



mll

middle level learning

Number 60
September 2017
@NCSSNetwork

SPEAKING UP

About Racial
Discrimination
in 1942



Fred Korematsu Speaks Up: Using Nonfiction with the Inquiry Arc of the C3 Framework

Kristy Brugar and Jeremiah Clabough

In the spring of 1942, Fred Korematsu, a 23-year-old American citizen, was arrested while walking along a street in his hometown of Oakland, California, and convicted of violating military orders based on President Franklin D. Roosevelt’s Executive Order 9066. The military orders banned “all persons of Japanese ancestry, both alien and non-alien”¹ from coastal areas of the United States. Fred would not go voluntarily to a prison camp.² Two years later, the legal appeal *Korematsu vs. the United States* reached the U.S. Supreme Court, which upheld the decisions of lower courts: the U.S. government, ruled the justices, could indeed imprison an American citizen based solely on his family’s origins. However, that is not the end of the story.

A Medium for Middle Level Learners

In a recent book, *Fred Korematsu Speaks Up*, authors Laura Atkins and Stan Yogi, with illustrator Yutaka Houlette, follow a winning formula for youthful readers.³ Each chapter has three parts. It opens with a painting by Houlette that encapsulates the narrative to follow. Next is a blank verse poem of up to four pages; short and simple phrases that describe one episode of Fred Korematsu’s life. Following that textual summary is a variety of primary source materials (e.g., letters, journal entries, government documents, hand paintings, cartoons, and news photos) and a timeline of the events described in that chapter. Occasionally, there’s a “dialog bubble” containing a discussion question such as, “If you fail at something, have you ever taken a big risk to try again?”

The book’s creators artfully combine paintings, poetry, prose, and historical evidence. The resulting book is accessible to struggling readers, who can flip through the pages and get the gist of the story by studying the paintings, then return to the beginning to work through the simple prose poems. Advanced readers, on the other hand, might immerse themselves immediately in the running text

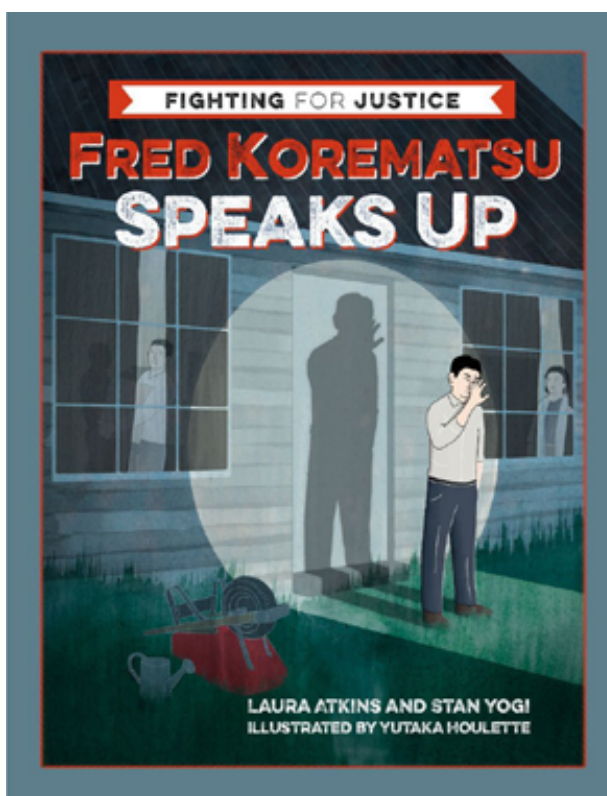
and details of the captions accompanying the photos and documents.

Classroom Activities for Inquiry

Here we suggest some classroom activities for middle school students that use the Inquiry Arc of The College, Career, and Civic Life Framework for State Social Studies Standards (the C3 Framework).⁴ We also present our own chronology as a brief refresher for teachers, but any reader—young or old—unfamiliar with this episode in U.S. history could not find a better overview than that presented in this book.

Meeting Dimension 1 by Asking Questions About Rights and Liberties

Mr. Korematsu witnessed and experienced contradictions in the ways that a democratic government (the United States), ostensibly founded on principles of individual rights, could be swayed to violate



ON THE COVER: Detail from a photo by Dorothea Lange of young evacuees in Turlock, California, in 1942. National Archives. Image was reversed for design. See the full image and read more on page 12.

Dimensions of the C3 Framework's Inquiry Arc

1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action.

From NCSS, *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Bulletin 113, Silver Spring, MD: NCSS, 2013).

those rights in a time of war. In this book, one prose poem states:

The people at the factory. . . think he and his family are spies because they look like the people who bombed their country. My country, too, Fred thinks." (p. 25)

Of the many compelling questions a student of history might ask, we have selected one to explore:

"In what ways should U.S. citizens respond to a law that seems contradictory to the ideals of democracy?"

To begin this inquiry, we suggest teachers and students discuss the specific examples of oppression as experienced by Japanese Americans, as well as examples of racist propaganda from that era, which are described in chapter 5 (pp. 25–31) of the book.

Then, the class can turn to more challenging reading, for example, excerpts from U.S. General DeWitt's evacuation order of May 3, 1942 (See **Handout 1**). Students read this handout in small groups, define key vocabulary with the teacher, respond to the questions (**Handout 2**), and summarize main ideas.

