



LESSON/UNIT REFLECTION FORM*

Title of Lesson: Home Front: Japanese American Internment

Date(s) Taught: March 13-16, 2013

Teacher(s): Julie Quick

School District(s): Montoursville Area School District

Building(s): High School

Subject Area(s): American History

Grade Level(s): 10th Grade

1. Did your students accomplish the learning goals and objective(s) that you designed for the lesson? How do you know?

Yes- Students discovered, through photographs, letters, and diaries life in an internment camp was tough, but the Japanese made best of the situation. Student writing exit tickets show this.

2. What worked particularly well when you facilitated the lesson? In terms of student learning of Social Studies knowledge and skills, what were the most positive aspects of the lesson?

Group and partner work worked well when reading documents and looking at photographs. Teacher-led discussions worked well with Executive Order 9066 and the Supreme Court case. The best part was seeing the reaction when gov't sources and private sources did not match.

3. What, if anything, did not meet your expectations? When you teach this lesson again, what, if anything, would you do differently to enhance the learning experience for your students?

I was surprised that many students, on the first day, said internment was necessary, it was ok to treat Americans this way. Some still feel this way. Perhaps next time I do this lesson, I will incorporate Arab-Americans to show a current example.



4. How did you apply the professional development knowledge and skills that you acquired in the past year to the design and implementation of this lesson?

Primary Sources were a large part of this lesson plan. In fact, it was all primary sources. Through the TAH workshops, I am able to teach primary better with different graphic organizers.

5. What formative and summative assessment strategies did you use to monitor student learning and achievement?

Daily writing assignments were given asking opinions of students.

Quizzes and tests had questions.

An essay (formal assignment) given by English department and counting for American History.

6. What made this class/lesson different from others you have taught?

It was totally technology free! I did not have to rely on a projector and students were learning without taking notes.

7. What recommendations/suggestions would you offer to your Social Studies teacher colleagues who may teach this lesson?

Take your time- don't rush it. It can be spread out longer than 4 days.



**Please refer to the Pennsylvania Standards Aligned System website:
(<http://www.pdesas.org/module/sas/curriculumframework/SocialStudiesCF.aspx>)
for information on the Pennsylvania Curriculum Framework for Social Studies. You will find much of the
information about PA Academic Standards, essential questions, vocabulary, assessments, etc. by navigating
through the various components of the Curriculum Framework.*

LESSON / UNIT TITLE: Japanese Internment During World War II (Study of the Novel *Farewell to Manzanar*)

Teacher Name(s): Julie Quick

School District: Montoursville Area School District

Building: Montoursville Area High School

Grade Level: 10

Subject: U. S. History

Time Required: 4 class periods taught in conjunction with English teacher Miss Michelle Hopkins

Lesson/Unit Summary (2-3 sentence synopsis):

The four lessons included in this lesson plan are taught in conjunction with the English 10 teacher. Students will read, analyze, discover, and compare primary sources to the novel, Farewell to Manzanar, a Japanese-American's view of treatment during World War Two.

Essential Question for Lesson/Unit

Do you think it was a "military necessity" to remove and imprison Japanese-Americans during World War II?

Pennsylvania Academic Standards Addressed in Lesson/Unit

CC.8.5- Reading Informational Text- Students will read, understand, and respond to informational text- with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.8.6- Writing- Students will write for different purposes and audiences. Students will write clear and focused text to convey a well-defined perspective and appropriate content.

Lesson/Unit Objectives

Students will explore the treatment of Japanese-Americans during WWI by reading the novel, Farewell to Manzanar and related primary sources.

Students will research and explore how Japanese-Americans were removed and treated during WWII.

Vocabulary/Key Terms for Lesson/Unit

Internment
Executive Order
Concentration Camp
Manzanar

Historical Background for Teachers / Research Narrative

Japanese Internment during World War II

As the United States looks for trade opportunities during the 1850s, Commodore Matthew Perry forces trade with Japan. Japan is forced to open its doors to many western countries. Soon after, Japan rapidly industrializes as a coping mechanism to deal with the outside influence. This Meiji Restoration brought social disruption and agricultural decline to the country. Japanese are soon jobless and even poorer than before. The Japanese are lured to the United States looking for peace, prosperity, and a stable family life, all things Japan could not offer them.

