

American & the End of World War II: Pearl Harbor, Japanese Internment Camps and the Atomic Bomb

Overview

Students will explore major events occurring at the end of World War II, including the bombing of Pearl Harbor, the forced relocation of Japanese Americans into internment camps, and America's use of atomic weapons against Hiroshima and Nagasaki. Students will explore primary sources, read poetry and a narrative, and discuss the US government's choices in depth while examining the affect on America, Japan, and the world community at large.

Grade

8

North Carolina Essential Standards

- 8.H.1.1 - Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.3 - Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 - Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.2.1 - Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2 - Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States
- 8.H.3.2 - Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).
- 8.H.3.3 - Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.C&G.1.4 -Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

Essential Questions

- How did the United States government respond to the bombing of Pearl Harbor?
- What impact did the bombing of Pearl Harbor have on Americans?
- What were internment camps and why were Japanese Americans forced to relocate to them?
- What occurred on D-Day?
- Why did President Truman choose to use atomic bombs against Hiroshima and Nagasaki?
- What were the effects of the bombing on America? On Japan? On the global community?

Materials

- The End of World War II Power Point accompaniment, available in the Database of Civic Resources
 - To view the PDF as a projectable presentation, save the file, click “View” in the top menu bar of the file, and select “Full Screen Mode”
 - To request an editable PPT version of this presentation, send a request to CarolinaK12@unc.edu
- FDR’s Pearl Harbor Address to Congress; text attached and audio available at <http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>
- Home Was a Horse Stall, reading and questions from Teaching Tolerance
- The Preamble to the UN Charter, worksheet attached

Duration

Two 60-minute periods

Preparation

This lesson only addresses the end of World War II, thus students should have prior knowledge of the War overall before participating in this lesson.

Procedure

The Atomic Bomb – How Did We Get To That Point?

1. As a warm-up, project the Slide 2 of the accompanying PPT (available in CEC’s Database of Civic Resources) which is an image of the atomic bomb explosion. Allow students to view the image silently then discuss:
 - What is pictured here?
 - Can you identify a country that has used an atomic bomb/nuclear weapon against another country? (America) Are there other countries besides America that have dropped a nuclear weapon? (No.)
 - When and why did America use an atomic bomb? (Encourage students to share what they already know about the atomic bombing of Hiroshima and Nagasaki, or WWII in general.)
2. Tell students that class today will be spent examining why America entered World War II and why it felt it had to use atomic weapons to end the war. Students will also explore the effects of the War on citizens in Japan, as well as the effects on Japanese Americans living in the United States. The power point is designed to be used as a means of facilitating class discussion and prompting student questioning rather than straight lecture. Teachers may wish to have students take Cornell Notes or notes in another preferred format throughout class however.

The Bombing of Pearl Harbor - America Enters World War II

- As a review of why America entered World War II, display Slide 3, ask students to examine the newspaper then share what historical event they think the headline is referring to. Go over the bombing of Pearl Harbor by discussing what students already know and share the facts on Slide 4. At this point, hand out copies of FDR’s Pearl Harbor Address to Congress (attached). Instruct students to follow along as you play the audio of the speech, available at: <http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm>
3. After listening to the speech, discuss:
 - What information does FDR share about the nature of Japan’s attack on Pearl Harbor? (He notes it was preplanned, deceitful, part of a grand scheme of attacks and invasions, and that it was forceful, violent, and unforgivable.)
 - Based on the speech, how do you infer FDR felt?
 - How do you imagine the American people felt hearing about Pearl Harbor? How do you imagine they felt as they listened to this speech?
 - What was the purpose of this speech? Do you think it was effective? Why/why not?
 - Do you agree with FDR’s decision to go to war with Japan? Explain.

4. Continue on to Slide 5 and tell students to now imagine that they are a reporter who is covering this speech as it is being given. Instruct students to pair up and in the mindset of a reporter, to together discuss and decide upon three questions they would ask FDR at the press conference following the speech. Remind students that they would be lucky to be called upon to ask even one question of the president, so they should ensure their questions are good ones.
5. After around 5 minutes of working in their partners, have students present what they feel their best question is to the remainder of the class. Have other students infer how they believe FDR would have responded.