The teacher leads a class discussion, explaining any words that students find to be difficult. The teacher may project the Bill of Rights up on a screen or hang a poster. Supporting questions (and discussion starters) include:

- What are your thoughts and feelings about this 1942 military order? Remember that this evacuation order gave commands not to soldiers or sailors, but to civilians.
- What does this order say that these citizens should do?

- What rights and liberties were denied to Fred Korematsu and other Japanese Americans?
- Where are these rights and liberties spelled out? (See the Bill of Rights.) How are they protected in American society? (Police, courts, and especially citizens themselves uphold these rights and stop infringements of them. Over the years, amendments to the Constitution and federal laws clarify and expand these rights to groups of citizens, such as formerly enslaved Americans, women, and persons with disabilities.)

This primary source reading exercise and the subsequent class discussion prepare students to investigate Mr. Korematsu's decision to challenge a law based on racial discrimination.

Meeting Dimensions 2 and 3 by Analyzing Varied Texts

The students can meet Dimension 2 and 3 of The C3 Framework by studying chapters five and six of *Fred Korematsu Speaks Up* over two or three classes. Use the chronology (**Handout 3**) and graphic organizers on **Handouts 4 and 5** as an anchor during these discussions.

Chapter 5, "Deciding to Defy," narrates the experiences of Mr. Korematsu and his family as the government forcibly removes people from their homes and seizes their property. We suggest that the teacher read chapter 5 aloud to the students.

Then, in small groups, students read chapter 6, "Saying Yes," which highlights Mr. Korematsu's decision to challenge his initial arrest (and upcoming internment) with the help of Ernest Besig, a lawyer with the American Civil Liberties Union (ACLU). Page 37 also mentions another ally in resistance: Ralph Lazzo, of Mexican and Irish ancestry, who chose to live in an internment camp. He did this as a protest, in solidarity with those who were imprisoned. One mystery—resolved in chapter 7—is where police take Fred after he is released from jail. They take him to Tanforan Detention Camp in California (as described on page 39).

The teacher needs to use several supporting questions connected to chapters 5 and 6 with the compelling question. These supporting questions include:

- In what ways have personal rights and liberties been compromised in times of war in U.S. history? Consider the Civil War, for example.

- What were the injustices experienced by Fred Korematsu, and *Issei* and *Nissei* generally, on the West Coast during World War II? (See sidebar for definitions.)
- Are there other examples that you have studied of social injustices? How are they like, or different from, the experiences of Mr. Korematsu? (See for example, the segregated schools for Mexican Americans described on page 36.)

These supporting questions help reinforce ideas of social justice and citizens' agency. Reforms usually happen gradually, and they usually start with individuals or small groups taking action for the common good. Individuals, like Mr. Korematsu, change the dynamic of social, cultural, and political dialogues through acts of resistance as they question public policies and social practices in American society.⁵

Begin the next class period by asking students to respond to this supporting question, "Why would Mr. Korematsu challenge his arrest in court?" There is information on pages 33–37 about conversations between attorney Ernest Besig and Fred Korematsu to help answer that question. What were Mr. Korematsu's thought processes, and why did he come to believe that this court case had to be challenged? (Did his parents agree with him? See pages 40–41.) These considerations help students better understand Mr. Korematsu's perspective, values, and beliefs.⁶

Divide the students into small groups (approximately three

students each), where they can complete one of two graphic organizers on Handout 4 and 5. That task will help students apply Dimension 2's disciplinary concepts (such as equality and justice) and tools (such as analyzing a text for meaning). Students can refer to the historical quotes on Handout 1, as well as information discussed from the chapters of *Fred Korematsu Speaks Up*. This enables students to meet the goals of Dimension 3, "Evaluating sources and using evidence." The students may want to refer again to Handout 3, the chronology, which can help them understand the sequence of events and make hypotheses about causes and effects.

After the groups complete their graphic organizer, they can share their findings with the class. Encourage students to add information to their graphic organizer as they listen to comments made by their peers. The teacher can guide this discussion by getting students to elaborate on their responses. Students are able to investigate both chronological and conceptual developments of this case, comparing the two graphic organizers on the handout, to better understand the ways in which Mr. Korematsu was justified in challenging the oppression of an ethnic minority.

Meeting Dimension 4 by Taking Informed Action Through Literacy-Based Projects

In a final lesson, invite students to use all of the evidence obtained from the handouts and class discussions to take informed action (Dimension 4) about the treatment of Japanese Americans during World War II. The teacher can provide students

Compelling and Supporting Questions

A **compelling** question like "Was the American Revolution revolutionary?" is both intriguing to students and intellectually honest. Such a question can be vigorously explored through the disciplines of civics, economics, geography, and history...

Supporting questions assist students in addressing their compelling questions. For example, questions like "What were the regulations imposed on the colonists under the Townshend Acts?" will help students understand the many dimensions of the war as they form their conclusions...

Passages from page 17 of NCSS, "The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History" (Silver Spring, MD: NCSS, 2013), free at www.socialstudies.org.c3.

Suggested Applications in a Unit of Study About the Japanese American Internment

A **compelling** question about the internment might be, "In what ways should U.S. citizens respond to a law that seems contradictory to the ideals of democracy?"