By 1900, there are fewer than 25,000 Japanese living in the United States. Soon after, the number blossoms to over 100,000. Japanese are finding work in California's canneries, mines, and migratory laborers in the farm fields. Many Japanese even found themselves as business owners and fisherman. By 1920, the Japanese control over 450,000 acres in California and producing 10% of the total crops in the state. Americans became wary of the Japanese as more and more "outsiders" made their way to the United States. Americans began to organize campaigns to limit Japanese immigration and obtaining citizenship. Labor unions saw the Japanese as

an enemy to workers, menace to women, and as a factor corrupting American society. The United States government gave in to the demands of the nativists (people who favor native-born over immigrants). The Alien Land Law prevented the Japanese from owning land as well as obtaining citizenship. The Immigration Act of 1924 ends Japanese immigration almost completely.

The Japanese were outraged by the actions that were taken against them. After all, the Japanese saw themselves as Americans and hard workers contributing to the economy of both the United States and California. Many times the Japanese who did own land, simply registered the land in their child's name, who just happened to be an American citizen since they were born in the US. Many times the Japanese even took loyalty oaths created by the Japanese-American Citizens League:

"I am proud that I am an American citizen of Japanese ancestry, for my background makes me appreciate more fully the wonderful advantages of this nation. 'I pledge myself' to defend her against all enemies, foreign and domestic."

Unfortunately, this simple oath was not going to be enough. On December 7, 1941, the nation of Japan attacked the United States territory of Hawaii. The Japanese living in the United States were in grave danger. Many Americans became suspicious of the Japanese once again. Americans questioned loyalty. Many thought the Japanese were spies, saboteurs, enemy agents. As a result, the United States security rounded up Japanese businessmen, journalists, teachers, and civil officers labeling them as "security risks." Soon over 2,000 Issei (Japanese-American citizens) and leaders found themselves behind jail bars. The Japanese were forced out of jobs and were subjected to warrantless searches and seizures.

What happened soon after, no Japanese-American could fathom. Executive Order 9066, ordered by President Franklin D Roosevelt, evacuated any and all persons from "military areas." The United States would provide accommodations in relocation camps inland. The United States government moved over 100,000 people of Japanese decent within one year of the attack on Pearl Harbor. By the end of World War Two, more than 125,000, mostly children, were living in relocation camps set up by the United States government.

The Japanese-Americans living during World War Two faced tumult and uncertainty. Generally, the Japanese living in California were given approximately one week to pack up or sell their belongings and wrap up all their business ties. Because the move occurred so quickly, the Japanese had to sell their belongings sometimes for pennies. Soon, they were loaded on trains and were taken inland bound for prison-like camps surrounded by barbed wire in Idaho, Arizona, Arkansas, and California.

These internment camps were the new home for many Japanese Americans. Many times there was no running water, a huge mess hall serving unappetizing food, and public restrooms. Schools were created by the inhabitants, business bloomed, and the people created their own gardens, sports teams, newspapers, and worship halls. This was an attempt to create a comfortable living space by a group of people who refused to give up. To protest their internment, many Nisei men enlisted in the United States military as a method to show their loyalty. However, many were barred from service.

It is not until V-J Day when the Japanese Americans are able to leave the camps. Many lost all their worldly possessions and have nothing to return to. No home, no possessions, no jobs. However, the robust group refused to give in and did start their return to California to resume jobs in canneries, fisheries, and some even started their businesses over. The Supreme Court eventually hears arguments over the "military necessity" and the constitutionality of the Japanese internment in the Supreme Court case of *Korematsu v United States*. In a

6-3 decision the Supreme Court sided with the US government and stated that the treat of espionage outweighed individual rights and the rights of Americans of Japanese descent.

Works Cited:

"Immigration...Japanese: Introduction - For Teachers (Library of Congress)." *Immigration...Japanese: Introduction - For Teachers (Library of Congress)*. N.p., n.d. Web. 15 Nov. 2012.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/japanese.html>

Appleby, Brinkley, Broussard, McPherson, and Ritchie. The American Vision. McGraw-Hill Company, Columbus, Ohio, 2008.