Internment Camps in America

6. Return to the Power Point and on Slide 6, ask students to consider how America's entry into war against Japan would have affected Japanese-Americans living in the US. Continue through to Slide 11, giving students some background information on Franklin Delano Roosevelt's Executive Order 9066 and Japanese Internment Camps. Discuss:
 - Were you surprised to learn that America had created such camps? Why/why not?
 - Why do you think the American government made such a decision?
 - How do you imagine it felt, to be a loyal American, yet be forced to leave your entire life behind as the government relocated you into one of these camps because of your race/ethnicity? What do you think would have been hardest about this situation? (Discuss with students how we can try to understand what these Americans experienced, but in truth, there is no way to truly understand such devastation when we've never experienced it ourselves.)
 - Why is it wrong to single people out based on their race, ethnicity, culture, religion, etc.?
 - What historical events can you compare to America's Japanese internment camps?
 - Do you think something like this could happen again? Why or why not? Is America's treatment today of suspected terrorists (i.e. Guantanamo Bay) comparable? Why or why not?
7. Optional: Move to Slide 12 and hand out the attached poem "That Damned Fence." The teacher or a student volunteer should do a dramatic reading of the poem, afterward discussing:
 - Who do you think wrote this poem and why? What assumptions can you make about the author and what evidence in the poem leads you to believe this?
 - Where is the poet when he/she writes this poem?
 - Why is the person imprisoned in a camp?
 - What country is the poet referring to?
 - What is the tone of the poem? What emotions does the poet express?
 - What conditions exist in the camp?
 - What can we learn about the internment camps from this poem?
 - If you had to re-title it, what would you call it?

Additional Activity: Have students imagine being a Japanese American imprisoned at one of the camps and write their own poem regarding their feelings, thoughts, frustrations, fears, experiences, etc.

8. **Homework assignment:** Distribute the attached reading "Home Was a Horse Stall" from Teaching Tolerance (www.tolerance.org.) Instruct students to read and answer the questions that follow for homework.

Day 2

9. At the beginning of class, go over the homework reading and answers to the questions:
 - Just before leaving for the internment camp, why did Yumi Kataoka burn her family's Japanese books, letters, calendars and certificates? What possessions do you own that you feel identify your cultural heritage? How might you feel if you were forced to destroy these items?

- At the farewell breakfast she prepared, Mrs. Perkins refused to allow Nee and Sox to help serve the meal. What did this symbolize? How did Mrs. Perkins continue to show acts of kindness to the Kataoka family even after their internment?
- Describe the conditions of the camps, including living quarters, food and climate. Despite such terrible living conditions, in what ways were Japanese Americans resourceful?
- What effect did the camps have on Japanese American family life? How did Japanese Americans try to build a sense of community in these difficult conditions?
- How do you think the Japanese Americans who were imprisoned felt from day to day? What impact do you think these years of unjust imprisonment had on the emotional, physical and social wellbeing of those imprisoned and their families?
- During World War II, the United States was at war with Germany and Italy as well as Japan. Why do you think the government treated Japanese Americans differently than it treated German Americans or Italian Americans?
- What do you think of the American government's decision to recruit Japanese American men to pledge their loyalty to American and fight in the war? Evaluate the various responses of Japanese Americans that the reading mentioned. What do you think you would have done in this situation?
- List all of the unjust laws and treatment mentioned throughout the reading that Japanese Americans were faced with. Of these laws and occurrences, what most surprised you and why?

10. Next, explain to students that although the rights of Japanese Americans were terribly restricted, many people still attempted to fight for their rights. One such example was Fred Korematsu, who challenged internment all the way to the Supreme Court in *Korematsu v. the United States*. Go over slide 13 and discuss:

- What is your opinion of the Supreme Court's decision?
- Do you agree that ensuring safety outweighs ensuring individual rights? Why or why not? What can be dangerous about this debate?
- As illustrated in "Home Was a Horse Stall," many Japanese Americans' lives were forever impacted by their internment. What (if anything) should have been done to make up for these wrongs in your opinion?