A **supporting** question might be, "What constitutional rights did the federal government deny to Japanese Americans on the West Coast during World War II?"

several scenarios and have them work in small groups to choose one as a writing activity. It is important for the teacher to give options for students with class assessments to enable them to take advantage of their learning strengths. The two options below reflect the multiple dimensions of literacy by allowing students to articulate their understanding of the material in a way that they choose.⁷

1. Imagine that you are a teacher whose classroom is suddenly empty in 1942. The U.S. government has forcibly removed all of your students to internment camps far away. (See the book *Dear Miss Breed*, cited below) A radio host invites you to come to the station to be interviewed on a live program. You decide you will describe what has happened and voice a protest. Write and perform a dialog. Create a persuasive argument stating why your students and their families should be returned to their homes. Cite events and values that you have discussed in class. Refer to your written work on the handout.
2. In 1943, a newspaper is planning to run a photo collage to tell the story of Japanese Americans in the internment camps. Collect a series of photos to be included in the collage and write a caption explaining each of your selections. Students can utilize photographs available online for this activity. (See websites, p. 6).

The length of the writing components of these activities may be adjusted by the teacher based on students' writing proficiencies. The key is for the teacher's prompts to be based on media available to people during the 1940s. For example, radio and newspapers were the major media for reaching a national audience. In these exercises, students can also see how people

formulate arguments based on ideas, values, and beliefs of a specific time period.⁸ Across these literacy-based projects, students can gain experience constructing an argument to draw attention to an issue that they feel needs to be addressed, which is a critical skill for being a democratic citizen.⁹

Conclusion

"There may be times when we are powerless to prevent injustice, but there must never be a time when we fail to protest." — Elie Wiesel¹⁰

In 1942 and the decades that followed, Fred Korematsu experienced racial discrimination, as have millions of Americans whose families belong to an ethnic minority. Through the classroom experiences described here, students are able to think about and consider ways in which they may take informed action on a social problem. The Inquiry Arc in The C3 Framework challenges students to become empowered as they confront injustices through gaining greater knowledge and understanding, discussing their thoughts and perceptions with others, and taking action to make a more just society. 🌍

Notes

1. J. L. DeWitt, "Evacuation Order" (California, 1942). See page 7.
2. On the student handouts, we refer to Fred Korematsu as "Fred," following the convention in the juvenile book. Using the familiar name helps middle school readers identify with the historical figure whose history is being told.
3. Laura Atkins and Stan Yogi; Yutaka Houlette, illustr., *Fred Korematsu Speaks Up* (Berkeley, CA: Heyday, 2017), 33–85.
4. NCSS, *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (Bulletin 113, Silver Spring, MD: NCSS, 2013), 83. A free pdf of the C3 Framework is at www.socialstudies.org/c3. The paperback book (with explanatory essays) is available for purchase at www.socialstudies.org/store.

Issei and Nisei

Roosevelt's order affected 117,000 people of Japanese descent, two-thirds of whom were native-born citizens of the United States.

The *Issei* were the first generation of Japanese in this country; the *Nisei* were the second generation, numbering 70,000 American citizens at the time of internment.

Within weeks, all persons of Japanese ancestry—whether citizens or enemy aliens, young or old, rich or poor—were ordered to assembly centers near their homes. Soon, they were sent to permanent relocation centers outside the restricted military zones.

In Washington and Oregon, the eastern boundary of the military zone was an imaginary line along the rim of the Cascade Mountains; this line continued down the spine of California from north to south. From that line to the Pacific coast, the military restricted zones in those three states were defined.

SOURCE: www.archives.gov/education/lessons/japanese-relocation

5. Keith Barton, "Agency, Choice and Historical Action: How History Teaching Can Help Students Think about Democratic Decision Making," *Citizenship Teaching and Learning* 7, no. 2 (2012): 131-142.
6. Jason Endacott and Sarah Brooks, "An Updated Theoretical and Practical Model for Promoting Historical Empathy," *Social Studies Research and Practice* 8, no.1 (2013): 41-57.
7. Bridget Dalton, "Level Up with Multimodal Composition in Social Studies," *The Reading Teacher* 68, no. 4 (2015): 296-302.
8. Sam Wineburg, Daisy Martin, and Chauncey Monte-Sano, *Reading like a Historian: Teaching Literacy in Middle and High School History Classrooms* (New York: Teachers College Press, 2013), 33.
9. Cara Mulcahy, "The Tangled Web We Weave: Critical Literacy and Critical Thinking," in *Critical Civic Literacy: A Reader*, Joseph DeVitis, ed., (New York: Peter Lang, 2011), 1-10.
10. Elie Wiesel, "Hope, Despair, and Mercy" (Nobel Lecture, December 11,

1986.)

KRISTY BRUGAR is an Assistant Professor of Social Studies Education at The University of Oklahoma in Norman, Oklahoma

JEREMIAH CLABOUGH is Assistant Professor of Social Studies Education at The University of Alabama at Birmingham, Alabama

TEACHING RESOURCES

Articles and News Published by NCSS

- Gallavan, Nancy P. and Teresa A. Roberts, "Enduring Lessons of Justice from the World War II Japanese American Internment," *Social Education* 69, no. 5 (2005): 275-282.
- McCormick, Theresa. "Fear, Panic, and Injustice: Executive Order 9066, A Lesson for Grades 4-6," *Social Education* 72, no. 5 (2008): 268-271.
- "Minoru Yasui's Legacy: Students of Sarah M. Segal Study the Imprisonment of Japanese Americans," *The Social Studies Professional* (May/June 2017) includes links to students in a video, lesson plan, at www.socialstudies.org/tssp/news/minoru-yasuis-legacy-students-sarah-m-segal-study-imprisonment-japanese-americans.
- Pak, Yoon. "'Dear Teacher': Letters on the Eve of the Japanese American Imprisonment," *Middle Level Learning* (no. 12, September 2001): 10-15.
- Westcott, Patrick and Martha Graham Viator. "Dear Miss Breed: Using Primary Documents to Advance Student Understanding of Japanese Internment Camps," *Social Education* 72, no.4 (2008): 198-202.