Instructional Prodedures and Activities

Students will read the novel, *Farewell to Manzanar* with their tenth grade English class.

Day 1: Students will read and analyze Roosevelt's Executive Order 9066.

Day 2: Students will draw conclusions of what life was like at the internment camp, Manzanar.

Day 3: Students will read excerpts from primary sources such as diaries, poems, and letters. Students will determine if there is a difference between eyewitness reports and the propaganda photographs.

Day 4: Students will analyze the Supreme Court case of *Korematsu v United States* and the Civil Rights Act of 1988.

Suggested Strategies for Differentiating Instruction

Modified Readings

Assessment of Student Learning (Formative and Summative)

Formative Assessments: Quizzes and Tests

Summative Assessments: Daily paragraph/short essay answering daily questions (Exit Tickets)

Cross Curricular Assessment: Students will write an essay that will count for a test grade in both English and American History class.

Materials and Resources*

***Refer also to *Auxiliary Materials* at the end of this Unit Plan**

Novel: *Farewell to Manzanar*, by Jeanne Houston and James D. Houston, Houghton-Mifflin, 1973.

Executive Order 9066 (<http://www.ourdocuments.gov/doc.php?flash=true&doc=74&page=transcript>)

Loyalty Oaths

Photos of the internment camps:

(http://www.google.com/search?q=photos+of+japanese+internment+camps&hl=en&tbo=u&rlz=1T4GGNI_enUS512US512&tbm=isch&source=univ&sa=X&ei=axYAUdH_EePS0wHSl4CYAg&ved=0CDAQsAQ&biw=1129&bih=581)

Supreme Court Case of *Korematsu v United States*

http://www.law.cornell.edu/supct/html/historics/USSC_CR_0323_0214_ZO.html

Author(s) of Unit/Lesson Plan

Julie A Quick, Montoursville Area School District, Montoursville PA

In an atmosphere of World War II hysteria, President Roosevelt, encouraged by officials at all levels of the federal government, authorized the internment of tens of thousands of American citizens of Japanese ancestry and resident aliens from Japan. Roosevelt's Executive Order 9066, dated February 19, 1942, gave the military broad powers to ban any citizen from a fifty- to sixty-mile-wide coastal area stretching from Washington state to California and extending inland into southern Arizona. The order also authorized transporting these citizens to assembly centers hastily set up and governed by the military in California, Arizona, Washington state, and Oregon. Although it is not well known, the same executive order (and other war-time orders and restrictions) were also applied to smaller numbers of residents of the United States who were of Italian or German descent. For example, 3,200 resident aliens of Italian background were arrested and more than 300 of them were interned. About 11,000 German residents—including some naturalized citizens—were arrested and more than 5000 were interned. Yet while these individuals (and others from those groups) suffered grievous violations of their civil liberties, the war-time measures applied to Japanese Americans were worse and more sweeping, uprooting entire communities and targeting citizens as well as resident aliens.

Executive Order No. 9066

The President

Executive Order

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104);

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

Franklin D. Roosevelt

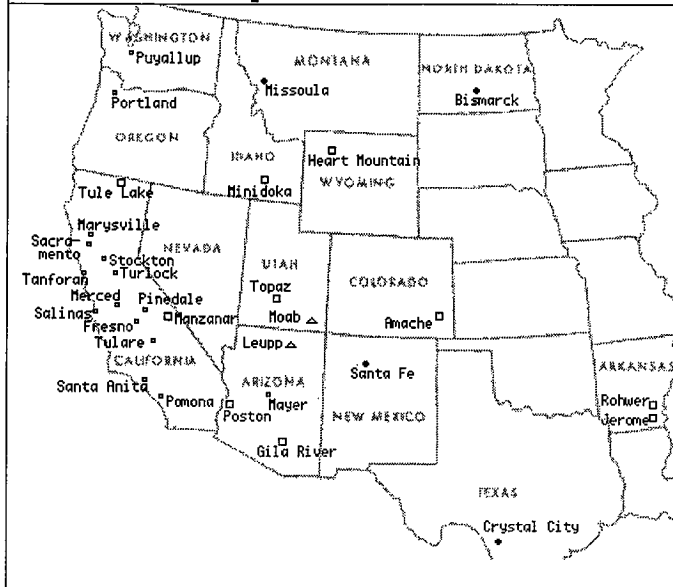
The White House,

February 19, 1942.

