



Overview of Cal Humanities/Searching for Democracy and California Reads

Leading into the national 2012 elections, *Searching for Democracy* is the culmination of a two-year long initiative that provides Californians with various ways to explore how the humanities can provide insight and opportunities to converse about the nature, state and needs of our vibrant American democracy. Cal Humanities and its partners will explore these complexities—through a series of local, regional, and statewide humanities-inspired activities—to accomplish a greater understanding of what is needed to sustain a healthy democracy in an increasingly interdependent world.

Students, families and people from all walks of life will explore—online and in person—what discoveries and lessons lie in works of fiction and nonfiction, provocative cultural exhibits and public conversations. The Cal Humanities website (www.calhum.org) will be an online hub for all activities, where participants of events, readers of the initiative's books or people new to our effort can learn more and share what they have discovered.

Our *Searching For Democracy* program partners include: California libraries, California Center for the Book, California History-Social Science Project, Exhibit Envoy, and Zócalo Public Square, in collaboration with California State Library, California Community Colleges, California State University, and University of California Television.

California Reads is a new program of Cal Humanities developed in partnership with the California Center for the Book and the California State Library. It invites Californians from all walks of life throughout our state to participate in reading and discussion programs and related activities hosted by libraries, schools, colleges, bookstores and other community institutions.

We have selected a slate of books this year to stimulate a thoughtful reflection of, and lively discussion among friends and neighbors, family and strangers about the past, present, and future of democracy. Five thought-provoking books were chosen from a pool of over 300 titles nominated by members of the public, based upon the recommendations of an advisory group of librarians, authors, scholars, publishers and critics. These five books were selected:

- *The Penguin Guide to the United States Constitution: A Fully Annotated Declaration of Independence, U.S. Constitution and Amendments, and Selections from The Federalist Papers*, by Richard Beeman. Annotated by one of the nation's foremost Constitutional scholars, this compact edition of our nation's founding documents provides text and context for readers seeking to understand the framework of our democracy as well as its meaning, past and present.

- *Farewell to Manzanar*, by Jeanne Wakatsuki Houston and James D. Houston. A heartbreaking and compelling memoir about the Japanese American internment experience as seen through the eyes of young girl, this personal story bears witness to a failure of American democracy.
- *A Paradise Built in Hell: The Extraordinary Communities That Arise in Disaster*, by Rebecca Solnit. A masterwork of narrative nonfiction by a contemporary California writer reaches some surprising conclusions about our need for community and common purpose, which she argues are fundamental to democratic forms of social and political life.
- *It Can't Happen Here*, by Sinclair Lewis. This underappreciated classic by one of America's greatest novelists, first published in 1935, imagines a chillingly undemocratic America. It details the rise of a populist politician as he creates a fascist regime, and reminds us of the fragility of our democratic institutions.
- *Lost City Radio*, by Daniel Alarcón. A haunting novel by a young California writer explores the aftermath of a traumatic civil war in a fictitious South American country, and raises questions about the importance of historical knowledge, collective memory, and public access to information in a democratic society.

The California History-Social Science Project has developed a K-12 curriculum guide for each book to support classroom discussion and activities. The guides and materials, along with additional resources and information about *Searching for Democracy*, **California Reads**, and public programs and activities at libraries and other community venues, can be found online at www.calhum.org/searchingfordemocracy.

Table of Contents for Curriculum Guide for *Farewell to Manzanar*

By Jeanne Wakatsuki Houston and James D. Houston

Overview of Cal Humanities/Searching for Democracy and California Reads	i
Introduction to Curriculum Guides	1
Historical Investigation Question	1
Overview of topic and lesson	1
California State Content Standards (Grades 4 and 11)	2
Common Core State Standards	2
Procedures for Historical Investigation 11 th Grade	3
Adaptations for 4 th Grade	7
Handout 1: Evacuation of Japanese Following Pearl Harbor	8
Handout 2: Primary Source Toolbox	10
Handout 3: <i>Farewell to Manzanar</i> Writing Assignment	11
Teacher Guide	12
Handout 4: Impact of Internment	15
4 th -grade Handout: A Moment in Time	16
<i>Farewell to Manzanar</i> Slide Show #1	17
<i>Farewell to Manzanar</i> Slide Show #2	23
Resources	40
Author Biographies	41
Acknowledgements	42

Curriculum Guide for *Farewell to Manzanar*

By Jeanne Wakatsuki Houston and James D. Houston

“Citizenship and Loyalty in *Farewell to Manzanar*: Understanding the Implications of Japanese Internment”

By Jeff Pollard (Natomas Charter School, Sacramento, CA),

Elisabeth Ritacca (UC Davis), and

Beth Slutsky, editor (CHSSP)

Major Topics:

- ✓ The experience of Japanese Internment
- ✓ Life in internment camps
- ✓ Japanese-American perspectives after internment

How did the experience of internment shape Japanese Americans’ identity as Americans and their views on American democracy? How did it affect the daily life and structure of families?

This curriculum guide is designed primarily for 11th-grade students, although at the end of the lesson we have also included suggested activities for 4th-grade California history students. Overall, the unit explains how and why the experience of internment proved to be a major challenge to Japanese Americans. Through the policy of internment, the U.S. government violated their constitutional rights. Although reactions to the crisis of internment varied, the majority of Japanese Americans responded to Executive Order 9066 by cooperating with the forced relocation. As students will learn in *Farewell to Manzanar*, within the camps people rebuilt their communities by forming schools, temples, churches, and other community groups. Even so, the traumatic experience of internment strained families and called into question the ideals of American democracy. Once the camps closed and people returned to free society, Japanese Americans felt great pressure to assimilate to mainstream American cultural norms and practices. For some young people, their embrace of American popular culture created tensions with their parents, many of whom retained Japanese cultural traditions.