Partner/Group Activity: The Commission on Wartime Relocation & Internment of Civilians

11. Go over the information on Slide 14 about the Commission on Wartime Relocation and Internment of Civilians, which concluded its study of Japanese internment by stating that relocation was motivated by "racism" and "wartime hysteria." In partners or small groups, instruct students to imagine that based on this report, the US government has assigned them to a Reparations Committee. (Ensure students understand the term reparations - the making of amends for wrong or injury done.) They are to discuss and decide upon a plan to recommend to Congress for making amends for the unjust internment of Japanese Americans. (Point out that their plan might include recommendations from laws to be passed to a monetary award.) Give students around 8 minutes to work together then have them present their recommendations to Congress (the rest of class.) Discuss any similarities and/or outliers in student responses.

12. Next, go over slide 15, sharing what was actually offered in terms of reparations. Discuss:

- How does the government's actual reparation plan compare/contrast with your ideas?
- Do you think the government did enough? Why or why not?

The Final Phases of World War II

13. Continue the Power Point by moving on to Slides 16-18, which discuss the final phases of WWII. Stop on Slide 18 and have students respond to the question in writing:

- Should the United States fight on with Japan in the Pacific or should Truman order the atomic bomb to be dropped on Japan?
14. Once students have had time to write out their thoughts, allow students to discuss as a class and facilitate further thinking by asking:
 - What are the pros and cons (for both the US and Japan) of dropping the atomic bomb?
 - Who will be injured if the atomic bomb is dropped?
 - Who will be injured if America continues ground fighting?
 - Imagine being President Truman as he deliberates this decision. What do you imagine that felt like? Why would it be so difficult to decide?
 - **Alternative assignment:** For a more detailed look at the options Truman faced in ending the War, see the Consortium’s lesson “What Should Truman Do,” available in the Database of Civic Resources.
 15. Finally, explain to students that Truman decided to use the atomic weapon against Japan and complete the Power Point by going over Slides 19-26.
 - **Teacher note:** It is important to give students warning that studying this period of history can be disturbing and that they may feel upset, angry, or saddened by what they learn. Encourage students to share their thoughts and feelings as you complete the Power Point.
 16. Once reaching Slide 26, discuss:
 - Why do you think that atomic weapons have not been used since WWII?
 - Do you think all existing nuclear weapons should be destroyed? Why or why not?
 - Should any country be allowed to develop and test a nuclear weapon? Why or why not?
 - What is the likelihood that nuclear weapons will be used in the future?
 17. Explain to students that shortly before the end of WWII, President Truman suggested the creation of a new international peacekeeping organization-the United Nations. He stated, “If we do not die together in war, we must live together in peace.” Discuss:
 - What do you think Truman meant by this quote? Why do you think he suggested the creation of the UN?
 18. Hand out the attached worksheet regarding the Preamble to the UN Charter and have students complete individually or in partners. If needed, students can complete this for homework.

Additional Activities

- A detailed lesson on Japanese Internment and the *Korematsu v. United States* case is available in the Consortium’s Database at http://civics.sites.unc.edu/files/2014/04/Korematsu_11.pdf
- Additional readings and activities for *Korematsu* can be downloaded at: http://landmarkcases.org/en/landmark/cases/korematsu_v_united_states
- Assign the Consortium’s World War II project: “World War II Through the Radio Waves,” available at <http://civics.sites.unc.edu/files/2012/04/WorldWarIIRadioProject.pdf>

Franklin Delano Roosevelt: Pearl Harbor Address to the Nation

Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

The attack yesterday on the Hawaiian islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As commander in chief of the Army and Navy, I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us.

No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory.

I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us.

Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph -- so help us God.