Questions

1. What is the purpose of Executive Order 9066? How does FDR plan to achieve that purpose? Do you believe the ends justify the means? Explain.
2. This Executive Order was used to intern primarily Japanese-Americans; however, race is never mentioned. Who is given the power to make the determination of military areas and do you think Caucasians living in those areas would have been evacuated? Why or why not?
3. If this order only refers to one particular race what part of the Constitution would it violate? Explain.
4. Article II gives the president the role of Commander-in-Chief of the armed forces; does the threat of sabotage give him the right to incarcerate 122,000 Japanese Americans without charge? Explain.

Japanese Internment Camps in the USA



Amache (Granada), CO
 Opened: Aug 24, 1942
 Closed: Oct 15, 1945.
 Peak population: 7,318.

Gila River, AZ
 Opened July 20, 1942.
 Closed Nov 10, 1945.
 Peak Population 13,348.

Heart Mountain, WY
 Opened Aug 12, 1942.
 Closed Nov 10, 1945.
 Peak population 10,767.

Jerome, AR
 Opened Oct 6, 1942.
 Closed June 30, 1944.
 Peak population 8,497

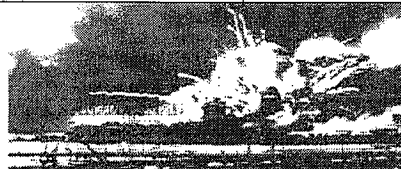
Manzanar, CA
 Opened Mar 21, 1942.
 Closed Nov 21, 1945.
 Peak population 10,046.

Minidoka, ID
 Opened Aug 10, 1942.
 Closed Oct 28, 1945.
 Peak population 9,397.

Poston AZ
 Opened May 8, 1942.
 Closed Nov 28, 1945.
 Peak population 17,814

Rohwer, AR
 Opened Sept 18, 1942.
 Closed Nov 30, 1945.
 Peak population 8,475

Topaz UT
 Opened Sep 11, 1942.
 Closed Oct 31, 1945.
 Peak population 8,130



Tule Lake, CA
 Opened May 27, 1942.
 Closed March 20, 1946.
 Peak population 18,789.

On December 7th 1941, the Japanese attacked Pearl Harbor. US citizens feared another attack and war hysteria seized the country. State representatives put pressure on President Roosevelt to take action against those of Japanese descent living in the US. On February 19th 1942 Roosevelt signed Executive Order 9066.

Under the terms of Executive Order 9066 some 120,000 people of Japanese descent living in the US were removed from their homes and placed in internment camps. The US justified their action by claiming that there was a danger of those of Japanese descent spying for the Japanese. However more than two thirds of those interned were American citizens and half of them were children. None had ever shown disloyalty to the nation. In some cases family members were separated and put in different camps. During the entire war only ten people were convicted of spying for Japan and these were all Caucasian.

Life in the camps was hard. Internees had only been allowed to bring with them a few possessions. In many cases they had been given just 48 hours to evacuate their homes. Consequently they were easy prey for fortune hunters who offered them far less than the market prices for the goods they could not take with them.

"It was really cruel and harsh. To pack and evacuate in forty-eight hours was impossibility. Seeing mothers completely bewildered with children crying from want and peddlers taking advantage and offering prices next to robbery made me feel like murdering those responsible without the slightest compunction in my heart." Joseph Yoshisuke Kurihara speaking of the Terminal Island evacuation.

They were housed in barracks and had to use communal areas for washing, laundry and eating. It was an emotional time for all.



Making
beds from a
pile of hay.

Some internees died from inadequate medical care and the high level of emotional stress they suffered. Those taken to camps in desert areas had to cope with extremes of temperature.

"I remember the soldiers marching us to the Army tank and I looked at their rifles and I was just terrified because I could see this long knife at the end . . . I thought I was imagining it as an adult much later . . . I thought it couldn't have been bayonets because we were just little kids."

