



California Nisei College Diploma Project

1840 Sutter Street

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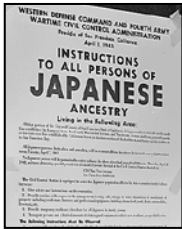
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FORCED REMOVAL

Between 1942 and 1945, the U.S. government forced over 120,000 Japanese Americans from their homes, farms, schools, jobs and businesses, in violation of their constitutional civil rights and liberties. The Japanese attack on Pearl Harbor on December 7, 1941 stunned the United States, and became a catalyst for challenging the loyalty of all citizens of Japanese descent.



Amid the hysteria following the U.S. entry into World War II, President Franklin Delano Roosevelt signed Executive Order 9066 on February 19, 1942, authorizing military authorities to exclude “any and all persons of Japanese ancestry” from the designated areas as necessary for national defense. E.O. 9066 was the first step in a program that uprooted Americans of Japanese ancestry from their West Coast communities, serving as the legal basis for their forced removal and subsequent incarceration. Most were forced to sell their homes and businesses, suffering huge losses; schooling and careers were completely disrupted. Two-thirds of these individuals were American citizens.

EXECUTIVE ORDER 9066

LIFE IN THE CAMPS

The removal and incarceration of Japanese Americans began in March 1942. The War Relocation Authority, or WRA, was established to administer the camps. During the first phase, incarcerated were transported on trains and buses under military guard to one of the twelve temporary detention centers in California. Detainees were housed in livestock stalls or windowless shacks that were crowded and lacked sufficient ventilation, electricity and sanitation facilities. The second phase began midsummer and involved moving approximately 500 deportees daily from the temporary centers to permanent concentration camps, located in remote, uninhabitable areas.

Barbed wire and guard towers surrounded the concentration camps, with armed guards patrolling the perimeter with instructions to shoot anyone attempting to leave. Several families were assigned to one tarpaper, two-by-six barrack and lived together with no privacy. Attempts at screening for loyalty and registering inmates for military induction with the Army’s “Loyalty Questionnaire” were conducted in a manner filled with such confusion and distrust, that violence broke out at several California camps.



JAPANESE AMERICANS IN THE MILITARY

Many young Japanese American men fought for the United States while their families were imprisoned. The highly decorated, all-Japanese American 100th Battalion /442nd Regimental Combat Team that fought in Italy is one example of this irony. Other Japanese Americans served as translators as well as ordinary soldiers in the Pacific theater.

AFTER THE WAR – CHALLENGING TRANSITIONS



On December 17, 1944, President Roosevelt announced the end of the exclusion of Japanese Americans from the West Coast, thus allowing the return home of the incarcerated. Relocation after incarceration was difficult, especially since prejudice still ran high in the West Coast. Many Issei (first generation Japanese Americans) never regained their losses, living out their lives in poverty and poor health.

REDRESS: THE CIVIL LIBERTIES ACT OF 1988

On July 31, 1980 the Commission on Wartime Relocation and Internment of Civilians (CWRIC) was established to investigate the incarceration of Japanese Americans and legal resident aliens during World War II. The Commission concluded: “the promulgation of Executive Order 9066 was not justified by military necessity, and the decisions which followed from it—detention, ending detention, and ending exclusion—were not driven by analysis of military conditions. The broad historical causes which shaped these decisions were race prejudice, war hysteria, and a failure of political leadership.” On August 10, 1988, President Ronald Reagan signed into law The Civil Liberties Act of 1988, which provided for an apology and redress to the incarcerated still living – nearly half of those who had been incarcerated died before the bill was signed.

California Nisei College Diploma Project is a project of the Japanese Cultural and Community Center of Northern California (JCCCNC)
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TEACHER RESOURCES – LESSON PLANS / CURRICULUM GUIDES

Even more than 55 years after the closing of the camps, the Japanese-American imprisonment experience continues to deeply affect the Japanese-American community. Many families lost sons who fought for a country that imprisoned their parents, and suffered a loss of faith in the government and the humiliation of being confined as traitors in their own country. This period of U.S. history illustrates how the constitutional rights of individuals of a minority group may be at risk during a time of national crisis, and urges us to consider the lessons learned and to apply them to the present.

- **A MORE PERFECT UNION – JAPANESE AMERICANS AND THE U.S. CONSTITUTION**
<http://americanhistory.si.edu/perfectunion/experience/index.html>
This online exhibit, created by the Smithsonian National Museum of American History, explores the delicate balance between the rights of a citizen versus the power of the state focusing on the Japanese American experience. Interactive galleries combine images, music, text, and first-person accounts and the site includes a searchable database of over 800 artifacts from the Smithsonian Collection.
- **CALIFORNIA CIVIL LIBERTIES PUBLIC EDUCATION PROGRAM (CCLPEP)**
<http://www.library.ca.gov/grants/cclpep/>
CCLPEP provides competitive grants for public educational activities and the development of educational materials to ensure that the events surrounding the exclusion, forced removal and incarceration of civilians and permanent resident aliens of Japanese ancestry will be remembered and so that causes and circumstances of this and similar events may be illuminated and understood.
- **CITIZENSHIP DENIED: AN INTEGRATED UNIT ON JAPANESE-AMERICAN INTERNMENT**
<http://www.intranet.csupomona.edu/~tassi/intern.htm>
Citizenship Denied: An Integrated Unit on Japanese-American Internment offers lesson plans and supporting materials organized around the central question, “What are our rights and responsibilities as American citizens?” Created by the Teacher’s Asian Studies Summer Institute (TASSI).
- **SAN FRANCISCO STATE UNIVERSITY – JAPANESE AMERICAN INTERNMENT CURRICULUM**
<http://bss.sfsu.edu/internment/introinternment.html>
San Francisco State University has compiled a website incorporating thorough lesson plans, an extensive array of primary source documents, and a collection of links to photographs, drawings, posters, maps, and other resources to be used for teaching about the internment.
- **STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION (SPICE)**
<http://www.densho.org/learning/default.asp>
The detailed lessons and activities in this curriculum were originally developed by the Stanford Program on International and Cross-Cultural Education (SPICE) and were adapted for online use by Densho. The curriculum is intended for high school or undergraduate students and may be used as a classroom resource for independent student enrichment.
- **“SUFFERING UNDER A GREAT INJUSTICE”: ANSEL ADAM’S PHOTOGRAPHS OF JAPANESE-AMERICAN INTERNMENT AT MANZANAR**
<http://www.loc.gov/teachers/classroommaterials/connections/manzanar/>
“Suffering Under a Great Injustice”: Ansel Adam’s Photographs of Japanese-American Internment at Manzanar is an online collection of photographs that reflect the evacuation of Japanese Americans to internment camps during World War II. The teacher’s guide suggests insightful questions to spark students’ curiosity and critical thinking as they explore Adams’ work.
- **TEACHING WITH DOCUMENTS – THE NATIONAL ARCHIVES AND RECORDS ADMINISTRATION**
<http://www.archives.gov/education/lessons/japanese-relocation/index.html>
The National Archives and Records Administration offers a “Teaching with Documents” lesson plan, complete with primary documents and images, for teaching about the relocation of Japanese Americans during World War Two.



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