I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

That Damned Fence

They've strung wires all the way around.
With machine gun nests just over there,
And sentries and soldiers everywhere!
We're trapped like rats in a wired cage
To fret and fume with impotent rage;
Yonder whispers the lure of night
But that DAMNED FENCE assails our sight.
We seek the softness of the midnight air,
But that DAMNED FENCE in the floodlight glare
Awakens unrest in our nocturnal quest,
And mockingly laughs with vicious jest.
With nowhere to go and nothing to do,
We feel terrible, lonesome, and blue;
That DAMNED FENCE is driving us crazy,
Destroying our youth and making us lazy.
Imprisoned in here for a long, long time,
We know we're punished though we've committed no crime
Our thoughts are gloomy and enthusiasm damp,
To be locked up in a concentration camp.
Loyalty we know and patriotism we feel,
To sacrifice our utmost was our ideal.
To fight for our country, and die, mayhap;
Yet we're here because we happen to be a Jap.
We all love life, and our country best,
Our misfortune's to be here in the west;
To keep us penned behind that DAMNED FENCE
Is someone's notion of National Defense!!!

Anonymous

Home Was a Horse Stall

by Jim Carnes

Yumi Ishimaru was used to picking up and moving on. In 1905, at the age of 20, she left Yamaguchi, Japan, for San Francisco to marry a man she had only seen in a picture. After being detained with other "picture brides" for medical tests at Angel Island, Yumi reached the mainland, and married Masajiro Kataoka, making a home in San Francisco. Yumi gave birth to a daughter in the summer of 1906. Masajiro, Yumi and their new baby soon left San Francisco so that Masajiro could a fresh start as a tenant farmer. He saw a bright future in strawberry farming and hoped one day to own some land.

However, Masajiro's hope of land ownership was soon made impossible due to American law. Ever since the Gold Rush of 1849, white workers in the Western states had seen Asians arrive in increasing numbers to find a place in the American economy. During hard times, competition for jobs brought racial tensions to the surface. For example, in 1906, the San Francisco school board segregated all Japanese, Chinese and Korean children into an "Oriental" school. When the Japanese government protested, Pres. Theodore Roosevelt offered a deal: He would reverse the school policy if Japan agreed to let only professionals of certain categories emigrate to the United States. The so-called "Gentlemen's Agreement" prevented an international confrontation, but bias against the Japanese in California increased. In 1913, the state of California dashed Masajiro's hope of ever owning his own farm. According to the federal Naturalization Law of 1790, only white immigrants were permitted to become naturalized citizens, and a new law was passed in 1913 that denied the right of land ownership to anyone who was not eligible to become a U.S. citizen. Although the California alien land law didn't mention the Japanese or any other group by name, its intent was obvious – the law was designed to make people like Yumi and Masajiro Kataoka permanent outsiders.

Farm life was hard work for the Kataokas. Yumi and Masajiro eventually had six children, and all of them had chores to do before and after school. Tsuyako, the youngest daughter, was born in 1918. She got her nickname, "Sox," from white friends who couldn't pronounce her real name. The nickname made her feel more American. Sox remembers that there was no Saturday or Sunday or Monday in the strawberry business, only "Workday." But she also remembers that no matter how difficult and tiring the labor, her mother was usually singing.

In 1932 Masajiro began renting farmland from a Mrs. Perkins, a strong-willed pioneer rancher whose family owned one of the largest rose nurseries in the world. Mrs. Perkins didn't make Masajiro sign a contract for the land. She even let him build his own house on it. She hired Sox's older sister, Nobuko, to work in her big ranch house. Nobuko got her nickname, "Nee," from the Perkins children, who were tall for their ages and considered her tiny. Nee cooked and cleaned and performed many more tasks than were expected of her, such as chopping firewood. In fact, she was such a vigorous worker that after she married and moved away, everyone else Mrs. Perkins hired seemed lazy by comparison.

Masajiro Kataoka died in late 1940 and was cremated. Since he had always wanted to see Japan again, Yumi and Nee decided to take his ashes back for burial in Yamaguchi. They went in the late fall of 1941. At that time, World War II was raging in Europe, and many feared that conflict would soon erupt between the U.S. and Japan. Nee and her mother got back to California just before that fear came true. On Sunday morning, December 7, 1941, Sox, her sister Lillian and their mother were riding in the car. A special bulletin on the radio announced that the Japanese had mounted a surprise air attack on the U.S. Naval base at Pearl Harbor, Hawaii. The girls translated the news for Yumi. "This is terrible," Yumi said to them in Japanese. Because she was an Issei ("first generation" Japanese immigrant), she was not a U.S. citizen. Her native country was now the enemy.

