Kenneth E. Behring Center*



JAPANESE AMERICAN  
NATIONAL MUSEUM

# TABLE OF CONTENTS

**SECTION I: INTRODUCTION TO THE NATIONAL SUMMIT** ..... 3

Introduction ..... 3

Program Details ..... 4

Regional Summit Locations ..... 4

When, Where, and How to Participate ..... 4

Join the Conversation..... 5

Central Questions ..... 6

Panelists and Participants..... 7

Common Core State Standards ..... 9

National Standards for History ..... 10

**SECTION II: LANGUAGE** ..... 11

Statement on Terminology..... 12

**SECTION III: LESSON PLANS** ..... 14

Lesson Plans and Resources on Japanese American Incarceration..... 15

Lesson Ideas for Japanese American Incarceration and Modern Parallels ..... 17

**SECTION IV: YOUTH LEADERSHIP AND TAKING ACTION** ..... 18

What Can You Do? ..... 19

**SECTION V: ADDITIONAL RESOURCES**.....21

## SECTION I: INTRODUCTION TO THE NATIONAL SUMMIT

Thank you for participating in the Smithsonian's National Youth Summit on Japanese American Incarceration. This Conversation Kit is designed to provide you with lesson activities and ideas for leading group discussions on the issues surrounding Japanese American incarceration and their relevance today. This kit also provides details on ways to participate in the Summit. The National Youth Summit is a program developed by the National Museum of American History in collaboration with Smithsonian Affiliations. This program is funded by the Smithsonian's Youth Access Grants.



Pamphlet, Division of Armed Forces History, Office of Curatorial Affairs, National Museum of American History



Smithsonian  
National Museum of American History  
Kenneth E. Behring Center



JAPANESE AMERICAN  
NATIONAL MUSEUM



Smithsonian Institution  
Affiliations Program

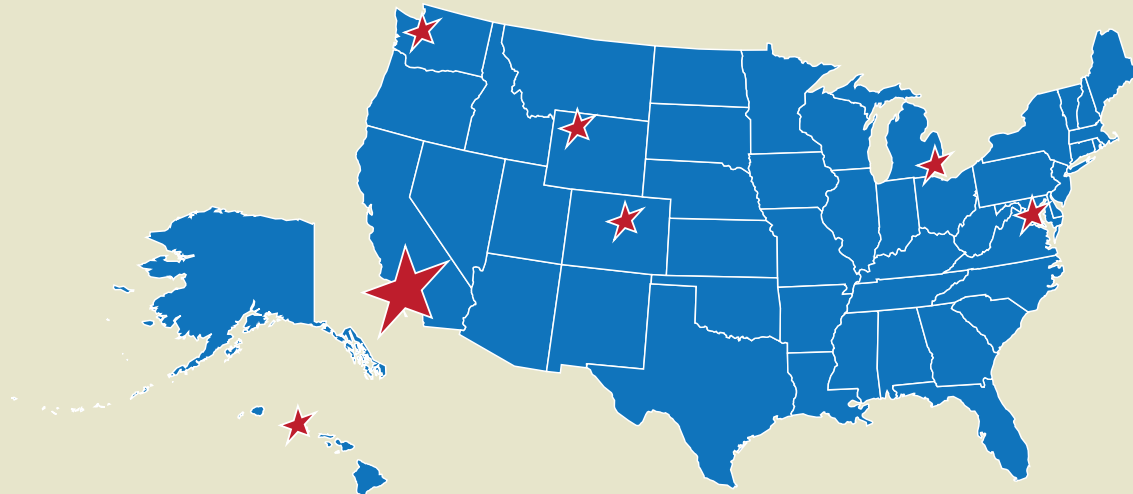
## PROGRAM DETAILS

### NATIONAL YOUTH SUMMIT: JAPANESE AMERICAN INCARCERATION

Date	Tuesday, May 17, 2016
Time	1:00-2:00 pm EDT, 10:00-11:00 am PDT
Location	<a href="#">Japanese American National Museum</a> , Los Angeles, California
Link to the Webcast	<a href="http://americanhistory.si.edu/nys-live">americanhistory.si.edu/nys-live</a>