Online Centers, Archives, and Museums

- Densho Encyclopedia, encyclopedia.densho.org.
- Digital Public Library of America, <https://dp.la/exhibitions/exhibits/show/japanese-internment>
- Dorothea Lange Gallery at the Manzanar National Site in California, www.nps.gov/manz/learn/photosmultimedia/dorothea-lange-gallery.htm.
- Fred Korematsu Institute, <http://www.korematsuinstitute.org/fred-t-korematsu-lifetime/>
- Library of Congress, "Lesson Plan: 'Suffering Under a Great Injustice.' Ansel Adams's Photographs of Japanese-American Internment at Manzanar," <https://www.loc.gov/teachers/classroommaterials/connections/manzanar/history2.html>
- National Archives, <https://www.archives.gov/education/lessons/japanese-relocation>
- National Park Service, "Manzanar Camp," <https://www.nps.gov/manz/index.htm>
"Evacuation Orders, 1942 (Lesson)" www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89facts2a.htm.

Trade Books for Youth

- Faulkner, Matt. *Gaijin: American Prisoner of War* (New York: Hyperion Books, 2014).
- Lindquist, Heather. *Children of Manzanar* (Berkeley, CA: Heyday, 2012).
- Marrin, Albert. *Uprooted: The Japanese American Experience During World War II* (New York, NY: Random House Children's Books, 2016).
- Mochizuki, Ken. *Baseball Saved Us* (New York: Lee and Low Books, 1995).
- Moss, Marissa. *Barbed Wire Baseball* (New York: Abrams, 2016).
- Oppenheim, Joanne. *Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and a Librarian Who Made a Difference* (New York: Scholastic., 2006)
- Tunnell, Michael O. and George W. Chilcoat. *The Children of Topaz: The Story of a Japanese-American Internment Camp Based on a Classroom Diary* (North Charleston, SC: Create Space Independent Publishers, 2011).

Books for Teachers

- Bannai, Lorraine. *Enduring Conviction: Fred Korematsu and His Quest for Justice*. Seattle, WA: University of Washington Press.
- Inada, Lawson Fusao. *Only What We Could Carry: The Japanese American Internment Experience*. Berkeley, CA: Heyday Books, 2000.
- Reeves, Richard. *Infamy: The Shocking Story of the Japanese American Internment in World War II*. New York, NY: Henry Holt and Company, LLC., 2016.

Film Documentaries

- "Children of the Camps," www.pbs.org/childofcamp
- "Conscience and the Constitution," itvs.org/films/conscience-and-the-constitution
- "Rabbit in the Moon," www.pbs.org/pov/rabbitinthemoon
- "The Perilous Fight" (The 442nd U.S. Infantry Regiment of Japanese American soldiers), www.pbs.org/perilousfight/social/asian_americans
- "The Untold Stories of Internment Resisters," www.nbcnews.com/news/asian-america/uclas-suyama-project-document-japanese-american-resistance-internment-during-world-n321426.
- "The War: Civil Rights" (Ken Burns), www.pbs.org/thewar/at_home_civil_rights_japanese_american.htm

Read the passages below, which are excerpts from an evacuation notice. Study the photo on Handout 2 showing a similar notice posted on a telephone poll. Then discuss the question, also on Handout 2 about these primary historical sources.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME CIVIL CONTROL ADMINISTRATION
Presidio of San Francisco, California**

May 3, 1942

K

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY ...

Pursuant to the provisions of Civilian Exclusion Order No. 34, this Headquarters, dated May 3, 1942, all persons of Japanese ancestry, both **alien and non-alien**, will be evacuated from the above area by 12 o'clock noon, P. W. T., Sunday, May 9, 1942 ...

L

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station [920 "C" Street, Hayward, California] to receive further instructions.
2. **Evacuees** must carry with them on departure for the Assembly Center, the following property:
 - (a) Bedding and linens (no mattress) for each member of the family;
 - (b) Toilet articles for each member of the family;
 - (c) Extra clothing for each member of the family;
 - (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
 - (e) Essential personal effects for each member of the family. All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. **The size and number of packages is limited to that which can be carried** by the individual or family group.
3. **No pets** of any kind will be permitted.
4. **No personal items** and no household goods will be shipped to the Assembly Center ...

M

N

O

P

Go to the Civil Control Station between the hours of 8:00A.M. and 5:00P.M., Monday, May 4, 1942, or between the hours of 8:00A.M. and 5:00P.M., Tuesday, May 5, 1942, to receive further instructions.