From "Children of the Camps"

Military personnel guarded the camps. Those internees who disobeyed the rules, or who were deemed to be troublesome were sent to the Tule Lake facility located in the California Rocky Mountains. In 1943 those who refused to take the loyalty oath were sent to Tula Lake and the camp was renamed a segregation centre.

In 1943 all internees over the age of seventeen were given a loyalty test. They were asked two questions:

1. Are you willing to serve in the armed forces of the United States on combat duty wherever ordered? (Females were asked if they were willing to volunteer for the Army Nurse Corps or Women's Army Corp.)
2. Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, to any other foreign government, power or organization?

In December 1944 Public Proclamation number 21, which became effective in January 1945, allowed internees to return to their homes. The effects of internment affected all those involved. Some saw the camps as concentration camps and a violation of the Act of Habeas Corpus, others though, saw internment as a necessary result of Pearl Harbor. At the end of the war some remained in the US and rebuilt their lives, others though were unforgiving and returned to Japan.

Camps Used by the US Government for the Internment of the Japaneses

Amache (Granada), CO -Opened: August 24, 1942. Closed: October 15, 1945. Peak population: 7,318.

Gila River, AZ - Opened July 20, 1942. Closed November 10, 1945. Peak Population 13,348.

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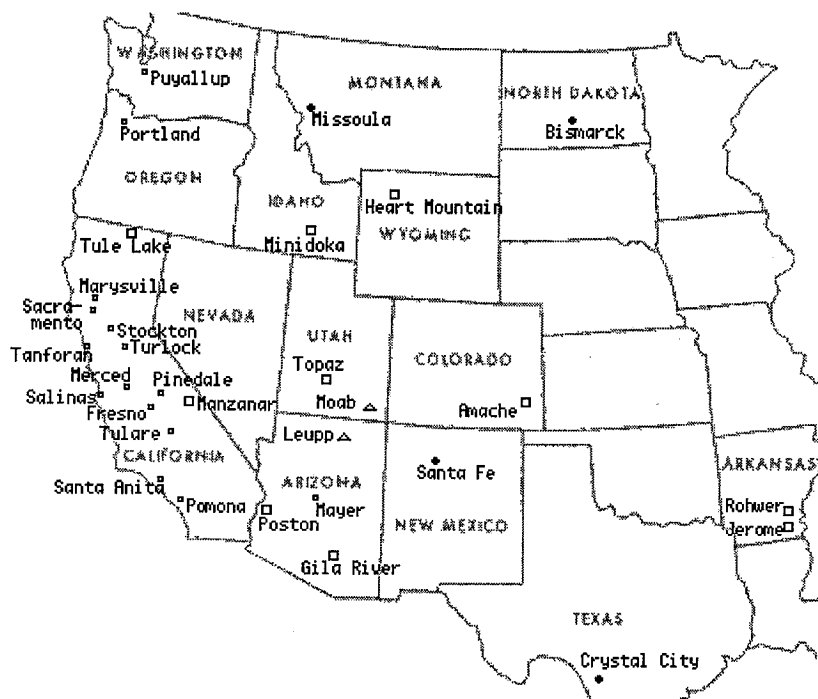
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Loyalty Oaths

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A few months after the attack on Pearl Harbor, Franklin Roosevelt issued an order allowing the military to forcibly relocate people of Japanese ancestry away from the West Coast.

Manzanar was the first of the relocation (internment) camps to be completed. Families were assigned to their own living spaces inside the buildings. The buildings were not very solidly built, since the camps were only intended to last for the duration of the war. As the photo below shows, families did their best to fix up their places to be as home-like as possible.



Manzanar was one of the most famous of the ten relocation camps, commonly called internment camps today. It was in central California, in a desert area near the Sierra Nevada mountain range.