Prior to this lesson students should be familiar with the events that led to the Japanese attack on Pearl Harbor. Students should have learned about previous examples of anti-Asian prejudice, such as the Chinese Exclusion Act. This inquiry would be part of a larger exploration into the way the American home front - especially California - changed during World War Two. Moreover, students should be familiar using primary sources (evidence created at the time in study) and analysis (critical thinking) strategies such as “The Primary Source Toolbox,” which is included in this unit as Handout

#3. If this is not the case, these analysis strategies are designed so that students will be able to understand the tasks.

California History Social-Science Standards Addressed

11th-grade standard(s):

11.7: Students will analyze America's participation in World War Two

11.7.5: Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g. *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

4th-grade standard(s):

4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.

4.4.5: Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.

Common Core State Standards:

Reading Standards for Literacy in History/Social Studies 6-12:

Craft and Structure: 5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Integration of Knowledge and Ideas: 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12:

Research to Build and Present Knowledge: 7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Research to Build and Present Knowledge: 9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing: 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Procedures for this Historical Investigation (11th Grade)

Part 1: Students gain **context** for the historical investigation and a **basic grasp** of the issue(s) through structured discussion, image analysis, and/or close reading. This initial understanding will be challenged, extended, or supported by subsequent documents in this investigation.

Materials and Resources:

- Introductory reading from “Marchand Document Source Lessons: The Evacuation of the Japanese Following Pearl Harbor” (handout #1)
- Dr. Suess political cartoons (slideshow #1)
- Primary Source Toolbox (handout #2)

Time Allotted	Procedures
Day 1:	Use the first day to acquaint students with the role that racial discrimination played in Japanese American internment.
10 min.	To identify students’ preconceptions of the lead-up to internment, begin by having them write two-to-four sentence <u>responses</u> to the following question: Why do you think Japanese Americans in California became a target for harassment after Pearl Harbor? Once students have finished writing, encourage them to share their responses with the class. Write their various explanations of internment on the board.
25 min.	Following the discussion of students’ written responses, <u>distribute handout #1</u> (“Marchand Document Source Lessons: The Evacuation of the Japanese Following Pearl Harbor”). This document briefly outlines the history of anti-Asian sentiment and legislation in California up to World War II. Have students read the handout on their own. When they are finished reading, each student will work with a partner to answer the questions at the end of the document. Go through the questions as a larger group, once again soliciting answers from students. Ask students to compare what they have read with their written responses and with the explanations you have listed on the board. By the end of this exercise, students should have a stronger understanding of the historical context of Japanese American internment. They should be able to connect internment to earlier West Coast patterns of anti-Asian sentiment and policies.
25 min.	Next, introduce students to primary source images that reinforce the historical context they have gained from handout #1. Project <u>slideshow #1</u> (Dr. Suess cartoons) on a large screen in the classroom. Each of these cartoons vividly illustrate the racialized nature of debate regarding the Japanese attack on Pearl Harbor. They also relay the artist’s views of Japanese Americans as threats to American security. Your discussion of these images will help students understand how racism contributed to internment. You may use <u>handout #3</u> (“Primary Source Toolbox”) to help guide students in their analysis of

	<p>the classroom has a copy of the book, you may have students take turns reading. If not, you may ask for two volunteers to read the selection at the front of the class. (Provide copies of the reading in advance if these students wish to act out the selection as a script.)</p> <p>Immediately following the recreated interview, have students write down their <u>individual responses</u> to the following questions:</p> <ol style="list-style-type: none"> 1) What was one question that got your attention or surprised you? Why? 2) Based on this interview, does Mr. Wakatsuki seem loyal to the United States of America? Why or why not? 3) Do you think Mr. Wakatsuki presented a wartime threat to American security? Why or why not? <p>After students have finished writing their answers, solicit responses from the class. Help students identify the assumptions the interviewer made about Mr. Wakatsuki's cultural identity, political views, etc.</p>
30 min.	<p>Now <u>distribute the writing assignment (handout #3)</u> and read the prompt aloud to the class. Explain that each student will choose one of the major characters from the book and will write a narrative of internment from that character's perspective. Point out the similarities between the writing assignment and the previous exercise, in which students successfully analyzed the interview of Mr. Wakatsuki. (Both focus on one character in the Wakatsuki family and both examine loyalty, identity, and the experience of internment.)</p> <p>Divide the class into <u>small groups and assign the readings</u>. Distribute copies of pg. 12-20 from chapter 2: "Shikata Ga Nai" to each student in the class. This chapter is required reading for everyone. Each student will also read an additional chapter from the following list, working together with the other members of their group. Distribute copies of these chapters by group.</p> <p>Chapter 5: "Almost a Family" pg. 31-41. (This selection demonstrates the impact the internment experience had on the family dynamics of the Japanese American families.)</p> <p>Chapter 11: "Yes Yes No No" pg. 73-82. (This chapter demonstrates the challenges internment provided to the loyalty of Japanese Americans.)</p> <p>Chapter 12 "Manzanar, U.S.A." pg. 85-92. (This chapter demonstrates the attempts by Japanese Americans to create a sense of normalcy within the internment camps.)</p> <p>Chapter 13 "Outings, Explorations" pg. 93-104. (This selection demonstrates Ms. Houston's struggle to maintaining a Japanese and American Identity inside the camp.)</p> <p>Chapter 19 "Re-Entry" pg. 134-140. (This chapter demonstrates the difficulty of Japanese American families' return to mainstream American society after internment.)</p> <p>Chapter 20 "A Double Impulse" pg. 141-151. (This chapter demonstrates Ms. Houston's struggle to maintain a Japanese and American Identity as a teenager after internment.)</p> <p>Allow the remaining class time for students to read. If some groups finish early they may begin to discuss the reading.</p>
Day 3:	<p>Use the third day to investigate the impact of internment on everyday life. Through the course of discussion, you will identify questions students may have about the writing assignment.</p>
5 min.	<p>Begin by asking students to <u>think about what it would be like</u> if they had to leave class</p>