## REGIONAL YOUTH SUMMIT LOCATIONS

Dearborn, Michigan	<a href="#">Arab American National Museum</a>
Denver, Colorado	<a href="#">History Colorado</a>
Honolulu, Hawaii	<a href="#">Pacific Aviation Museum Pearl Harbor</a>
Seattle, Washington	<a href="#">Wing Luke Museum of the Asian Pacific American Experience</a>
Washington, D.C.	<a href="#">National Museum of American History, Smithsonian Institution</a>



## WHEN, WHERE, AND HOW TO PARTICIPATE

### REGISTRATION

To register for the event, visit:

[surveygizmo.com/s3/2496159/National-Youth-Summit-2016-Registration](http://surveygizmo.com/s3/2496159/National-Youth-Summit-2016-Registration)

### VIEWING THE PROGRAM

The program will be webcast live from 1:00-2:00 pm Eastern Daylight Time on Tuesday, May 17, 2016.

To view the program, visit [americanhistory.si.edu/nys-live](http://americanhistory.si.edu/nys-live). Prior to the program, ensure that Ustream is not blocked in your school or district. You can test this by going to [ustream.tv](http://ustream.tv) or by contacting your school's technology coordinator. Please also update all browsers and plug-ins for the device you plan to use to stream the webcast.

If you miss the live event, you can access the archived version at [americanhistory.si.edu/nys](http://americanhistory.si.edu/nys) after the live stream ends.





Hayward, California. May 8, 1942. "Members of the Mochida family awaiting evacuation bus. Identification tags were used to aid in keeping a family unit intact during all phases of evacuation. Mochida operated a nursery and five greenhouses on a two-acre site in Eden Township." / photograph by Dorothea Lange. Courtesy of the National Archives.

## JOIN THE CONVERSATION

We will host a live chat in which students can pose questions to the panelists on the topic of Japanese American incarceration. A curator from the Japanese American National Museum will also participate in the chat to talk directly with students. If possible, have students view the program individually or in small groups at computers so that they can join the online conversation. If you are watching together as a class, ensure that you have speakers sufficiently loud enough for all students to hear the webcast, use a strong Internet connection, and confirm that there is someone—either you or a student—on the chat to communicate between the class and the rest of the web audience.

Students can also share questions and discuss the program on Twitter using the hashtags **#SIYouthSummit** and **#Scholars2Leaders**.

If the students are unable to join the chat during the webcast, give them a goal as they watch. Have them listen closely to and assess the speakers' viewpoints on the significance of Japanese American incarceration and identify parallels to modern issues of racial profiling, anti-terrorist security surveillance, and immigration. [This worksheet](#) provides a model for close listening during the program.

## INTRODUCTION

During World War II the U.S. government forcibly removed over 120,000 Japanese Americans from the Pacific Coast. These individuals, two-thirds of them U.S. citizens, were sent to ten camps built throughout the western interior of the United States. Many would spend the next three years living under armed guard, behind barbed wire. In this webcast, we will explore this period in American history and consider how fear and prejudice can upset the delicate balance between the rights of citizens and the power of the state.



Oakland, California March 1942. "A large sign reading 'I am an American' placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas." Courtesy of the Library of Congress.

## CENTRAL QUESTIONS FOR THE SUMMIT

- What was Japanese American incarceration? Could it happen again?
- What lessons does this episode in history hold for us today?
- What responsibilities do we have to uphold the rights of others?
- How does fear affect national policy?