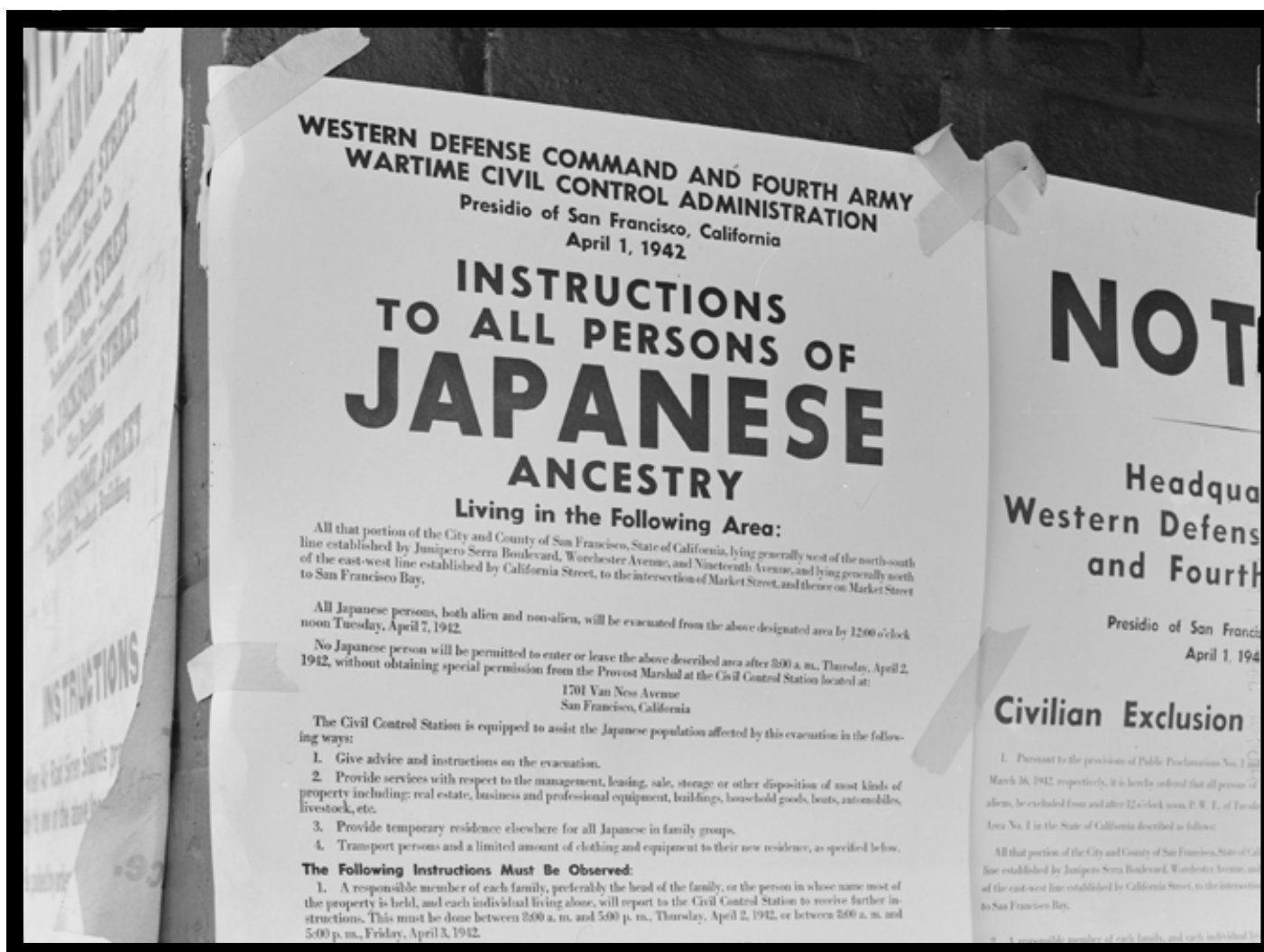
Q

— J. L. DeWitt Lieutenant General, U.S. Army Commanding

SOURCE: You can read the whole text of this notice at a U.S. National Park Service webpage, www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89facts2a.htm.

Questions for Discussion about the highlighted passages, K-Q, on Handout 1.

- K. What was the great world conflict happening at this time, May 3, 1942?
- L. What do the terms “alien” and “non-alien” mean?
- M. Who would actually remove people from their homes if any refused to evacuate?
- N. How much clothing would you bring, if you were forced from your home? For what sort of weather are you preparing? You must carry what you bring.
- O. If you have pets, to whom would you give them if you were being evacuated?
- P. What personal items—like jewelry, books, and memorabilia—would you have to give away if you were being evacuated?
- Q. How many days did these Americans, the evacuees, have to pack up their belongings, empty their homes, and shutter their farms and businesses?



San Francisco, California. Exclusion Order posted at First and Front Streets directing removal of persons of Japanese ancestry from the first San Francisco section to be effected by the evacuation.

Dorothea Lange/National Archives and Records Administration
<https://catalog.archives.gov/id/536017>

Teacher's key for Handouts 1 and 2

- K** What was the great world conflict happening at this time?
People feared that the Japanese Empire might send planes, ships, or submarines to attack the U.S. West Coast as World War II was being fought. But many also feared their Japanese American neighbors. U.S. military documents uncovered in 1982, however, revealed the military knew that Japanese Americans, living in the United States, did not pose any threat to the United States.
- L** What do the terms “alien” and “non-alien” mean?
Why not just say “U.S. citizen” instead of “non-alien”? Most likely, the general does not want to remind citizens that they have constitutional rights.
- M** Who would actually remove people from their homes if any refused to evacuate?
Who is the actor? It is not clearly stated. In fact, U.S. soldiers, and not the civilian police force, would forcibly remove people from their homes if they did not go voluntarily.
- N** How much clothing would you bring, if you were forced from your home? For what sort of weather are you preparing?
Students' answers will vary.
- O** If you have pets, to whom would you give them if you were being evacuated?
Students' answers will vary.
- P** What personal items - like jewelry, books, and memorabilia – would you have to give away if you were being evacuated?
Students' answers will vary.
- Q** How many days did these Americans, the evacuees, have to pack up their belongings, empty their homes, and shutter their farms and businesses?
Count out the calendar days with students. From May 3 until May 9, 1942; that's less than six full days.