<p>35 min.</p>	<p>immediately, pack one suitcase, and move to an isolated camp for an indefinite period of time. What would they bring? What aspects of their life would be disrupted? What aspects of their life might continue as before? Students should have already read chapter 2, which describes the Wakatsuki family's preparation for relocation. They may volunteer details of this chapter during this brief discussion.</p> <p>Now show <u>slideshow #2</u>, which consists of several photographs Ansel Adams took at the Manzanar Relocation Center. The photographs depict various aspects of life in the internment camp. Take time for students to voice observations about each image before advancing to the next slide. Encourage students to relate the photographs to specific parts of <i>Farewell to Manzanar</i>. (For details about what each photograph depicts, please refer to the list of photograph titles included in this lesson plan.)</p> <p><u>Discussion tips:</u> Remind students that these photographs are unlikely to depict the harshest aspects of internment life, such as the psychological toll of relocation or the poor conditions of the original housing facilities. Instead, Adams took pictures of people at school, at work, with their families—subject matter which emphasized the “normal” aspect of internment life. However, these photographs are a rich source for understanding the experience of internment. They show Japanese Americans coping with internment in various ways, including by building community organizations. Ask students to identify details in the photographs that indicate they were taken in an internment camp. Ask students to identify people in the photographs that appear to be their age or the age of their family members. What activities are these individuals engaged in? What organizations or community groups do you see represented? Where can you see evidence of diverse cultural influences in the camps?</p> <p>20 min.</p> <p>Once you have completed the slideshow, split students into the same small groups you organized on Day 2. Using <u>Handout #4</u>, refocus their attention on the additional chapter their group has read. In these small groups, students should <u>discuss the impact of internment on two characters</u> in the book, as illustrated in their assigned chapter, and answer questions in the assignment. For instance, they might contrast Jeanne's experience with that of her father. As instructed on Handout #4, students will list on a piece of paper two ways in which these characters reacted differently to internment. Finally, each group should write down one reason they think explains the difference between the characters' responses to internment. For instance, they may point out how Mr. Wakatsuki, as the head of the family, lost more status as a result of internment life than did Jeanne. Collect the group responses at the end of the class period.</p>
<p>Part 3: Students construct an explanation about history, marshalling evidence for their interpretation from the sources analyzed to advance an argument in response to the key question. Teachers can assess students' understanding of the standard and the historical process by evaluating this product.</p>	
<p>Materials and Resources— <i>Identify handouts or other materials you'll provide to support this portion of the lesson.</i></p> <ul style="list-style-type: none"> • Slideshows #1 and #2 (optional) 	

Time Allotted	Procedures
Day 4:	Use the fourth day to revisit the investigative question and allow students to present their written work to the class. Be sure to reserve adequate time at the end of the period to reemphasize the major points of your teaching thesis.
20 min.	Students will have completed their written assignment, which is a short narrative of internment (and/or its aftermath) written in first-person from the perspective of one of the characters in <i>Farewell to Manzanar</i> . Divide students into their <u>small groups</u> and have them <u>exchange papers</u> . Allow time for students to read through at least one narrative of another group member. Once students have read, group members will respond to each other's work, highlighting things they learned from reading each narrative and pointing out connections between different authors' works.
20 min.	When group discussion begins to die down, bring the class back together as a larger group. Ask students to <u>volunteer to read their narratives</u> aloud. Encourage students to stay in character as they read, so that the narratives act as responses to one another. For instance, you may have a student who wrote on Mrs. Wakatsuki read first, followed by a narrative from the perspective of Mr. Wakatsuki.
20 min.	Use the previous class discussion to transition to a <u>review of the major lessons of the unit</u> . Remind students of the investigative question, and solicit answers from the class. They should now be able to connect internment to the wartime emergency as well as a long history of anti-Asian racism. Students should also be able to explain how the question of loyalty was central to the federal government's internment policy, and therefore an ongoing source of trauma for internees. They should be able to draw evidence from the later chapters in <i>Farewell to Manzanar</i> to illustrate how some Japanese Americans experienced turmoil over cultural identity, partly as a result of the internment experience. You may wish to revisit images from slideshows #1 and #2 to guide students through these points.

Adaptations for 4th grade:

For 4th grade, the lesson the "Moment in Time" image activity, (4th-grade handout), and a full class reading of *Farewell to Manzanar*, chapters two and twelve. Students could also create word clouds using words found during the class readings of chapters two and twelve. The investigative question could be modified to "How did Japanese Americans Respond to Internment?"

THE EVACUATION OF THE JAPANESE FOLLOWING PEARL HARBOR

Directions: Read the following information and answer the questions that follow:

Background written by the late Prof. Roland Marchand of U.C. Davis:

On December 7, 1941, without warning, the Japanese attacked the U.S. naval base at Pearl Harbor, Hawaii. The U.S. Congress declared war on Japan the following day, officially entering World War II. For the 110,000 people in the U.S. of Japanese ancestry, two-thirds of whom were American citizens, World War II brought a complete denial of basic civil liberties. On Feb. 19, 1942, President Roosevelt signed Executive Order 9066, authorizing the Secretary of War to prescribe military areas for the "relocation of enemy aliens... whose removal is necessary in the interests of national security..." By December 1942, a year after the outbreak of war, all Japanese Americans living on the west coast had been interned behind barbed wire and under armed guard in concentration camps politely referred to as "relocation centers."