## PANELISTS AND PARTICIPANTS

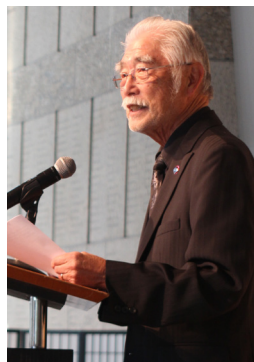


### DAVID ONO

#### Moderator

David Ono is the co-anchor for ABC7 Eyewitness News. He also anchors with Coleen Sullivan on Eyewitness News on KDOC-TV. He has witnessed history worldwide,

covering Hurricane Katrina, Haiti's earthquake, and Japan's tsunami. He traveled across Europe and Asia chronicling brave acts of the Nisei soldier from World War II. Thanks to the help of Japanese American National Museum (JANM), David produced the highly acclaimed *Legacy of Heart Mountain*, gratefully using the museum's barracks as a backdrop and JANM archives as part of the visual content. David has won five Edward R. Murrow awards, twenty Emmys, four National Asian American Journalists Association Awards and two RTDNA National Unity Awards.



### WILLIAM "BILL" SHISHIMA

William "Bill" Shishima was born in downtown Los Angeles on Christmas Eve in 1930 and is a camp survivor. He graduated from the University of Southern California in 1957. He

was in the Cub, Boy, and Explorer scout programs – including three years as a Boy Scout in camp during World War II in Heart Mountain, Wyoming. He was a Scoutmaster and in the Adult Leadership Program for forty-five years. He was an elementary school teacher in East Los Angeles and retired in 1991. Since retirement, he has been volunteering at Hamasaki School, Japanese American Cultural and Community Center, Japanese American National Museum, Monterey Park Japanese American Senior Citizen's Club, Keiro Retirement Home, and Hollenbeck Palms Retirement Home.



### KAREN KOREMATSU

Karen Korematsu is the founder and executive director of the *Fred T. Korematsu Institute* and the daughter of the late Fred T. Korematsu. Since her father's passing in 2005, Karen has carried

on Fred's legacy as a civil rights advocate, public speaker, and public educator. She shares her passion for social justice and education at K-12 public and private schools, colleges and universities, law schools, teachers' conferences, and organizations across the country.



### G YAMAZAWA

George Masao Yamazawa, Jr., son of Japanese immigrants, is considered one of the top young spoken word artists in the country. "G" is a National Poetry Slam Champion, Individual World Poetry

Slam Finalist, and Southern Fried Champion, and has toured in over 50 American cities and 5 European countries. An advocate for youth empowerment, G also has extensive experience as a teaching artist facilitating writing/performance workshops for inner city youth in the Washington, DC public school system through *Split This Rock*, a nationally recognized non-profit organization with a focus in political poetry.





**LORRAINE BANNAI**

Lorraine Bannai is the director of the Fred T. Korematsu Center for Law and Equality at Seattle University School of Law. After earning her JD from the University of San Francisco School

of Law, Professor Bannai practiced with what is now the San Francisco firm of Minami Tamaki. While in practice, she was on the legal team that successfully challenged Fred Korematsu's conviction for violating military orders removing Japanese Americans from the West Coast during World War II. Her biography of Fred Korematsu, *Enduring Conviction: Fred Korematsu and His Quest for Justice*, was recently published by the University of Washington Press.



**MARIKO ROOKS**

Mariko Fujimoto Rooks is a mixed race Japanese American and African American student in her junior year at Culver City High School. She is an active member of the Japanese American

community, participating as a speaker at the [2015 Japanese American National Museum's Day of Remembrance](#) in addition to her sustained involvement in several organizations such as Kizuna's Youth CAN and Nishi Girl Scouts. She published her first article at age thirteen on teen dating violence awareness and prevention in Asian American communities. She advocated the topic to the Culver City Unified School District School Board, receiving the Girl Scout Silver Award for her work.



**HUSSAM AYLOUSH**

Hussam Ayloush has been the executive director of the Los Angeles office of the [Council on American Islamic Relations](#) since 1998. He frequently lectures on Islam, media relations, civil rights, hate

crimes, and international affairs pertaining to American Muslims. He has consistently appeared in local, national, and international media advocating and articulating the mainstream Muslim position on various issues.