The full caption for this photo reads: “Turlock, California. These young evacuees of Japanese ancestry are awaiting their turn for baggage inspection at this Assembly center.” 5/2/1942. <https://catalog.archives.gov/id/537656>.

(Dorothea Lange/National Archives and Records Administration)
The image is cropped and reversed on the cover of MLL.

A Chronology of Japanese American Internment

- 1913 California Alien Land Law. Japanese immigrants cannot own land.
- 1941 In August, Congressman John Dingell writes to President Franklin Delano Roosevelt. He suggests imprisoning thousands of Japanese Americans in Hawaii, which was a U.S. territory.
- On December 7, The Japanese Empire attacks the U.S. Navy base at Pearl Harbor. On December 8, the U.S. declares war on Japan.
- 1942 In February, President Roosevelt signs Executive Order 9066, allowing the U.S. military to issue curfews and forcibly move people to internment camps.
- In March, The U.S. government creates internment camps for Japanese Americans in Arizona, California, Oregon, and Washington.
- On May 3, U.S. General DeWitt issues a “Civilian Exclusion Order” targeting Japanese Americans along the west coast of Washington, Oregon, and California.
- On May 30, Police arrest 23-year-old Fred Korematsu in Oakland, California.
- 1944 Fred Korematsu says that his arrest and internment were unconstitutional, but the U.S. Supreme Court rules against him and other Japanese-Americans.
- 1945 World War II ends. Hitler’s racist nationalism was a catastrophe for Germany.
- 1952 The U.S. Supreme Court invalidates all alien land laws. Immigrants to the U.S. are permitted to own land.
- 1981 Professor Peter Irons and researcher Aiko Herzig-Yoshinaga uncover U.S. Navy documents showing that military lawyers withheld evidence from the court in 1944.
- 1983 Federal Appeals Judge Marilyn Hall Patel overturns the World War II-era convictions of Japanese-Americans for resisting military orders to evacuate.
- 1988 On April 20, U.S. Congress passes the Civil Liberties Act, which formally apologizes to those who were placed in internment camps. President Ronald Reagan signs the bill into law, which also provides reparations for more than 100,000 surviving Japanese Americans.
- 1998 On January 15, President Bill Clinton awards Fred Korematsu the Presidential Medal of Freedom.
- 2005 Fred Korematsu, 86 years old, passes away.

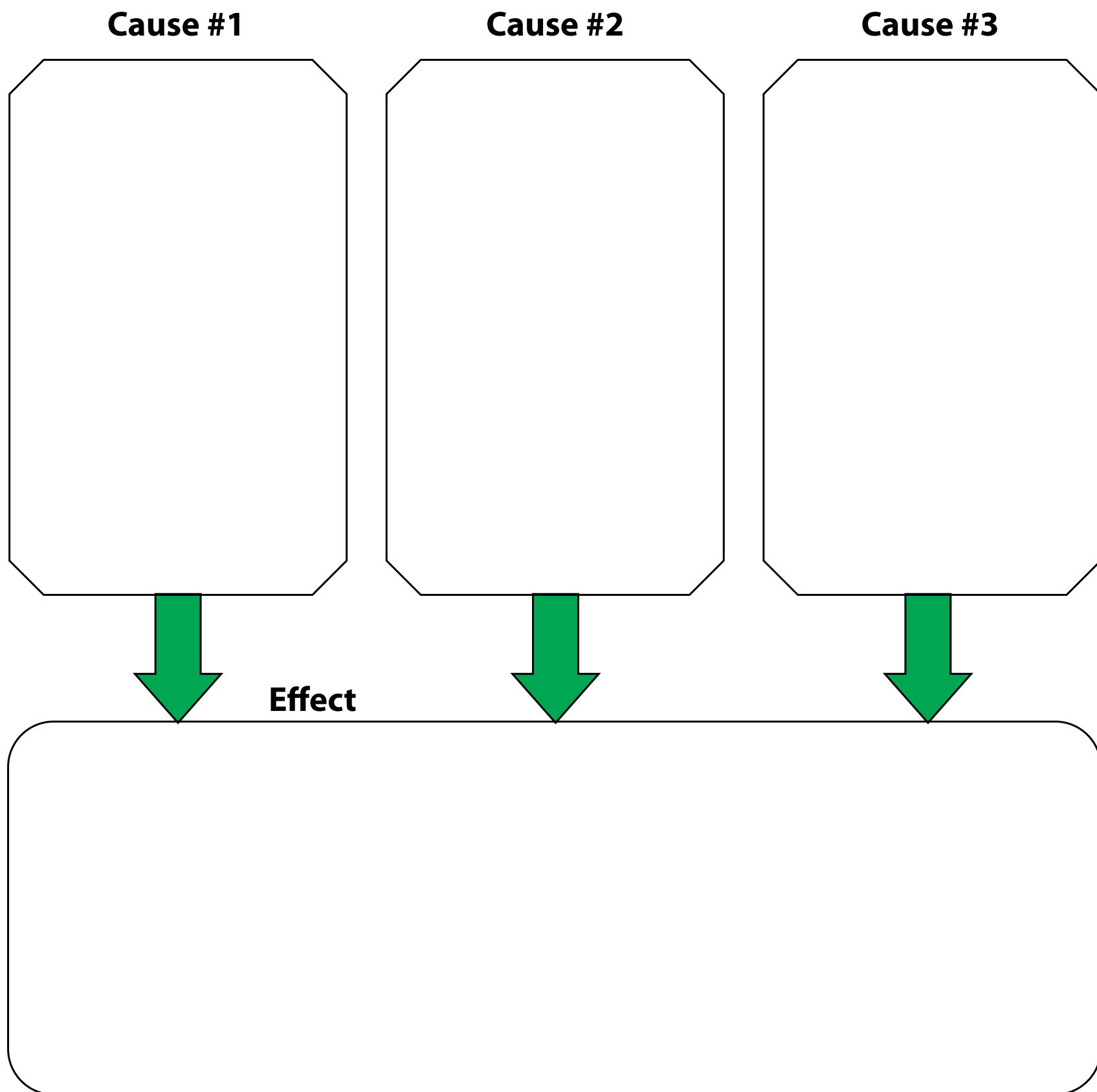
SOURCES: Densho Encyclopedia, encyclopedia.densho.org. “Timeline,” sites.gsu.edu/us-constipedia/korematsu-v-united-states-1944. “Appeals Court Overturns WW II Conviction,” New York Times, www.nytimes.com/1987/09/25/us/appeals-court-overturns-world-war-ii-conviction.html. “Fred Korematsu Presidential Medal of Freedom,” (1/16/98), www.c-span.org