The trail leading to the concentration camps began long before the outbreak of the war. The Japanese were one of the last immigrant groups to arrive in the west coast. First migrating to Hawaii in the 1880s and to the mainland in the 1890s, two-thirds settled in and around Los Angeles County. Though only a fraction of one percent of the total population, their race and Japanese culture marked them as different from white Americans. The Japanese immigrants soon found that they had inherited a legacy of anti-Asian prejudice deeply rooted in California history. During the 1850s and 1860s, gold and jobs on the transcontinental railroad had attracted Chinese immigrants to America. Willing to work for low wages, the Chinese seemed to threaten the "native" white Americans. These anti-Chinese feelings were later generalized to all Asians. Into this climate of hatred came the Japanese immigrants.

The Issei (those born in Japan who had moved to the U.S.) came to America looking for a better life. Anti-Asian work contracts closed industrial labor to them, so most turned to agriculture. With hard work and a knowledge of agriculture, the Issei tended to settle on marginal land and prospered as small farmers. Despite the American respect for hard work, the Issei's prosperity earned them the hatred and fear of many white farmers. In 1907 the U.S. and Japan made the so-called "Gentlemen's Agreement", restricting the number of emigrants Japan would allow to leave for the U.S. In 1913 the Alien Land Law was passed in California, stripping all alien Japanese of their property, including farmland. Since the Issei were not allowed to become citizens of the U.S., the law seemed foolproof.

However, the Nisei, those born in the U.S., were citizens and could own land. When many Issei made out their land deeds to their Nisei children, it seemed the Japanese had found a way to hold onto their land. However, this loophole was closed in 1920 when a law disallowed alien guardianship over American citizens. Now the Issei could not be legal guardians of their own children. Finally, in 1924

the U.S. Congress stopped all Japanese immigration with the Japanese Exclusion Act. From 1924 on, violent agitation against Japanese Americans declined, but whites persisted in their stereotypes of Japanese as sly, cunning and ruthless. A vast reservoir of ethnic hatred remained, to be released on the Japanese-Americans after Japan's attack on Pearl Harbor.

Questions:

1. For what reasons did the U.S. Government issue the Japanese evacuation orders?
2. What were two examples of anti-Japanese actions by Congress prior to Pearl Harbor?
3. Do you think non-Japanese inhabitants of California would support the "evacuation?" Why, Why not?
4. How do you think the Japanese Americans in California would feel about the "evacuation?" Why?

Source Information: Created by Professor Roland Marchand of U.C. Davis. Available at U.C. Davis History Project's, "The Marchand Archive: The Evacuation of the Japanese Following Pearl Harbor." http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=42.

Primary Source Toolbox

1. What **strikes** you in reading this document? What sorts of things **leap out** at you? What **grabs** your attention?

➤ ***Make two observations***

2. What **puzzles** you? What don't you get? What do we need to talk about & to try to figure out? What do you find out here that you didn't know, or that **challenges** something you thought you knew?

➤ ***Ask two questions***

3. What **patterns** do you see? How does this source relate to other sources from this time? What concepts, images or key words keep coming up?

➤ ***Identify at least one pattern***

4. What **connections** do you see? Does this source remind you of a source or issue from **another historical era**? Does this source remind you of a source or issue from **contemporary times**? **Note one or more connections.**

Source: Developed by Dr. Karen Halttunen, USC Department of History. Adapted by Jeff Pollard, Natomas Charter School, Sacramento

Farewell to Manzanar Writing Assignment

Background: The experience of internment was a traumatic moment for all who were interned. But each person experienced internment differently. Their age, sex, status in the community, and personality all shaped their reactions to being forced from their homes and labeled as disloyal to the United States. As you have read in *Farewell to Manzanar*, internment led to tensions within the Wakatsuki family, even as family members tried to work together to make their lives in the camps more bearable.

Prompt: For this assignment, identify a character from the book whom you find interesting. Your task is to write a narrative of internment from this person's perspective. In other words, you will assume this character's identity and write a first-person account of internment as if you were the character.

Tips: Use the chapters you have read in *Farewell to Manzanar* to find details about your character's life in the camp. You should try to find information about where they worked or went to school, and with whom they spent their time. Did your character experience conflict with another character? When and why? Also look for clues about how this person felt about being treated as a threat by the United States government. How did this character cope with internment? If you read one of the later chapters in the book, you should also discuss how this person adjusted to life outside of Manzanar. Conclude your narrative by indicating if and how the experience of internment changed you (the character) or shaped your later life.

Suggested length: 1-2 pages, double-spaced

Source use: The narrative should be written in your own words, not taken from the book. If you wish to use conversations quoted in *Farewell to Manzanar*, you must cite the page number where that conversation appears. However, you should limit such quotations due to the short nature of the assignment.

Teacher Guide

Potential Sample Responses for “Primary Source Toolbox” responses to Dr. Suess cartoons

Image #1: “Jap Alley” Dec. 10, 1941

Step 1: Prompt students to make two observations about the cartoon. These may be very general observations about details in the image.

Example: 1-The eagle is about to hit one of the cats in the head
2-The cats all have the same faces

Step 2: Prompt students to write down two questions that come to mind when viewing the cartoon. Use these as a springboard to discuss assumptions of loyalty and the racialized nature of the images.

Example: 1-Why are the Japanese drawn as “alley cats?”
2-Why do the cats have a flag?

Image #2: “Waiting for the Signal from Home” Feb. 13, 1942.