**LILY ANNE WELTY TAMAI, PHD**

**Featured Expert for the Online Chat**

Lily Anne Welty Tamai is the curator of history at the Japanese American National Museum in Los Angeles, where she

conducts research and development for exhibitions. Dr. Tamai grew up in the multicultural community of Oxnard, California, speaking Japanese and English in a mixed-race household. Dr. Tamai holds advanced degrees in Biology and History, and a PhD in History from the University of California Santa Barbara. She conducted doctoral research in Japan and in Okinawa as a Fulbright Graduate Research Fellow and was also a Ford Foundation Fellow. She published a chapter in *Global Mixed Race* (NYU Press 2014), as well as several articles in the journals *Pan Japan and Immigration Studies*. She also serves on the U.S. Census Bureau National Advisory Committee on Racial, Ethnic, and Other Populations.



## COMMON CORE STATE STANDARDS

### English Language Arts: Speaking and Listening Standards

#### *Comprehension and Collaboration, Grades 9–10*

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

#### *Comprehension and Collaboration, Grades 11–12*

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

### English Language Arts: Writing

#### *Text Types and Purposes, Grades 9–10*

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### *Text Types and Purposes, Grades 11–12*

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

#### *Production and Distribution of Writing, Grades 9–10*

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### *Production and Distribution of Writing, Grades 11–12*

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## NATIONAL CENTER FOR HISTORY IN THE SCHOOL: NATIONAL STANDARDS FOR HISTORY

### United States History Content Standards for Grades 5–12

#### *Era 8: The Great Depression and World War II (1929 to 1945)*

**Standard 3:** The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs.

### Thinking Standards

#### **Standard 2: Historical Comprehension**

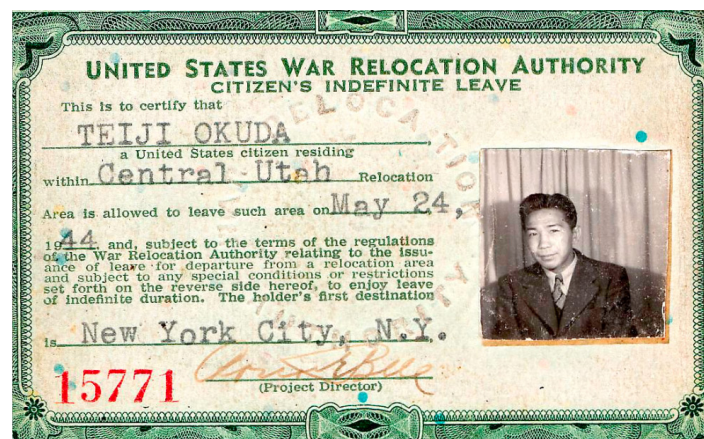
- Read historical narratives imaginatively, taking into account what the narrative reveals of the humanity of the individuals and groups involved—their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.

#### **Standard 3: Historical analysis and interpretation**

- Consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- Hypothesize the influence of the past, including both the limitations and opportunities made possible by past decisions.

#### **Standard 5: Historical issues analysis and decision-making**

- Evaluate alternative courses of action, keeping in mind the information available at the time in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.
- Formulate a position or course of action on an issue by identifying the nature of the problem; analyzing the underlying factors contributing to the problem; and choosing a plausible solution from a choice of carefully evaluated options.
- Evaluate the implementation of a decision by analyzing the interests it served; by estimating the position, power, and priority of each player involved; by assessing the ethical dimensions of the decision; and by evaluating its costs and benefits from a variety of perspectives.



W.R.A. Leave Pass, Teiji Okuda,  
No. 15771, Division of Armed  
Forces History, Office of  
Curatorial Affairs, National  
Museum of American History



"Civilian exclusion order #5, posted at First and Front streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation, April 1942" / photograph attributed to Dorothea Lange. Courtesy of the Library of Congress.

## SECTION II: LANGUAGE

As a class, discuss the terms internee and incarcerated, concentration camp and assembly center, and internment and incarceration. What are the implications of each term?