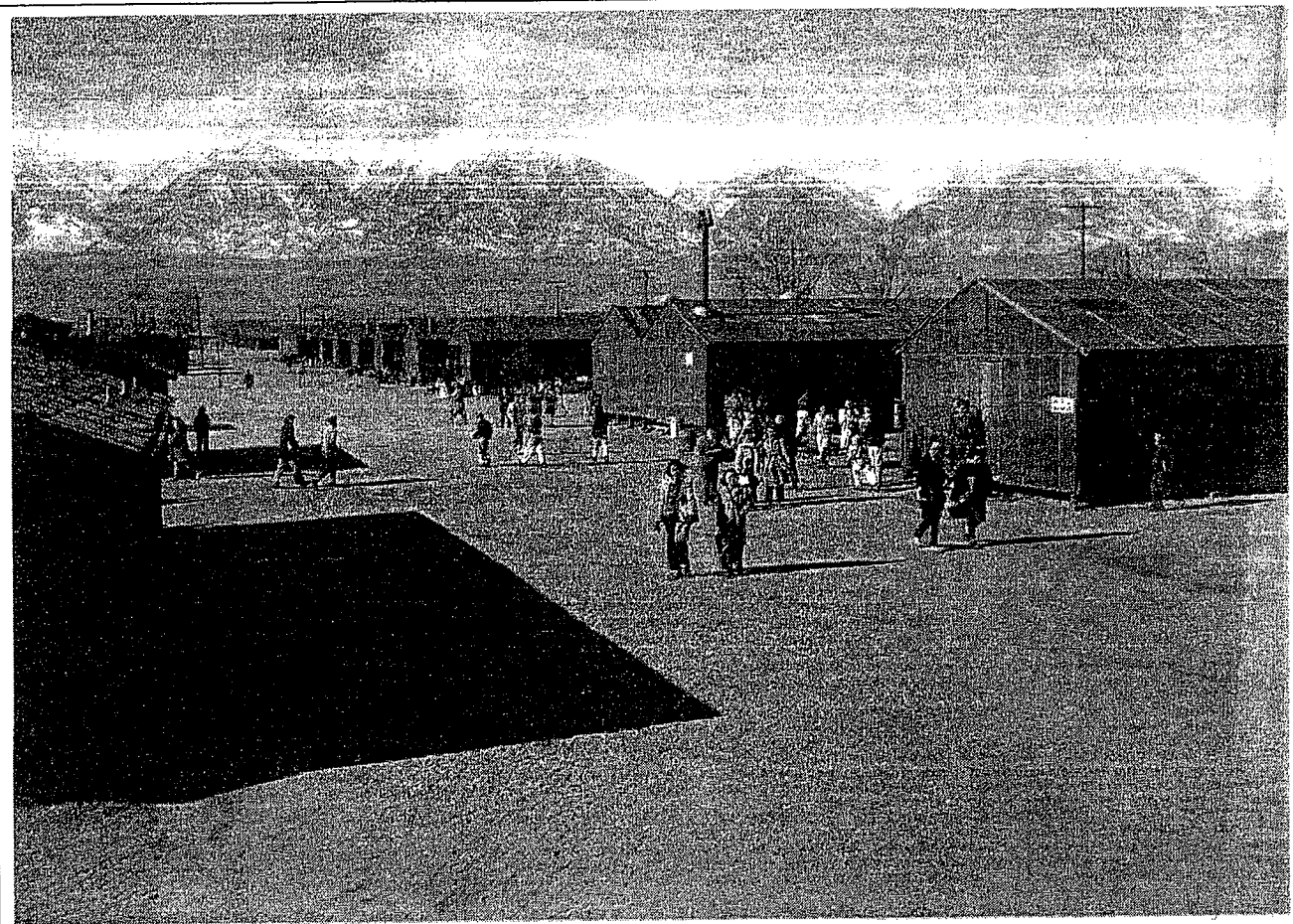
War Relocation Camps (Internment Camps) For Japanese Americans During World War II



© David Burns
www.fasttrackteaching.com/burns

Below: The Manzanar internment camp in central California.
The Sierra Nevada mountain range is in the background.