Step 1: 2 Observations:

- 1- All the Japanese Characters are getting bricks of TNT
- 2- The Japanese characters are going through Washington, Oregon, and California

Step 2: 2 Questions:

1. What is “honorable” about what the Japanese characters are doing?
2. What will the “signal from home” be?

Step 3: Pattern: Encourage students to identify patterns in the cartoons. These patterns will help students identify the perspective or viewpoint of the artist.

Example: One pattern is that all the Japanese characters have slanted eyes. Another is that the Japanese characters are all shown doing something sneaky and they all look identical to each other.

Step 4: Connection: Solicit connections students may see between the patterns in the cartoons and events in recent history or events they have studied in earlier units.

Example: One connection is that during World War One people in the United States drew Germans as animals. Another connection is that after 9-11-01 people in the U.S.A. suspected Muslim people of wrongdoing just as they suspected Japanese people after Pearl Harbor.

Source Information for Images in Slideshows

List of images, Slideshow #1:

Slide 1-2 Images available at: “Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.”
Mandeville Special Collections, University of California San Diego,
<http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm>.

Slide 3: Online Archive of California: Jarda; Japanese American Relocation Digital Archives. Dorothea Lange, Photographer. Hayward, California, May 8, 1942. Owning Institution: The Bancroft Library. University of California, Berkeley.
<http://content.cdlib.org/ark:/13030/ft058002rh/?brand=jarda>

Slide 4: Dorothea Lange, A grandfather and his grandchildren awaiting an evacuation bus in Hayward, California, May 1942; gelatin silver print; courtesy the Bancroft Library, U.C. Berkeley, image available at http://www.weareca.org/index.php/en/era/1940s-1960s/japanese_americans_2.html

List of images, Slideshow #2:

Farewell to Manzanar images, from Ansel Adams, Manzanar War Relocation Center photograph collection, Library of Congress Prints and Photographs Division.
<http://memory.loc.gov/ammem/collections/anseladams/>

1) Entrance to Manzanar, Manzanar Relocation Center (LOT 10479-2, no. 1)
<http://hdl.loc.gov/loc.pnp/ppprs.00226>

2) Manzanar, Calif. April 1942— boys starting a ball game soon after their arrival at Manzanar, a War Relocation Authority center for the evacuees of Japanese ancestry from certain West Coast areas (LOT 1801)
<http://hdl.loc.gov/loc.pnp/ppprs.00369>

4) Manzanar street scene, clouds, Manzanar Relocation Center (LOT 10479-1, no. 5)
<http://hdl.loc.gov/loc.pnp/ppprs.00284>

5) Margaret Mitsu, Jane and Roy Nakai and baby, Manzanar (LOT 10479-1, no. 32)
<http://hdl.loc.gov/loc.pnp/ppprs.00248>

6) Potato fields, Manzanar (LOT 10479-4, no. 7)
<http://hdl.loc.gov/loc.pnp/ppprs.00215>

7) Children at Sunday school class, Manzanar (LOT 10479-5, no. 19)
<http://hdl.loc.gov/loc.pnp/ppprs.00131>

8) People walking, Manzanar (LOT 10479-2, no. 12)

<http://hdl.loc.gov/loc.pnp/ppprs.00112>

9) Roy Takano at town hall meeting, Manzanar (LOT 10479-4, no. 21)

<http://hdl.loc.gov/loc.pnp/ppprs.00374>

10) People leaving Buddhist church, winter, Manzanar (LOT 10479-5, no. 21)

<http://hdl.loc.gov/loc.pnp/ppprs.00178>

11) Band concert, Manzanar (LOT 10479-4, no. 24)

<http://hdl.loc.gov/loc.pnp/ppprs.00109>

12) In biology class, high school, Kiyo Yoshida, Lillian Watkatsuki, Yoshiko Yamasaki (LOT 10479-5, no. 11)

<http://hdl.loc.gov/loc.pnp/ppprs.00184>

13) Science lecture, Manzanar (LOT 10479-5, no. 13)

<http://hdl.loc.gov/loc.pnp/ppprs.00133>

14) Corporal Jimmie Shohara, Manzanar (LOT 10479-1, no. 10)

<http://hdl.loc.gov/loc.pnp/ppprs.00074>

15) Relocation: Packing up, Manzanar (LOT 10479-2, no. 15)

<http://hdl.loc.gov/loc.pnp/ppprs.00191>

The Impact of Internment

Directions: Your job is to discuss the impact of internment on two characters from *Farewell to Manzanar*. After you have identified the characters and discussed how internment affected their lives, answer the following questions.

1. Explain two different reactions that each character had to internment.
2. Why do you think there is a difference in the ways that people responded to internment?
3. What do the characters' different reactions tell you about the overall experience of internment?

A Moment in Time

Using the Image Create “**A Moment in Time**” from your thoughts using the format below

I am _____

Just a moment ago _____

Right now I see _____

I hear _____

I smell _____

I taste _____

I feel _____

I think _____ will happen next

I hope _____

I am _____

Farewell to Manzanar
Slideshow 1



<http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm>



http://www.weareca.org/index.php/en/era/1940s-1960s/japanese_americans_2.html

Online Archive of California: Jarda; Japanese American Relocation Digital Archives. Dorothea Lange, Photographer. Hayward, California, May 8, 1942.
Owning Institution: The Bancroft Library. University of California, Berkeley. <http://content.cdlib.org/ark:/113030/ft058002rh/?brand=jarda>



<http://content.cdlib.org/ark:/13030/ft058002rh/?brand=jarda>

Dorothea Lange, A grandfather and his grandchildren awaiting an evacuation bus in Hayward, California, May 1942; gelatin silver print; courtesy the Bancroft Library, U.C. Berkeley, image available at http://www.weareca.org/index.php/en/era/1940s-1960s/japanese_americans_2.html