## TERMINOLOGY AND THE JAPANESE AMERICAN EXPERIENCE

Adapted from the Japanese American National Museum's exhibition *Haunting Questions: Understanding the Japanese American Incarceration*

*The present procedure of keeping loyal American citizens in concentration camps on the basis of race for longer than is absolutely necessary is dangerous and repugnant to the principles of our Government.*

—Attorney General Francis Biddle, December 30, 1943

*In this war we are seeing more euphemistic terms than in previous conflicts. Consequently, the concentration camp which the government is starting to build at Puyallup is termed an "assembly center." But it is a concentration camp, even though temporary.*

—Tacoma News-Tribune, March 31, 1942

*They were concentration camps. They called it relocation but they put them in concentration camps, and I was against it. We were in a period of emergency but it was still the wrong thing to do."*

—Harry S. Truman in Merle Miller, *Plain Speaking: An Oral Biography of Harry S. Truman* (New York: Berkeley Publishing Corp., 1974)

The words and phrases used to describe this history vary considerably amongst scholars, government officials, and even those directly affected by Executive Order 9066: "relocation," "evacuation," "incarceration," "internment," "concentration camp." There is no general agreement about what is most accurate or fair.

Officially, the camps were called "relocation centers." Many now acknowledge that "relocation center" and "evacuation" are euphemisms used purposefully by the government to downplay the significance of its actions.

America's concentration camps are clearly distinguishable from Nazi Germany's torture





"Manzanar, California. Dust storm at this War Relocation Authority center where evacuees of Japanese ancestry are spending the duration" / photograph by Dorothea Lange. Courtesy of the National Archives.

and death camps. It is difficult to accept the term "concentration camp" because of the term's associations with the Holocaust. This educational material uses "concentration camp" not in an effort to bear comparisons to the atrocities of the Holocaust, but to express the veritable magnitude of what was done to Japanese Americans.

It is an unequivocal fact that the government itself, including the President, used the term "concentration camp" during World War II in speeches and written documents. It is also crucial to note that a "concentration camp" is defined broadly as a place where people are imprisoned not because they are guilty of any crimes, but

simply because of who they are. Many groups have been singled out for such persecution throughout history, with the term "concentration camp" first used at the turn of the twentieth century in the Spanish-American and Boer wars.

Despite some differences, all concentration camps have one thing in common: People in power remove a minority group from the general population, and the rest of society lets it happen.



High school recess period, Manzanar Relocation Center, California / photograph by Ansel Adams. Courtesy of the Library of Congress.

## SECTION III: LESSON PLANS



Entrance to Manzanar, Manzanar Relocation Center / photograph by Ansel Adams. Courtesy of the Library of Congress.

## LESSON PLANS AND RESOURCES ON JAPANESE AMERICAN INCARCERATION



Image from "A Soldier's Diary," produced by David Ono and Jeff MacIntyre, with collections from the Japanese American National Museum

### ✦ Primary Document Research: Stanley Hayami Diary

[See the Stanley Hayami Diary Transcription and Lesson Plan](#)

Stanley Hayami (1925-1945) was a student from Los Angeles who attended high school at the Heart Mountain Concentration Camp in Wyoming. Hayami left Heart Mountain in June 1944 to join the United States Army and was killed in combat in Northern Italy on April 23, 1945, at age nineteen. Explore the diary he kept during his time at Heart Mountain in this lesson. The diary is part of the collection of the Japanese American National Museum; the digitized version is available from the [Online Archive of California](#). A short video on Hayami and his time at Heart Mountain, including an interview with Hayami's relatives, is available on [Vimeo](#).