Causes and Effect: A Graphic Organizer for Chapter 5

Historical events have multiple causes.

Read chapter 5, “Deciding to Defy,” pages 24-31, in *Fred Korematsu Speaks Up*. Study the illustrations as well as reading the words. There are photographs, cartoons, and a political poster.

Then reflect on what you have read by completing the following graphic organizer. What happened to Fred? (The effect.) What are some of the factors that led to that event? (The causes.) List at least three of the causes of that event.



Web of Support: A Graphic Organizer for Chapter 6

Social change can occur when groups of people with common interests come together. They support each other and advocate for reform.

Read chapter 6, “Saying Yes,” (pages 32–37) in *Fred Korematsu Speaks Up*.

Complete the web below by listing individuals and groups that joined Fred in his resistance to an unjust law in 1942. Be ready to talk about what each person or group did.

Fred Korematsu

1. Fred’s ally in the courtroom.
(Hint: This person was a lawyer.)

2. An ally in the internment camp.
(Hint: An American not of Japanese descent. See page 37.)

3. An organization that fought for people’s constitutional rights.
(Hint: It still exists today.)

4. Fred’s family members had different feelings about his peaceful resistance over the years. How did his parents react in 1942?
(Hint: See page 26.)

Inquiry Question for Discussion:

In what ways did each of Fred’s allies help him in his quest for justice?

Photos from the National Archives

By Steven S. Lapham, Editor

There are several hundred photos in the series “Central File of the War Relocation Authority, 1942–1945” at the website of the National Archives. While scrolling through the online collection, you notice that many of the images are not so dramatic as the three we have selected to reproduce here as **handouts** for students. Most photos do not convey the brutality of being forced to leave one’s home and shutter the family business or sell the farm. Rather, most seem banal, e.g., barracks stand in a sun-drenched desert; people stand in line next to a bus or outside a dining hall; adults prepare food at a table. Indeed, tolerating boredom was one of the challenges of imprisonment. The book *Baseball Saved Us* (New York: Scholastic Books, 1993; a Notable Social Studies Trade Book) describes how some families kept their spirits up in the face of a depressing situation.

Students may find the photo on this page and the next to be especially revealing. The photo in **Handout 1** suggests, in the expression of the two boys, what the emotional toll of evacuation and imprisonment was for these Americans. A young woman in the background is smiling with an off-scene conversant, which might remind us that the evacuees had to practice hope and good cheer in a time of racial oppression if they were to survive.

The photo in **Handout 2** (p. 14) documents that the removal of Japanese Americans from their homes was a military action. U.S. soldiers, quite evident there, are not present in most of the photos in the collection. **Handout 3** shows youths at play. 🌐