Image Source Information

1. “Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.” Mandeville Special Collections, University of California San Diego,
<http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm>.
2. “Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.” Mandeville Special Collections, University of California San Diego,
<http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm>.
3. Dorothea Lange, A grandfather and his grandchildren awaiting an evacuation bus in Hayward, California, May 1942; gelatin silver print; courtesy the Bancroft Library, U.C. Berkeley, image available at http://www.weareca.org/index.php/en/era/1940s-1960s/japanese_americans_2.html
4. Online Archive of California: Jarda; Japanese American Relocation Digital Archives. Dorothea Lange, Photographer. Hayward, California, May 8, 1942. Owning Institution: The Bancroft Library. University of California, Berkeley.
<http://content.cdlib.org/ark:/13030/ft058002rh/?brand=jarda>

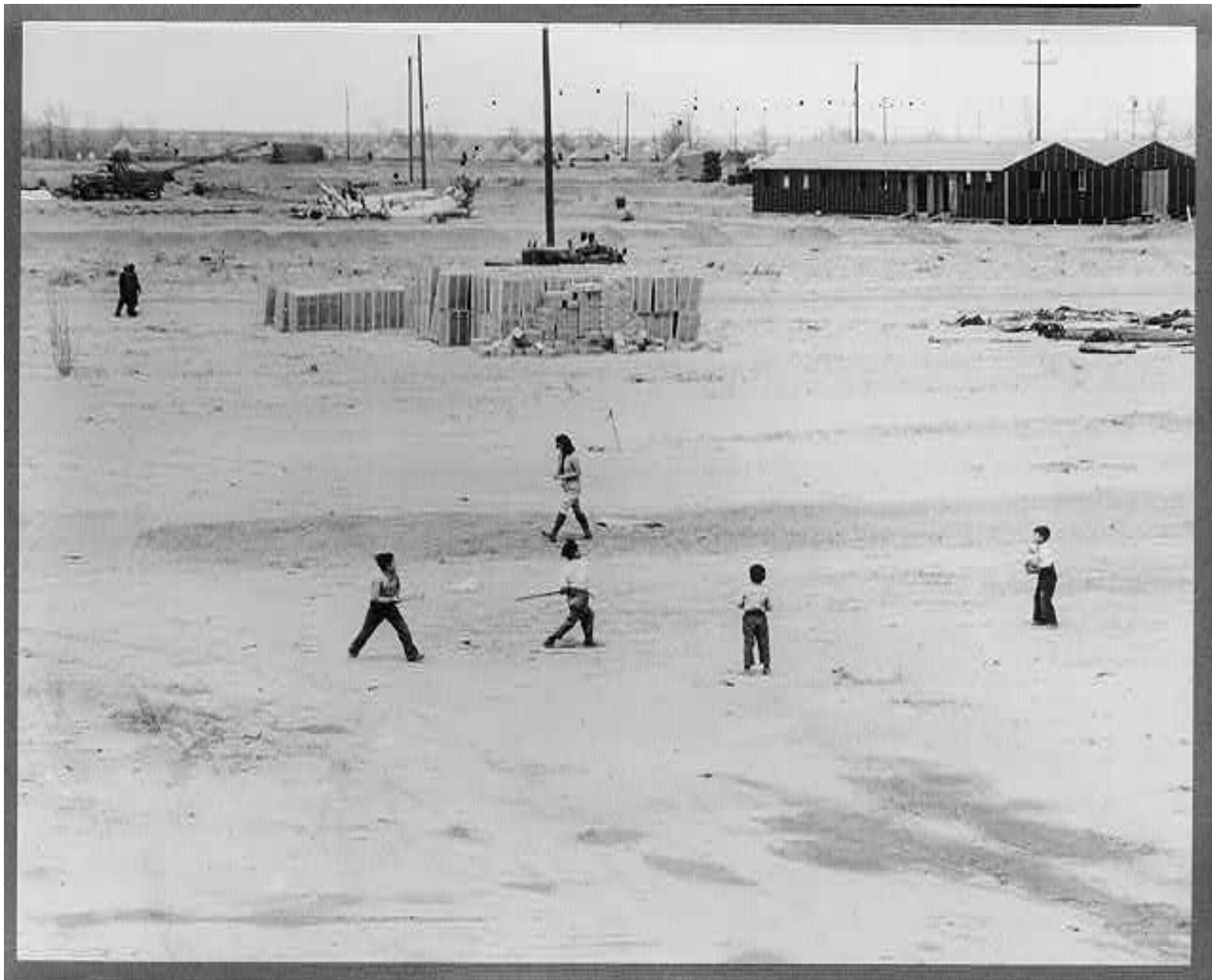
Farewell to Manzanar Slide Show #2

Images from Ansel Adams Manzanar
War Relocation Center Photograph Collection
Library of Congress, Prints and Photographs Division