Sox and Lillian knew that their lives were about to change. They were Americans, born on American soil. They listened to the same music, followed the same fashions, pledged allegiance to the same flag as everyone else.

But now they wondered how other Americans would treat them. They wondered if the storekeepers would still sell them food. Over the next few weeks, shops in towns around the area began posting signs telling Japanese customers to stay away. Old hostilities found new expression in the name of patriotism. There were scattered incidents of violence against Japanese Americans and their property.

The Kataokas had a mailbox at the post office in Centerville. Every morning, Sox went in to pick up the mail. After the Pearl Harbor attack, the postmaster began holding the family's mail at the window instead of putting it in the box, so that Sox had to come and ask him for it. This way, he could ask her questions, such as "How do you feel about the bombing?" or "What do you think is going to happen to you people?" Sox hated this daily confrontation. She kept her answers short and left as quickly as possible.

The question about what was going to happen was partially answered on February 19, 1942. Pres. Franklin D. Roosevelt on that day issued Executive Order 9066, establishing "military areas" along the West Coast and limiting the activities of "any or all persons" within them. Two months later, Civilian Exclusion Order No. 27 narrowed the focus of the restrictions by announcing that "all persons of Japanese ancestry, both alien and non-alien," would be "excluded" from the West Coast. Even Nisei ("second generation"), or those born in America to Japanese parents, were now unwelcome. The order disrupted the lives of 112,000 people, two-thirds of them U.S. citizens.

Evacuation orders posted on telephone poles and public buildings declared that Japanese Americans had one week to prepare to leave their homes. In the meantime, they had to abide by an 8 p.m. curfew and get permits to travel. The instructions didn't tell people where they would be going, but they did tell them what to bring: only the bare necessities, like clothing and linens and soap. When someone said they could take what they could carry in two hands, the Kataokas took this literally. They had never owned suitcases, so they got a permit to go to a nearby town and buy two each -- flimsy cardboard ones, outrageously priced.

Deciding what to pack was easy; getting rid of the rest was not. Anything obviously Japanese could be interpreted as a sign of collaboration with the enemy. Yumi Kataoka burned her family's Japanese books and letters, advertising calendars from Japanese businesses, even her certificates from a Japanese bank. Many people burned family keepsakes such as photographs and antique kimonos.

As for their other possessions, the evacuees had two choices: either leave them to be stolen or sell them at the going rate. One of Yumi's sons sold two cars, a long-bed truck and a Caterpillar tractor for a fraction of their worth. The Kataokas got \$15 for their piano, and Sox was so happy to see it going home with someone that she gave the buyer all her sheet music and even threw her tennis racket into the bargain. Some people in the valley refused to trade their brand new stoves or refrigerators for pocket change, so they stored them in the Japanese school building, in hopes of retrieving them when the war was over.

May 9, 1942, was leaving day. A few days beforehand, Mrs. Perkins got in touch with Nee and told her to bring her whole family to the ranch house for a farewell breakfast. The invitation meant a lot to the Kataokas because most of the other white people they knew had shunned them. That morning, Mrs. Perkins ushered them into her beautiful formal dining room. The long table was set with her best china and crystal and silver. She usually had someone to cook and serve meals for her, but this time she did everything herself. When Nee and Sox offered to help her bring the food out, she told them that now it was her turn to serve. After breakfast, Mrs. Perkins drove the Kataokas in her Oldsmobile to the grounds of the Japanese school, where buses were waiting. The fellow who ran the local hamburger stand was the only other white person who came to say goodbye. It hurt Sox's feelings that her close friends didn't show up, but she decided the reason was that they were afraid.

