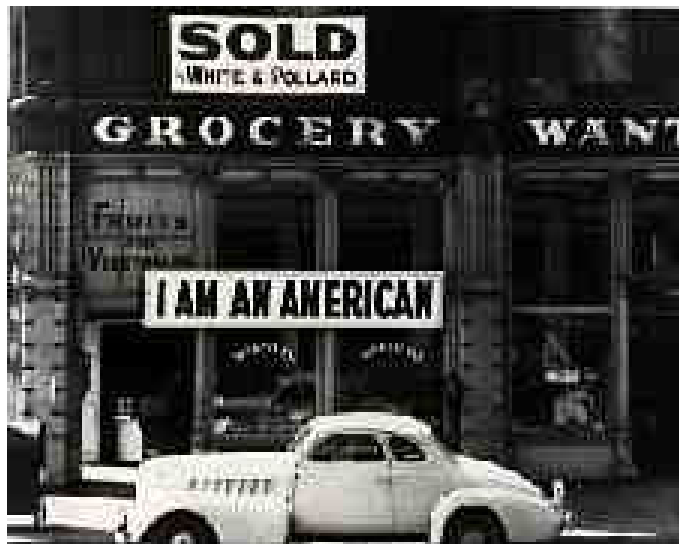


Shikata Ga Nai: It Can't Be Helped...Or Can It? Abuse of Japanese-American Civil Liberties in WWII

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NCTA-Oxford 2009

Purpose

It is of paramount importance for my high school students to know what their rights and responsibilities are in American society. They also need to know what the government's rights and responsibilities are to them so that they may be held accountable to it. Never should the travesty that was the Japanese American internment following Pearl Harbor happen again. And yet we see in the wake of 9/11 very similar violations occurring. Students will create an Internment Remembrance Project which will be displayed at school for the community. They will also be challenged to speak out in support of their own civil liberties, while practicing and enjoying their rights and responsibilities to America today.



State of Ohio Social Studies Standards

History 10:

20th Century Conflict: 7. Analyze the impact of U.S. participation in WWII...including the reaction to the attack on Pearl Harbor.

U.S. in the 20th Century: 11. Analyze the impact of U.S. participation in World War II with emphasis on b. The internment of the Japanese-Americans

Geography 9:

Places and Regions: 2. Explain how differing points of view play a role in conflicts over territories and resources

Movement: 5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.

Government:

9th Systems of Government: 1. Explain how various systems of government acquire, use and justify power.

10th Rules and Laws: 1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions

Citizenship Rights:

9th Participation 2. Describe and compare opportunities for citizen participation under different systems of government including: d. Presidential democracies.

10th Participation: 2. explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences

Rights and Responsibilities: 3. Explain the considerations and criteria commonly used in determining what limits should be placed in specific rights including: a. clear and present danger, b. compelling government interest, c. national security, e. public safety 4. Analyze instances in which the rights of individuals were restricted.

Social Studies Skills and Methods:

9th Thinking and Organizing: 1. detect bias and propaganda in primary and secondary sources of information

10th Thinking and Organizing: 1. Determine the credibility of sources by considering the following: a. qualifications and reputation of the author, b. agreement with other credible sources, c. recognizing stereotypes, d. accuracy and consistency of sources

Essential Questions

1. What effect did internment have on the Japanese Americans who lived through it?
2. What stereotypes were there about Asians in the late 1800 and early 1900's? Has it changed today?
3. What does how the Japanese American internment was handled tell us about the people and culture of the Japanese Americans?
4. What does Shikata ga nai (It can't be helped) and the concept of Gaman (deal with it) have to do with Japanese culture and how they dealt with internment?
5. What can we, as citizens, do to ensure that a similar abuse of civil liberties does not occur in the future?



Rationale

This chapter of American history is often breezed over in text and the classroom. It is largely due to embarrassment at the behavior of American citizens in the wake of attack. Yet students must be made aware of the injustices which occur in America so that they might actively attempt to correct those injustices. Our government is not infallible. It is therefore the right and responsibility of all citizens to know and hold accountable our government. I am hoping that my student's who are often very "me" oriented will be able to hear first hand accounts from Japanese Americans and make a connection to them so that if they see other injustice occurring that they will have the wherewithal to stand up and help. This is especially important in the wake of the 9/11 attacks with fostered some of the same sentiment seen in 1941.

