

When Citizens Became the Enemy

Farewell to Manzanar

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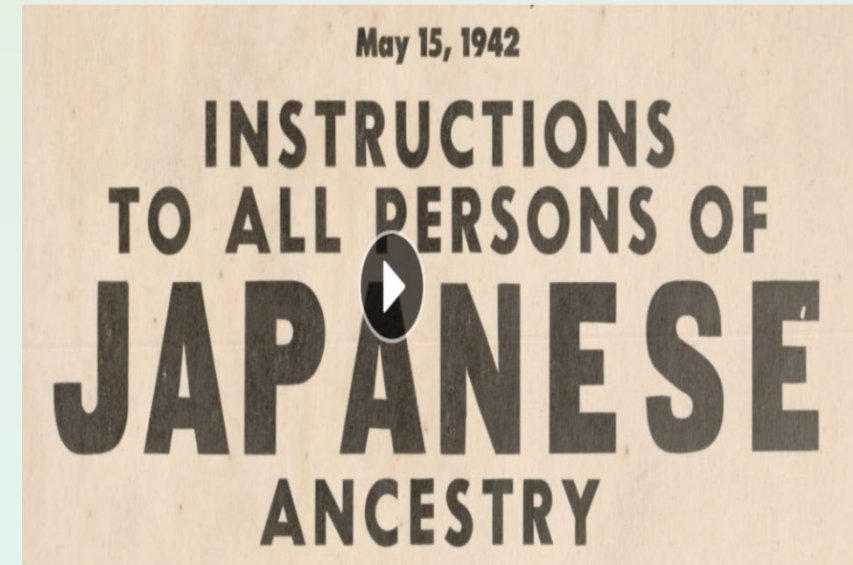
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1. Question & Research Task

The Japanese bombing of Pearl Harbor, December 7th, 1941, was deemed by President Franklin Delano Roosevelt as “a day that will live in infamy.” This attack prompted the United States to enter the playing field of World War II and lead to fierce [nationalism](#) of many Americans.

However, during this time, what is often overlooked are the dire consequences that more than one hundred thousand Japanese Americans faced.

Americans’ distrust of the Japanese led to extreme prejudices and hysteria on the West Coast. Jeanne Wakatsuki and her family are Americans that were forcefully evacuated from their homes due to their Japanese ancestry. Although many of these individuals were natural born citizens, they were treated as the enemy and left with no option but to leave their lives behind.



Click to watch a video about Japanese Internment camps

Image Source: [History](#)

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How did the forced evacuation of Japanese Americans shape their identities and experiences as Americans?

2. Information Sources

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Choose several of the information sources linked here to complete the Student Activity on [Slide 3](#). When required, see your teacher/librarian for login information.

Causes	Historical Documents	Internment Camps	Camp Conditions	Aftermath of the Internment Camps
<ul style="list-style-type: none"> • Japan's Involvement in World War II • Pearl Harbor • A Brief History of Japanese American Relocation 	<ul style="list-style-type: none"> • Executive Order 9066 • Hirabayashi v. United States • Japanese American Confinement Education Act • Map of Manzanar 	<ul style="list-style-type: none"> • Overview of the Internment Camps • When Citizens Became Inmates • Forced from Home in World War II • Life in the Internment Camps 	<ul style="list-style-type: none"> • Japanese American Relocation Digital Archive • Life in Manzanar • Letters from the Japanese American Internment • George Takei recalls time in internment 	<ul style="list-style-type: none"> • Korematsu v. U.S. and Mitsuye Endo • Life After Camps • Civil Liberties Act of 1988 • Rebuilding a Community • Righting a Wrong

3. Student Activity

Your task will be to work with a team of 3-4 classmates to research one of the topics you will need in order to begin reading the novel, *Farewell to Manzanar*.

First, you will individually take notes on your assigned topic from [slide 2](#). Then, your team will use the information from your research to create a presentation about your topic. Your classmates will use the information you share to complete the rest of the columns on the note sheet.

Click to access your team's research notes sheet:

- [Causes](#)
- [Historical Documents](#)
- [Camp Conditions](#)
- [Aftermath of the Internment Camps](#)



A sign marking the entrance to the Manzanar War Relocation Center

Image Source: [Wikipedia Commons](#)

4. Assessment Activity

How did the forced evacuation of Japanese Americans shape their identities and experiences as Americans?

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Your group will present information on the background information you researched to the entire class. As other groups present, you will complete the rest of your [notes](#) sheet.

Your teacher will assess the quality of your presentation by using this [rubric](#).

After receiving the information from all group presentations about the treatment of Japanese Americans during WWII, you will answer the essential question in a well-developed paragraph. Make sure to use textual evidence from your research and provide clear reasoning to support your ideas.



A family waiting for an evacuation bus.

Image Source: Wikipedia Commons

5. Enrichment Activities

It is estimated that anywhere from 115,000-120,000 Japanese Americans were forcibly evacuated to internment camps for the overall safety of the United States following the Japanese bombing of Pearl Harbor.

The actor George Takei wrote about his experience in Manzanar in his memoir *They Called Us Enemy*. Watch Takei talk about his experiences in his [Ted Talk](#).

Check out the NPR article “George Takei Recalls Time in an American Internment Camp in *They Called Us Enemy*”. Consider what Takei shares in his Ted Talk and what is explained about his memoir.

How might reading about the experience in graphic novel form differ from reading an all-text memoir? Create a Venn diagram or write a short response reflecting on this question.



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6. Teacher Resources

Learning Standards Alignment

Content Learning Standards

Common Core State Standards for English Language Arts & Literacy

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

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Grade 8

Time Frame: One 90-minute class period

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- This is a pre-reading or background activity meant for students to complete before they begin reading the novel
- Collaborate with your school library media specialist to plan and implement this lesson.
- Inform students that some of the resources may cover more than one topic, and students will have to sort through the information to locate pertinent material on their assigned topic.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)