Yumi Kataoka had moved her family many times, but never like this. The bus let them out at Tanforan Racetrack in San Bruno, Calif. No one knew what to expect. None of the Kataokas had even been to a racetrack

before. Inside, military policemen searched each person. All suitcases were opened and ransacked. A nurse peered into every eye and down every throat. On the infield of the track stood new, army-style barracks. Sox said that she wanted to stay in those, but the officer said they were for mothers with infants. He led the Kataokas around back to the stables: Their new home was a horse stall. The building contained two back-to-back rows of 10 stalls each. Five adults -- Sox and her three brothers and their mother -- had a 9- by 20-foot enclosure to share. Manure littered the dirt floor. The walls had been recently whitewashed, but carelessly, so that horsehair and dirt were smeared in. And the walls reached only halfway to the roof -- there were no ceilings. The nearest bathroom was a long walk away. Sox worried about how her mother would take such humiliation. She was proud of Yumi for keeping the hurt hidden, for acting as if this were just another move. She knew that keeping the family together was Yumi's biggest concern.

The officers passed out cloth sacks for everyone to fill with hay for mattresses. In the dark stall that night, listening to the noises of all the other people, Sox couldn't fall asleep. She couldn't stop wondering what any of them had done to deserve being penned up like animals. She couldn't believe this was happening in America.

It didn't take Sox long to learn the local routine, including how early she had to get up to find an empty tub in the laundry shed. Her brothers washed dishes in the mess hall. There were long lines everywhere -- for the toilets, for the laundry, for food. As clothing wore out, people shopped by mail from the Sears Roebuck catalog.

Occasionally, Mrs. Perkins came to visit. When she saw the damp dirt floor of the drafty stall, she went home and ripped up the linoleum from the Kataokas' kitchen and brought it to them. She didn't want Yumi's rheumatism to get worse. Another time, she took Sox's broken wristwatch to have it repaired.

For four long months, daydreams and small acts of kindness made their internment bearable. Every night, Sox wondered what the next day would bring. There was very little official news about the government's plans, so rumors were the main source of information. Late in the summer a rumor went around that the Japanese were going to be moved inland, to a concentration camp in the desert. Everyone started ordering high-top boots from the catalog -- there were scorpions and snakes out there. According to some people, once they got to the new location, the government was going to drop a bomb on them.

Some of the rumors turned out to be true. At the end of the summer, Sox, Yumi and the other Japanese were packed into buses and driven east into the desert. Sox had never seen a place as dry and dusty and lifeless as Topaz, Utah. It looked like the surface of the moon. But when she saw the rows and rows of new barracks, some of them still unfinished, she could have kissed the ground. She reasoned that if the government was spending the time and money to build housing for her people, then it must not be planning to kill them.

The Kataokas' new quarters measured 20 by 24 feet -- a little roomier than the horse stall and a lot cleaner. A single naked light bulb hung from the ceiling. In the corner stood a pot-bellied stove. By stringing up a few sheets, family members could carve out the illusion of privacy. The communal bathroom had six toilets and no doors. There were no chairs or tables. People scoured the construction site for materials. In just a short time, many families skillfully fashioned whole sets of furniture from orange crates and scrap lumber. Later, some residents laid out beautiful rock gardens on the barren ground.

Even in this strange new environment, much about camp life was familiar -- the crowded living space, the boredom, the long lines for every necessity. But Sox began to notice changes in the people around her. In the dining hall, children made friends quickly and sat together in groups. The family meal -- a central part of Japanese life -- was losing its importance. A deeper toll resulted from unemployment: Fathers, no longer breadwinners, began to lose their self-respect and, sometimes, the respect of their families. Everyone was aimless now. Everyone was a small step from stir-crazy. Camp residents had to pull together to avert despair.

They formed social clubs and choirs and sports teams. They started newsletters to share information and ideas.

Sox had the good fortune to get a job as assistant block manager. She was responsible for looking after about 200 people in 72 rooms. The managers met every morning to discuss the needs of their residents. Extremes of climate caused many problems, since temperatures often reached well below zero in the winter and over 100 in the summer months. Food was another source of complaint. The animal innards such as liver, gizzard, tongue, brains and chitterlings that made up much of the meat ration were foreign to the Japanese diet. Sox found them sickening. When the quality of meat improved after a while, Sox decided that the project director must have figured out that her people were human. The block manager meetings gave Sox and the others some sense of value. But everywhere they looked, barbed wire and police patrols and curfews and watchtowers with armed guards constantly reminded them of their status.