<http://memory.loc.gov/ammem/collections/anseladams>



<http://hdl.loc.gov/loc.pnp/ppprs.00226>



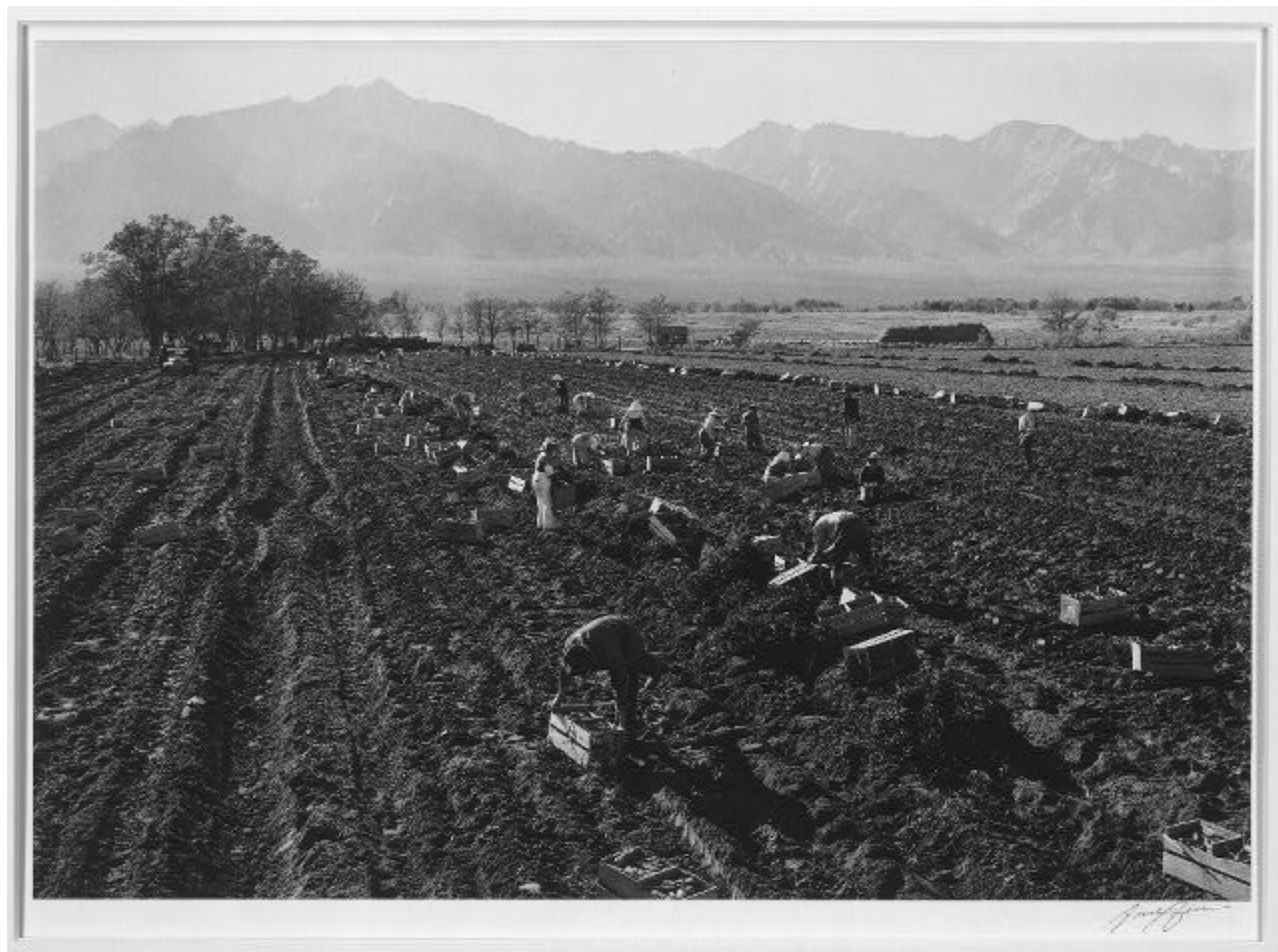
<http://hdl.loc.gov/loc.pnp/ppprs.00369>