### History Explorer Podcast: Japanese American Incarceration and WWII Service:

✦ [historyexplorer.si.edu/resource/history-explorer-podcast-japanese-internment-and-wwii-service](http://historyexplorer.si.edu/resource/history-explorer-podcast-japanese-internment-and-wwii-service)

In this episode of the National Museum of American History (NMAH)'s History Explorer podcast series, students hear an interview with Grant Ichikawa, a United States military veteran who enlisted after being relocated to a camp with his family in 1942. Allowed to join the army because of a



need for interpreters, Ichikawa served proudly and in 2011, he and other veterans were awarded the Congressional Gold Medal. The resource includes a teacher guide and student worksheet. Additional primary sources from NMAH on Japanese American incarceration can be found here: ☆ [americanhistory.si.edu/collections/object-groups/japanese-american-internment-era-collection](https://americanhistory.si.edu/collections/object-groups/japanese-american-internment-era-collection). Lesson plans and activities from the museum are available on Smithsonian's History Explorer: ☆ [historyexplorer.si.edu](https://historyexplorer.si.edu)

### ☆ Letters from the Japanese American Internment

This lesson plan from [SmithsonianEducation.org](https://SmithsonianEducation.org) provides classroom activities for studying the experience of Japanese American youth through the letters sent to Clara Breed, a librarian during World War II. The full collection of letters is housed at the Japanese American National Museum. More information and additional digitized letters can be found [here](#).

### Analyze the Supreme Court case *Korematsu v. United States* (1944)

Read and discuss excerpts from the Supreme Court majority and dissenting opinions in *Korematsu v. United States* from the website [Landmark Cases of the U.S. Supreme Court](#). Analyze the merits of the case by engaging in these classroom [activities](#). Then, select a Supreme Court [case from the war on terrorism](#) and discuss the balance of constitutional freedoms and national security. Have the class divide into groups to write statements of concurrence or dissent with the Supreme Court opinion.

### ☆ Korematsu Institute Teacher Kit

The Korematsu Institute has free curriculum sets regarding Japanese American incarceration. [This online form](#) allows you to order a kit for your classroom.

## ADDITIONAL RESOURCES

### ☆ Japanese American National Museum Educator Resources

This website includes fact sheets, bibliography, map of Japanese American concentration camp sites, and teacher-developed materials.

### National Japanese American Historical Society Course Curriculum

This website features a collection of about 25 lesson plans developed for elementary, intermediate, and high school students. The website also includes resources such as maps, audio and visual materials, fact sheets, and government documents for use in the classroom.

### Stanford History Education Group Lesson Plan

This lesson plan includes step-by-step instructions for conducting a discussion based on five primary documents (links and materials included).

### Library of Congress Teacher's Guide

This guide includes contextual background for Japanese American incarceration, lesson activities, and links to primary photographs and documents available online.

### National Archives

This website provides background information and links to primary documents in the National Archives online collection.

### Gilder Lehrman Institute of American History

This website provides step-by-step lesson instruction on conducting a Socratic seminar based on the book *Farewell to Manzanar* by James D. Houston and Jeanne Wakatsuki Houston.



## LESSON IDEAS FOR JAPANESE AMERICAN INCARCERATION AND MODERN PARALLELS

### Yale New Haven Teachers Institute: How Fear Threatens Freedom

This detailed unit study for high school students examines the relationship between fear and freedom. The course of study includes topics such as the historical background of the First, Fifth, and Sixth amendments, Miranda Rights, the Cold War, and the Nuclear Arms Race, and provides an annotated bibliography, filmography, and compilation of internet resources.

### Constitutional Rights Foundation: The Korematsu Case

This lesson plan provides a summary and discussion questions regarding the *Korematsu v. United States* Supreme Court case. As a follow up activity, students are given background regarding the Patriot Act and other terrorist surveillance legislation passed after September 11, 2001, and are asked to write a paragraph articulating whether or not they agree or disagree with the measures.

### Japanese American Incarceration and Syrian Refugees

How does the story of Japanese American incarceration appear in today's discourse? Review the following articles to discuss how this history is described and discussed in contemporary politics. Then, discuss together what lessons this holds for contemporary issues of immigration and refugee resettlement.