Teacher Preparation Prior to the Lesson

1. Look at the sites listed in the resources. Several of the books also give a great overview. The sites are often very interactive with streaming video of talks with Japanese Americans and what they went through.
2. Be very familiar with the background of Asian relations at the turn of the 20th Century and why so you can answer student questions.
3. Make sure you take notes, create background info for students so they can grasp the basic info and timeline of the internment.
4. Mark off the floor in the room with masking tape to show the size of the barracks for families of 7 or more (20 x 20)
5. Collect pictures of famous internees such as Daniel Inoué, Norman Mineta (Tule Lake), George Takei (Rohwer/Tule Lake), Robert Ito (Canadian Internment), Pat Morita (Gila).
6. Collect maps of the 10 Internment camps: Tule Lake, Minidoka, Heart Mountain, Manzanar, Topaz, Amache (Grenada), Moab (Poston), Gila River, Rohwer, Jerome
7. Make copies of the Constitution (14th Amendment), Asian Citizenship Law of 1870, Executive Order 9066, Alien Land Law 1913, Exclusion Act 1917, Korematsu Vs. US, Civil Liberties Act 1988.
8. Collect videos/books: Conscience and the Constitution, Rabbit in the Moon, Children of the Camps, Farewell to Manzanar, Confinement and Ethnicity, Looking Like the Enemy, By Order of the President, The Children of Topaz, Democratizing the Enemy, Amache: The Story of Japanese Internment in Colorado, Born Free and Equal, Letters to Miss Breed, American in Disguise, The Four Immigrant Manga, Days of Waiting. Many of these will be available to students for further enrichment.
9. Arrange with the principal an appropriate way to exhibit student projects.
10. Make sure to reserve Smart Board and bring laptop, make sure it is internet linked.

List of Activities: These can be done separately or collectively

1. (50 minutes) Students need background for the Internment of the Japanese Americans and the general attitude toward Asians in the late 1800s and early 1900s. Give notes. Watch I Am an American: The Triumph of Japanese Americans over Prejudice. Analyze the Asian Citizenship Laws of 1870, Anti-Miscegenation (mixed-marriage) Law 1905, Alien Land Law of 1913, the segregations of Asian school children in California and the Exclusion Act of 1924. Discuss their effect on immigration and alienation of Asians and Americans. Discuss how this sets the stage for future problems in Asian and American relations.

2. (20 minutes) Explain that the topic of Japanese Internment is vast and can be looked at from a multitude of angles. We will be focused on the Civil Liberties aspect of it. Other avenues can be explored for enrichment activities. Brainstorm what a “citizen” is. What are the basic rights of citizens? What are the responsibilities of citizens to the government and the government to the citizen? How can one be civil disobedient and what would cause you to do so?
3. (60-80 minutes) Hook up Smart Board and go to [A More Perfect Union](http://americanhistory.si.edu/perfecunion/experience/index.html) (<http://americanhistory.si.edu/perfecunion/experience/index.html>) It is a completely interactive program with much streaming video and audio. Follow along and have students respond to the material as it is presented. Have them make connections to their own lives. How would they respond under the circumstances? Why would the government suppress information about the threat level of Japanese American after Pearl was bombed? Why were Japanese Americans in Hawaii largely left alone?
4. (15-20 minutes) discuss what the terms “shikata ga nai” and “gaman” mean in Japanese society. What role did this play in the Japanese American Citizenship League’s request for Japanese to go peacefully to the camps? What was the response of the populous?
5. (60-90 minutes) Create posters to illustrate the 7 of the 10 guarantees in the Bill of Rights which were put on hold for Japanese Americans (freedom of religion, freedom of speech, freedom of press, right to bear arms, right to assemble, freedom from unreasonable search and seizure, right to an indictment or being charged for a crime, right to life, liberty and property; right to a speedy trial, right to confront you accuser, right to legal counsel, right to a trail by jury, freedom from cruel and unusual punishment, and equal protection under the law. Share and discuss thoughts.
6. (15 minutes) Debate how would we respond today? Why did they respond that way then?
7. (60-80 minutes) Evaluate a number of photographs taken by Ansel Adams, Dorothea Lange and others regarding the Japanese internment and removal of Japanese from the west coast. How do they exhibit civil liberties or the abuse thereof? Put yourself in their shoes. Chose a picture and write a journal entry from the perspective of the people in the picture. What are they thinking, feeling or wishing for?
8. (15-20 minutes) take the Loyalty Questionnaire given out by the government in the internment camps. What would be the perspectives of the various groups of Japanese Americans in the camps? The Issei? Neisei?, Kebei?, Sansei?
9. (30 minutes) look at the results of Internment. Start with stats on land loss, property, business, pride, etc. What did the government give them to start their lives over with when they left the camps? Then look at and discuss Korematsu vs. US and the Civil Liberties Act 1988.