<http://hdl.loc.gov/loc.pnp/ppprs.00284>



<http://hdl.loc.gov/loc.pnp/ppprs.00248>



<http://hdl.loc.gov/loc.pnp/ppprs.00215>



<http://hdl.loc.gov/loc.pnp/ppprs.00131>



<http://hdl.loc.gov/loc.pnp/ppprs.00112>



<http://hdl.loc.gov/loc.pnp/ppprs.00374>



<http://hdl.loc.gov/loc.pnp/ppprs.00178>



<http://hdl.loc.gov/loc.pnp/ppprs.00109>



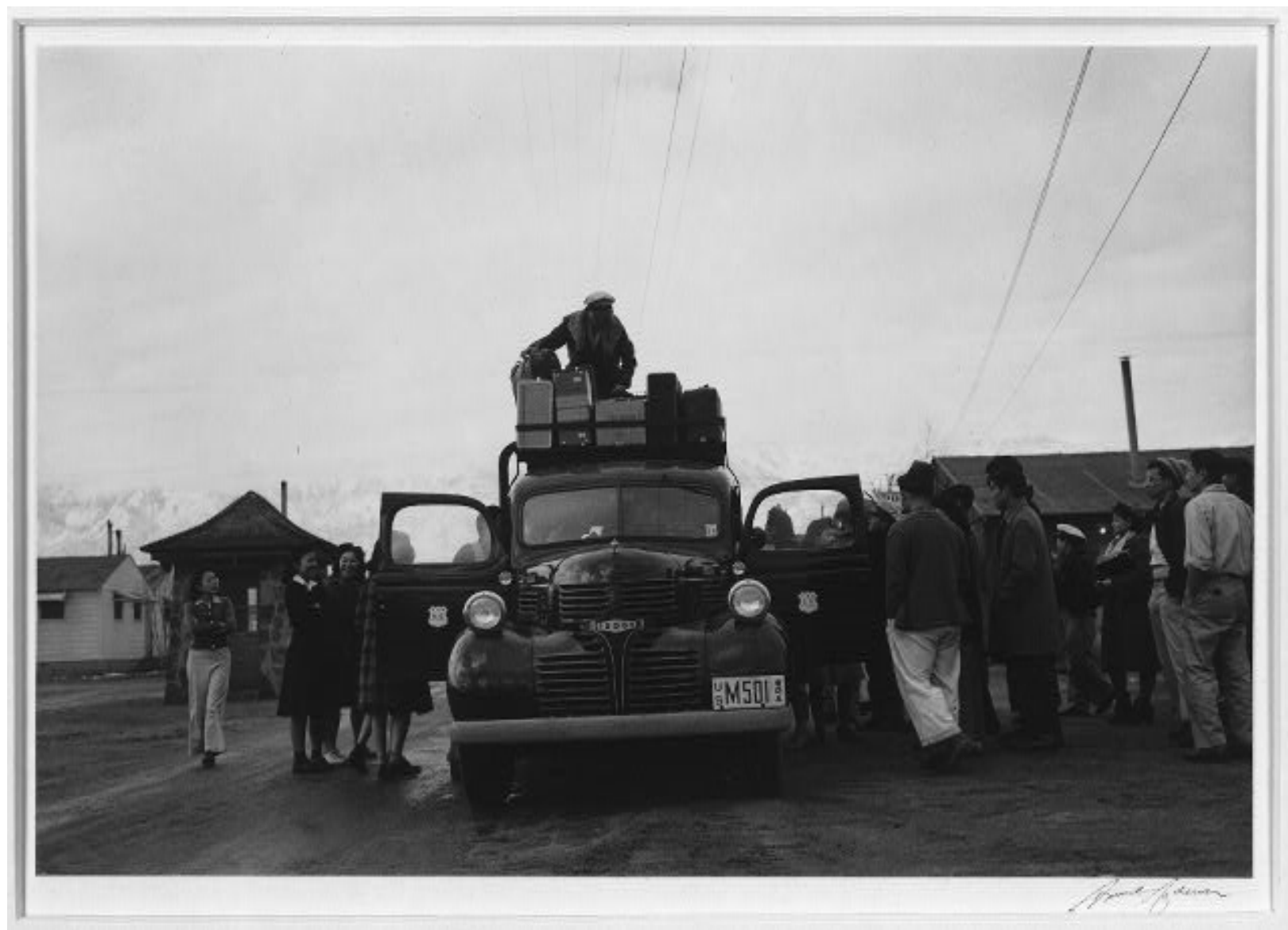
<http://hdl.loc.gov/loc.pnp/ppprs.00184>



<http://hdl.loc.gov/loc.pnp/ppprs.00133>



<http://hdl.loc.gov/loc.pnp/ppprs.00074>



<http://hdl.loc.gov/loc.pnp/ppprs.00191>

Image Source Information

- 1) Entrance to Manzanar, Manzanar Relocation Center (LOT 10479-2, no. 1)
<http://hdl.loc.gov/loc.pnp/ppprs.00226>
- 2) Manzanar, Calif. April 1942— boys starting a ball game soon after their arrival at Manzanar, a War Relocation Authority center for the evacuees of Japanese ancestry from certain West Coast areas (LOT 1801)
<http://hdl.loc.gov/loc.pnp/ppprs.00369>
- 3) Manzanar street scene, clouds, Manzanar Relocation Center (LOT 10479-1, no. 5)
<http://hdl.loc.gov/loc.pnp/ppprs.00284>
- 4) Margaret Mitsu, Jane and Roy Nakai and baby, Manzanar (LOT 10479-1, no. 32)
<http://hdl.loc.gov/loc.pnp/ppprs.00248>
- 5) Potato fields, Manzanar (LOT 10479-4, no. 7)
<http://hdl.loc.gov/loc.pnp/ppprs.00215>
- 6) Children at Sunday school class, Manzanar (LOT 10479-5, no. 19)
<http://hdl.loc.gov/loc.pnp/ppprs.00131>
- 7) People walking, Manzanar (LOT 10479-2, no. 12)
<http://hdl.loc.gov/loc.pnp/ppprs.00112>

Resources:

Source Information for Materials in this Lesson:

Introductory information was created by Professor Roland Marchand of U.C. Davis and are from the History Project at UC Davis, "Marchand Document Source Lessons: The Evacuation of the Japanese Following Pearl Harbor." http://historyproject.ucdavis.edu/lessons/view_lesson.php?id=42. The Marchand Image Library, available from the same web site is also an excellent source for images of Japanese Internment.

A Large Collection of Theodore Seuss Geisel's World War Two Era cartoons is available at "Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss." Mandeville Special Collections, University of California San Diego, <http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm>

The Library of Congress provides online access to a large collection of photographs taken at the Manzanar Relocation Center by Ansel Adams. This collection is the source for the images in slideshow #2. Access the entire collection at <http://www.loc.gov/pictures/collection/manz/>

A student friendly overview of the Japanese American Internment Experience is available as part of the Cal Humanities web site, "We Are California." This section contains an historical overview and several images. www.weareca.org.

Author Biographies



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Beth earned her Ph.D. in U.S. history from the University of California, Davis, with a focus on the U.S. during the Cold War and women's history. She has teaching experience at both the secondary and post-secondary levels, and has worked extensively on the professional development of teachers. Beth served as the editor for the California Reads curriculum guides and recruited, organized, and guided the work of the scholar-teacher teams.

ACKNOWLEDGEMENTS



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CALIFORNIA HISTORY-
SOCIAL SCIENCE PROJECT
<http://csmpl.ucop.edu/chssp>

About California History-Social Science Project: Headquartered in the Department of History at the University of California, Davis, the California History-Social Science Project (CHSSP) is a K-16 collaborative—informing classroom practice through scholarly research and directing that research to meet the real-life needs of California’s teachers and their students. A special focus of their work has been meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities in order to reduce the achievement gap. For additional information, please visit <http://csmpl.ucop.edu/chssp>

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