- [Wash. Gov. Inslee Welcomes Syrian Refugees to Settle in His State](#) (NPR)
- [Roanoke Mayor: No Syrian Refugees to Roanoke Valley](#) (*Richmond Times-Dispatch*)  
See Bowers's official statement [here](#).
- [Resistance to Syrian Refugees Calls to Mind Painful Past for Japanese-Americans](#) (*The New York Times*)

### Japanese American Incarceration and Racial Discrimination

How prevalent is racial discrimination today? Watch the short [video clip](#) from the Densho organization and read and discuss the following descriptions of racial profiling: [National Institute of Justice](#), [American Civil Liberties Union](#), [The Leadership Conference on Civil and Human Rights](#). As a class, think of examples of racial profiling and steps you can take to address it.



Identification tag with suitcase, James Kanazawa identification tag. Courtesy of the Japanese American National Museum.



"American Legion and Boy Scouts in Memorial Day services at Manzanar Relocation Center, 1942." Courtesy of Library of Congress.

## **SECTION IV: YOUTH LEADERSHIP AND TAKING ACTION**

## WHAT CAN YOU DO?

### Discuss

Examine these articles with students. Ask students to consider the central argument and evidence, and discuss their responses.

### How does fear influence our approach to policymaking?

*New York Times* Editorial, November 20, 2015

*The New Yorker*, “The Fearful and the Frustrated,” August 31, 2015

- Please note: this article includes strong language. Please consider editing or discussing this with your administration and parents before sharing.
- Have students think of a time in their lives when they felt uncertainty. Ask them to write a paragraph describing the way they felt and how they responded to the situation. Then have them brainstorm as a class some national events that they have lived through where they felt a lot of uncertainty. Talk about the response to these events and what role fear played. Assign the readings above and discuss how fear and uncertainty influence the political arena today.

### What is the history of wartime measures and civil liberties in the United States?

Timeline of Civil Liberties in Wartime

Civil Liberties in Times of Crisis: Lessons from History

- Divide the class into groups and provide one segment of the article (organized by era) with each group. Have them identify the historical event or issue described and compare and contrast it with the story of Japanese American

incarceration. Have each group share their findings and as a full class discuss how students would characterize these events and the national response.

### Take Action

Ask students to consider issues today that they think relate to the issues underlying Japanese American incarceration. Then ask, what do you think you can do about them?

### Advocate

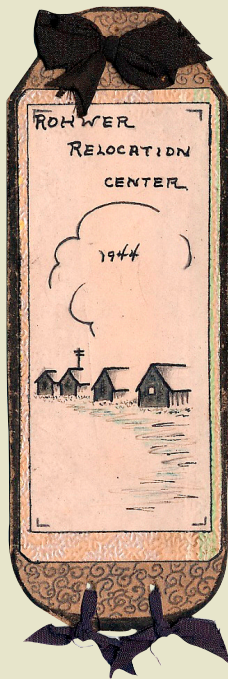
Discuss how young people can affect legislation. Read [this open letter to Congress](#) signed by over 70 mayors of cities across the United States. Share with students how to contact their [federal, state, and local government representatives](#), and have them write a letter expressing their views regarding refugee resettlement in your community.

### Find Common Ground

View Teaching Tolerance’s [Mix It Up at Lunch Day](#) program and help students consider how they might bridge divides among their peers by reaching out across lines of race and class. Search for additional classroom resources from Teaching Tolerance at [tolerance.org/classroom-resources](http://tolerance.org/classroom-resources).

Learn about how the Boy Scouts helped Japanese American young men in camps in Wyoming connect with their peers in [this short video](#). The film features former Secretary of Transportation Norman Mineta and former Senator Alan Simpson, who formed a lifelong friendship across the lines of the camps through scouting. Next, help students consider spaces, such as hobbies, where they can find common ground with people from different backgrounds.