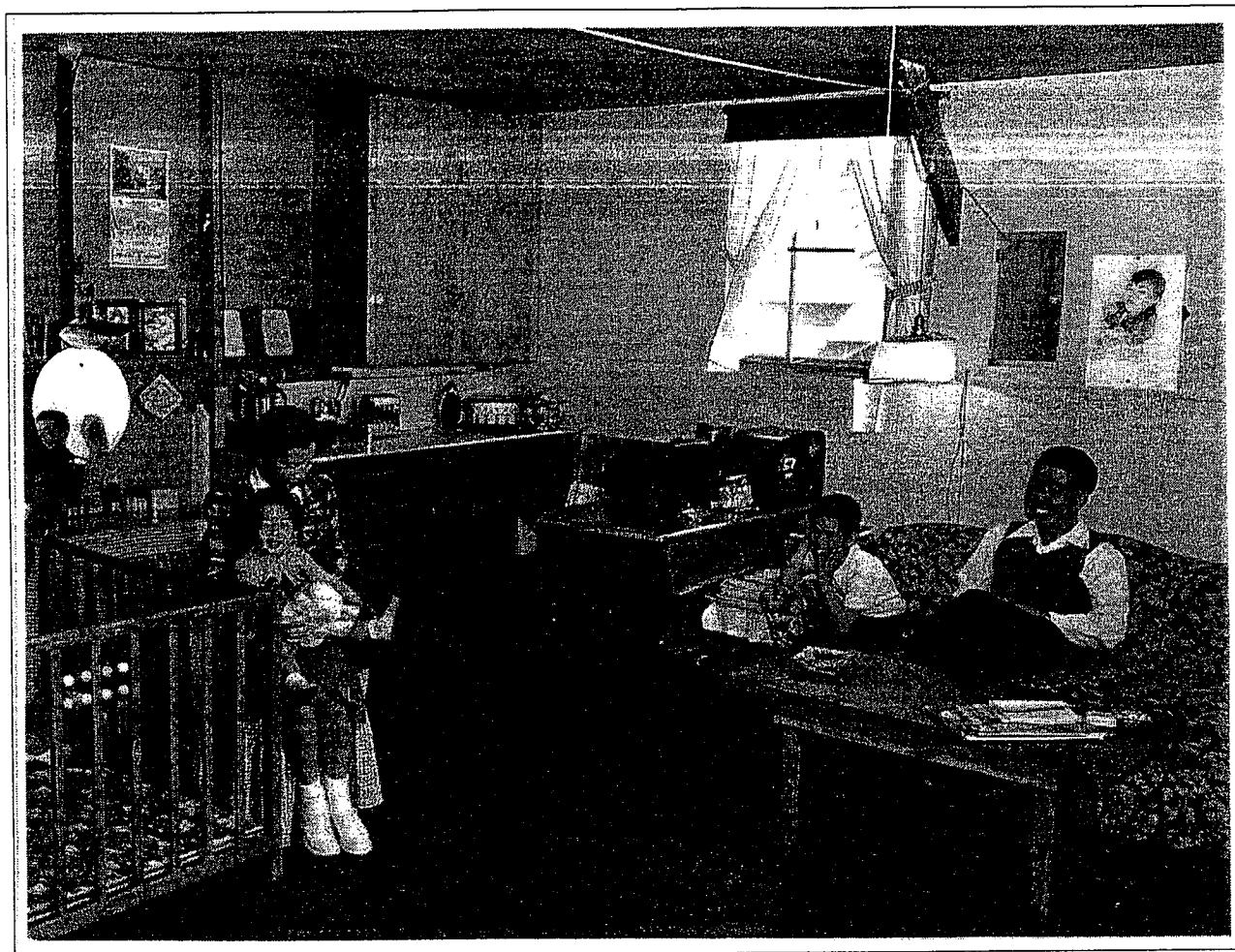
The camp was one of ten created in 1942 to hold Japanese Americans who were living on the West Coast when America was forced into World War II by the Japanese attack on Pearl Harbor, Hawaii. The government feared that some Japanese Americans might still be loyal to Japan, and transmit information about ship movements in and out of Navy bases along the West Coast.



The photo below shows the guard tower and barbed wire fence around the internment camp at Manzanar. Residents of the camp could not leave without special permission. The photo was taken by Toyo Miyatake, a well known photographer who was among those forced to relocate to Manzanar.