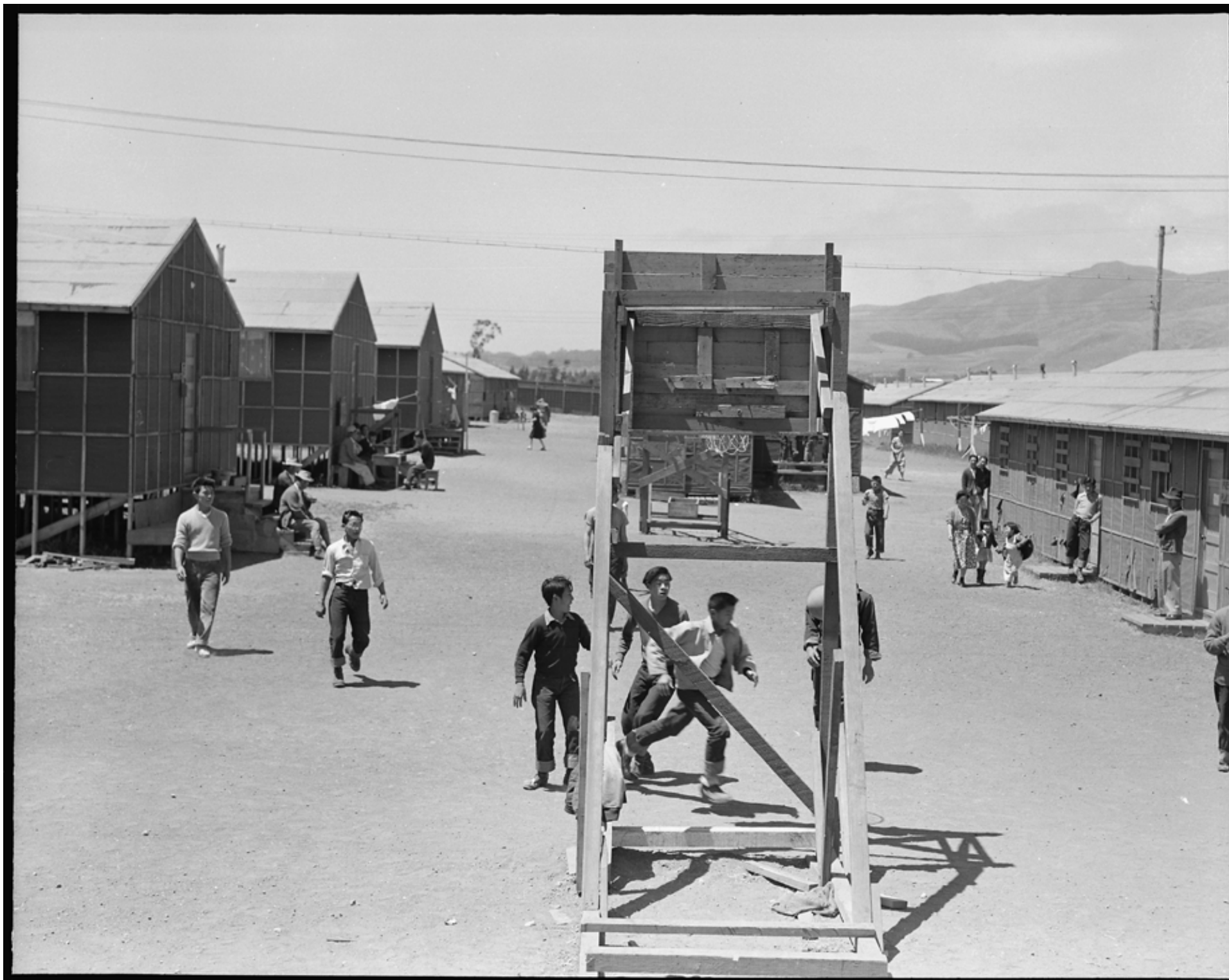


HANDOUT 1

The historical caption reads: “Turlock, California. These young evacuees of Japanese ancestry are awaiting their turn for baggage inspection at this Assembly center.” 5/2/1942. (Dorothea Lange/National Archives and Records Administration) See the photo online at <https://catalog.archives.gov/id/537656>.



The historical caption reads: "Arcadia, California. Persons of Japanese ancestry arrive at the Santa Anita Assembly center from San Pedro, California. Evacuees lived at this center at the Santa Anita race track before being moved inland to relocation centers. 4/5/1942." (Clem Albers//National Archives and Records Administration) See the photo online at <https://catalog.archives.gov/id/536004>



The historical caption reads: "San Bruno, California. Evacuee boys in the foreground are playing basket-ball. This is one of eigh[t]..., 6/16/1942. (Dorothea Lange/National Archives and Records Administration) See the photo online at <https://catalog.archives.gov/id/537937>

StoryMap: Japanese American Evacuation and Internment during World War II

Audrey Mohan

A free StoryMap (storymaps.arcgis.com) invites teachers and students to explore geographic aspects of Japanese-American evacuation and internment during World War II. Students can examine three online maps by zooming in to see fine details of the physical landscapes. Discussion questions are suggested, such as, "What do you notice about the biomes where these camps were located? Why do you think the camps were placed in these places?"

The Evacuation Zone: This map shows the evacuation zone and the assembly centers. Japanese-Americans were removed from their homes, taken to buses and trains, and transported to the relocation camps.

Location of Internment Camps: These maps show that the camps were typically located in sparsely populated areas (using

an overlay of the 1940 US Census Map) and mostly in desert biomes. Click on the third map and a text box pops up to identify the biome as boreal forest; desert; or savannah. Click within each red dot to see the name of each "War Relocation Center" and its peak population during the war.

The StoryMap is located at <http://arcg.is/1THHz>

AUDREY MOHAN is a research scientist at BSCS (Biological Sciences Curriculum Study), a non-profit curriculum study in Colorado Springs, Colorado, committed to transforming science teaching and learning. She is also Chair of the Geography Education National Implementation Project (GENIP) and President Elect of the National Council for Geographic Education.