From top left, clockwise: "Topaz Camp, 1943"; "Love Birds and Hearts Pin"; "Papier-Mache Bonsai Tree"; "Bookmark, Rohwer Relocation Center 1944"; Division of Armed Forces History, Office of Curatorial Affairs, National Museum of American History

### Educate with Art

How can art be used to express the experience of Japanese American incarceration? Listen to the NPR news story on the concentration camp art displayed at the Smithsonian's Renwick Gallery from 2010-2011: [The Creative Art of Coping in Japanese American Internment, NPR](#). Browse the [Renwick exhibit online](#) to see images of the Japanese American art. Discuss how art can serve as a witness to human expression and historical experience. Discover modern-day art projects that are being used to draw attention to issues of social conscience. See [Baltimore Magazine, Art with Syrian Refugees](#), and an [anti-bullying music video](#). Create your own art (see ideas [here](#)) that expresses your feelings regarding issues of prejudice occurring today.





"Roy Takeno (editor) and a group reading Manzanar paper in front of office, Manzanar Relocation Center, California."  
/ photograph by Ansel Adams. Courtesy of Library of Congress.

## SECTION V: ADDITIONAL RESOURCES

## ARCHIVAL PHOTOGRAPH, LETTER, AND DOCUMENT COLLECTIONS

- ★ National Museum of American History (NMAH): *A More Perfect Union*
- ★ Japanese American National Museum (JANM) Primary Sources
- Japanese American Relocation Digital Archives (JARDA)
- National Archives Photograph File of War Relocation Authority
- Library of Congress Student Discovery eBook

## LEGAL AND JUDICIAL DOCUMENTS

- The Munson Report, November 7, 1941
- Korematsu v. United States* December 1944

## VIDEO

- Government Newsreel, 1942
- TEDtalk with George Takei: Why I Love a Country That Once Betrayed Me
- Nisei Congressional Gold Medal
- C-SPAN Landmark Cases: *Korematsu v. United States*
- Fred Korematsu Day
- Justice Jackson's Dissenting Opinion

## PODCASTS

- Stuff You Should Know Podcast
- The Legacy of Civil Rights Leader Fred Korematsu

## WEBSITES

- Fred T. Korematsu Institute
- The National Veterans Network
- The Virtual Museum of the City of San Francisco
- Densho: The Japanese American Legacy Project

## CONCENTRATION CAMPS

- Map of America's Incarceration Camps
- Heart Mountain Interpretive Center
- ★ Manzanar National Historic Site

## SECONDARY SOURCE READINGS

### Readings for Teachers

- Smith, Page. *Democracy on Trial*. New York: Simon and Schuster, 1995.
- Tateishi, John. *And Justice for All: An Oral History of the Japanese American Detention Camps*. Seattle: University of Washington Press, 1999.
- Weglyn, Michi Nishiura. *Years of Infamy: The Untold Story of America's Concentration Camps*. Seattle: University of Washington Press, 1999.

### Books for Students

#### Ages 9-12

- Stanley, Jerry. *I Am an American*. New York: Crown, 1994.
- Tunnell, Michael O., and George W. Chilcoat. *The Children of Topaz*. New York: Holiday House, 1996.
- Uchida, Yoshiko. *The Invisible Thread: An Autobiography*. New York: Beech Tree Books, 1995.

#### Young Adult

- Houston, Jeanne Wakatsuki, and James D. Houston. *Farewell to Manzanar*. New York: Bantam, 1995.

Name:

Date:

---

## NATIONAL YOUTH SUMMIT: CLOSE LISTENING ACTIVITY

### Scoping the Speaker

During the webcast, select one speaker to follow closely, and record their arguments and supporting evidence below. Pay close attention to point of view and rhetorical techniques.

Name of Speaker:

Background or Connection to the Topic:

### WHILE LISTENING

As you listen to the speaker, note key points he or she makes in the bulleted list below:

•

•

•

Make note of one memorable quote:

### AFTER THE EVENT

What do you think this speaker thinks we should know about this topic?



Smithsonian  
National Museum of American History  
Kenneth E. Behring Center