The word around camp was "Don't go near the fence." Most of the military policemen were fresh out of combat duty, and they did not hesitate to use their weapons. At Topaz one day, a man was picking some wildflowers along the barbed wire. A guard yelled "Halt!" but the man was hard of hearing. He kept on picking and was shot. And once, a grandfather playing catch with his grandson went to retrieve the ball from just beyond the fence. The guard who killed him told authorities that the old man had tried to escape.

As the war in Europe and the Pacific intensified, the government realized that many potentially able soldiers were sitting idle in the camps. In early 1943 Pres. Roosevelt wrote to the Secretary of War and contradicted his earlier Executive Order: "Americanism is not, and never was, a matter of race or ancestry. Every loyal American citizen should be given the opportunity to serve this country ... in the ranks of our armed forces." By means of a "loyalty questionnaire," Uncle Sam began recruiting Nisei. In all, more than 30,000 Japanese Americans joined the service during the war. Others protested that they wouldn't serve until their families were allowed to return to the West Coast. About 300 so-called "no-no boys" refused to pledge their loyalty and were jailed for draft resistance. The questionnaire was also used as a means of releasing internees into the work force. In the camps, this process -- however objectionable -- stirred the first hopes of freedom.

On November 11, 1944, Pres. Roosevelt lifted the Civilian Exclusion Order. A month later, the government announced that the internment camps would be closed within a year.

Sox married a young man named Tom Kitashima in August 1945, just as the bombing of Hiroshima and Nagasaki brought the war to its conclusion. The camp supervisor offered her a job helping to process the closure of the camp. But since he didn't have a job for Tom, Sox said she couldn't stay. Even so, the supervisor found her a good position in San Francisco. On an October morning in 1945, Sox repacked the suitcase she had been living out of for three years and four months and Yumi Kataoka, now 60 years old, prepared to move one more time. People were heading in all directions -- there was nothing left to go back to. The house that Masajiro had built on Mrs. Perkins' place was gone now, along with all the little things the family had left behind.

After reading, discuss with your partner and answer on notebook paper:

1. Just before leaving for the internment camp, why did Yumi Kataoka burn her family's Japanese books, letters, calendars and certificates? What possessions do you own that you feel identify your cultural heritage? How might you feel if you were forced to destroy these items?
2. At the farewell breakfast she prepared, Mrs. Perkins refused to allow Nee and Sox to help serve the meal. What did this symbolize? How did Mrs. Perkins continue to show acts of kindness to the Kataoka family even after their internment?

3. Describe the conditions of the camps, including living quarters, food and climate. Despite such terrible living conditions, in what ways were Japanese Americans resourceful?
4. What effect did the camps have on Japanese American family life? How did Japanese Americans try to build a sense of community in these difficult conditions?
5. How do you think the Japanese Americans who were imprisoned felt from day to day? What impact do you think these years of unjust imprisonment had on the emotional, physical and social wellbeing of those imprisoned and their families?
6. During World War II, the United States was at war with Germany and Italy as well as Japan. Why do you think the government treated Japanese Americans differently than it treated German Americans or Italian Americans?
7. What do you think of the American government's decision to recruit Japanese American men to pledge their loyalty to American and fight in the war? Evaluate the various responses of Japanese Americans that the reading mentioned. What do you think you would have done in this situation?
8. List all of the unjust laws and treatment mentioned throughout the reading that Japanese Americans were faced with. Of these laws and occurrences, what most surprised you and why?

From *Teaching Tolerance*: <http://www.tolerance.org/article/home-was-horse-stall>

The Preamble to the United Nations Charter

WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom.

Answer:

1. According to the Preamble, what is the purpose of the United Nations?
2. Why do you think the United Nations was formed specifically at the end of WWII?
3. Why do you think human rights, equal rights, and freedom are all mentioned in the Preamble?
4. Do all people of all nations have equal rights? Explain.
5. What do you think is the most important determination mentioned in the Preamble? Why?