10. (In and out of class several days for research and product) Enrichment: Create a final Internment Remembrance Project using the information given and any supplemental material available. Look at and listen to any of the following or others (see resources): The Living History Farm: American Internment, Urban School of San Francisco: Telling Stories, The American Memory Project: Smithsonian, Clara Breed Collection, Jack Iwata Collection, Mori Simada Collection, Estelle Ishigo Collection, Densho.org. Suggestions on projects: Create a manga comic series, create a skit, claymation, make poems or verse in haiku, crate a camp suitcase with what they would have packed and why, make a protest poster against internment, create a power point project, create a movie maker movie with authentic Japanese music, write a story, create a photo essay, the options are limitless.



Pledge of Allegiance (Dorthea Lange).....At the end of camp(Ansel Adams)

Teacher Resources

- A More Perfect Union: Japanese Americans and the U.S. Constitution. Smithsonian: National Museum of American History. 15 February 2009
<<http://Americanhistory.si.edu/perfectunion/experience/index.html>>.
- Bame, Lesa Marie. I Am An American: The Triumph of the Japanese Americans Over Prejudice. American History Fellows Documentary. 2006.
- Barnhart, Edward F., et. al. Prejudice, War and the Constitution. Berkley, California: University of California Press, 1968.
- Beady, Jack. The Japanese Internment and What It Can Teach America Today, With Paul Wantanabe and Eric Muller. 19 Feb.2002. On Point Radio. WBUR, Boston. 25 May 2006 <www.onpointradio.org/shows/2002/02/20020219_b_main.asp>.

Conscience and the Constitution. PBS.2000. 22 February
 2009<www.pbs.org/itvs/conscience/better_americans/index.html>.

Daniels, Roger. Prisoners Without Trial: Japanese Americans in World War II, New York: Hill and Wang, 2004.

Discover Nikkei. 15 February 2009.
 <www.discovernikkei.org/en/resources/lessons/search/>.

Gaze, Bill and Claudia Reinhardt. Internment in America. 15 February 2009
 < www.livinghistoryfarm.org/farminginthel40s/life_13.html>

Grodzins, Morton. Americans Betrayed: Politics and the Japanese Evacuation. Chicago: University of Chicago Press, 1949.

Japanese American Legacy Project. 15 February 2009 <www.densho.org>

Japanese American National Museum. 15 February 2009. < www.janm.org>.

Kiyama, Henry. The Four Immigrants Manga: A Japanese Experience in San Francisco, 1904-1924. Stonebridge Press, 1999.

Omori, Emiko. Rabbit in the Moon: A Memorial Documented. 15 February 2009
 <www.pbs.org/pov/pov1999/rabbitinthemoon/index.html>.

Rabbit in the Moon. PBS. 1999. 18 February 2009 <www.pbs.org/pov/pov1999/Rabbitinthemoon/community/index/html>

The Memory Project. An Interview with Marielle Tsukamoto: A First-Hand Account of Japanese Internment 16 February 2009
 <<http://memory.loc.gov/learn/lessons/99/fear/interview.html>>

Urban School of San Francisco. Telling Stories. 15 February 2009
 <www.tellingstories.org/index.html>

Student Resources

Clara Breed Collection: “Dear Miss Breed: Letters from Camp”. 15 February 2009
 <www.janm.org/exhibition/breed/title.htm>

Estelle Ishigo Collection. 15 February 2009 <www.janm.org/collections/estelle-ishigo-collection>.

Go For Broke: National Education Center. Awards. 2006. 14 February2009
 <www.goforbroke.org/learning_students.asp>.

Iwata, Jack. 1942-45. Japanese American Relocation Digital Archives. Online Archives of California. 2000. 13 February 2009 <http://Jarda.cdib.org/search_images.html>.

Mori Shimada Collection. 15 February 2009 <www.janm.org/collections/mori-shimada-collection>.