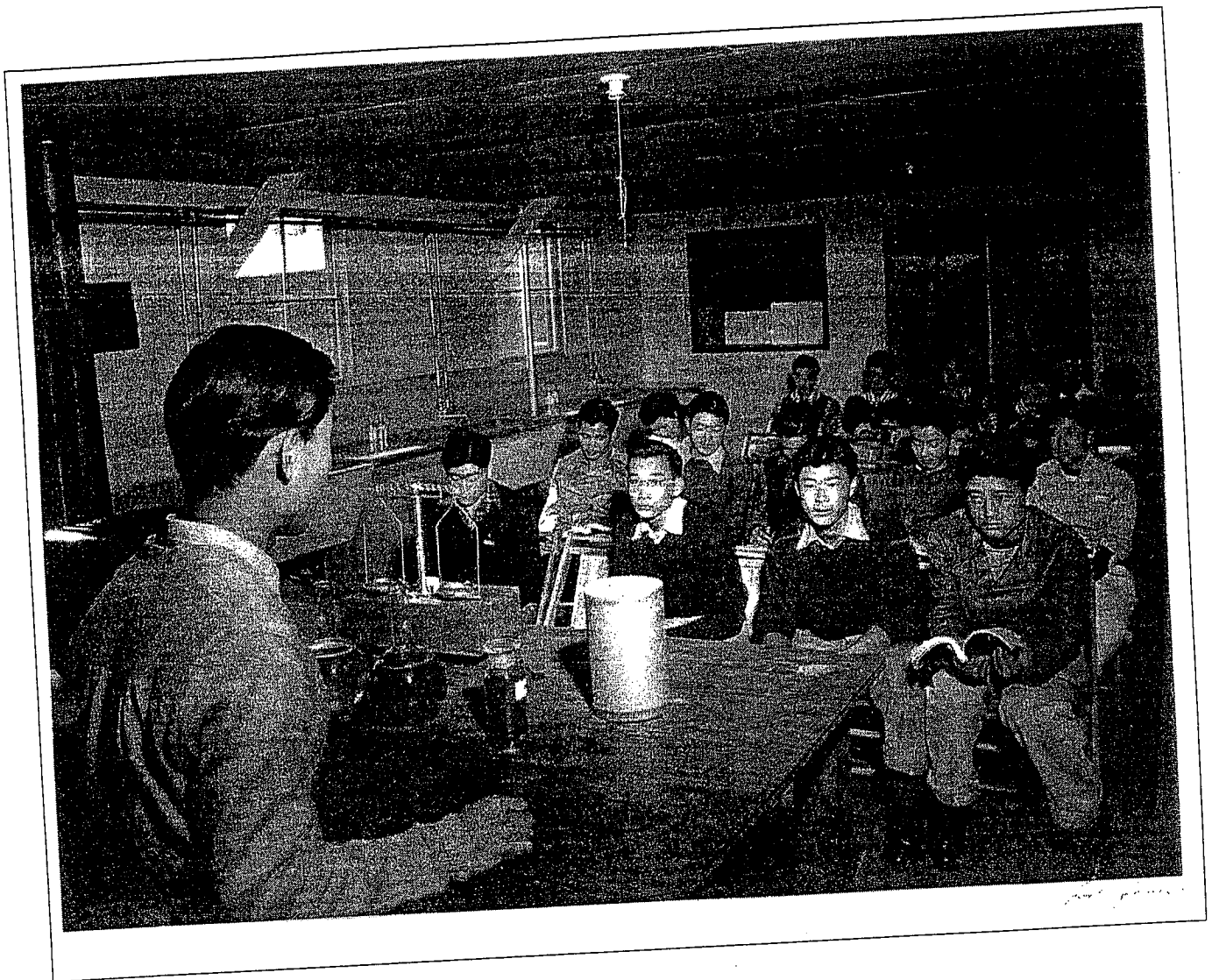
Below: A Japanese American family at the Manzanar internment camp.
One complaint of the residents was the lack of privacy. Walls between
family spaces were often just sheets of cloth.



Although leaving the camps without permission was forbidden, residents were allowed to hold meetings to discuss problems and suggest ideas for improving life in the camps. The picture below shows a town hall style meeting of residents at Manzanar.



Below: A science class for high school students.



Below: A class on fashion and sewing for girls at Manzanar.



Below: A potato field at Manzanar that helped feed the residents. The camp also raised other crops as well as chickens and pigs. Residents were paid for their work on the farm and for work running the camp's various facilities.



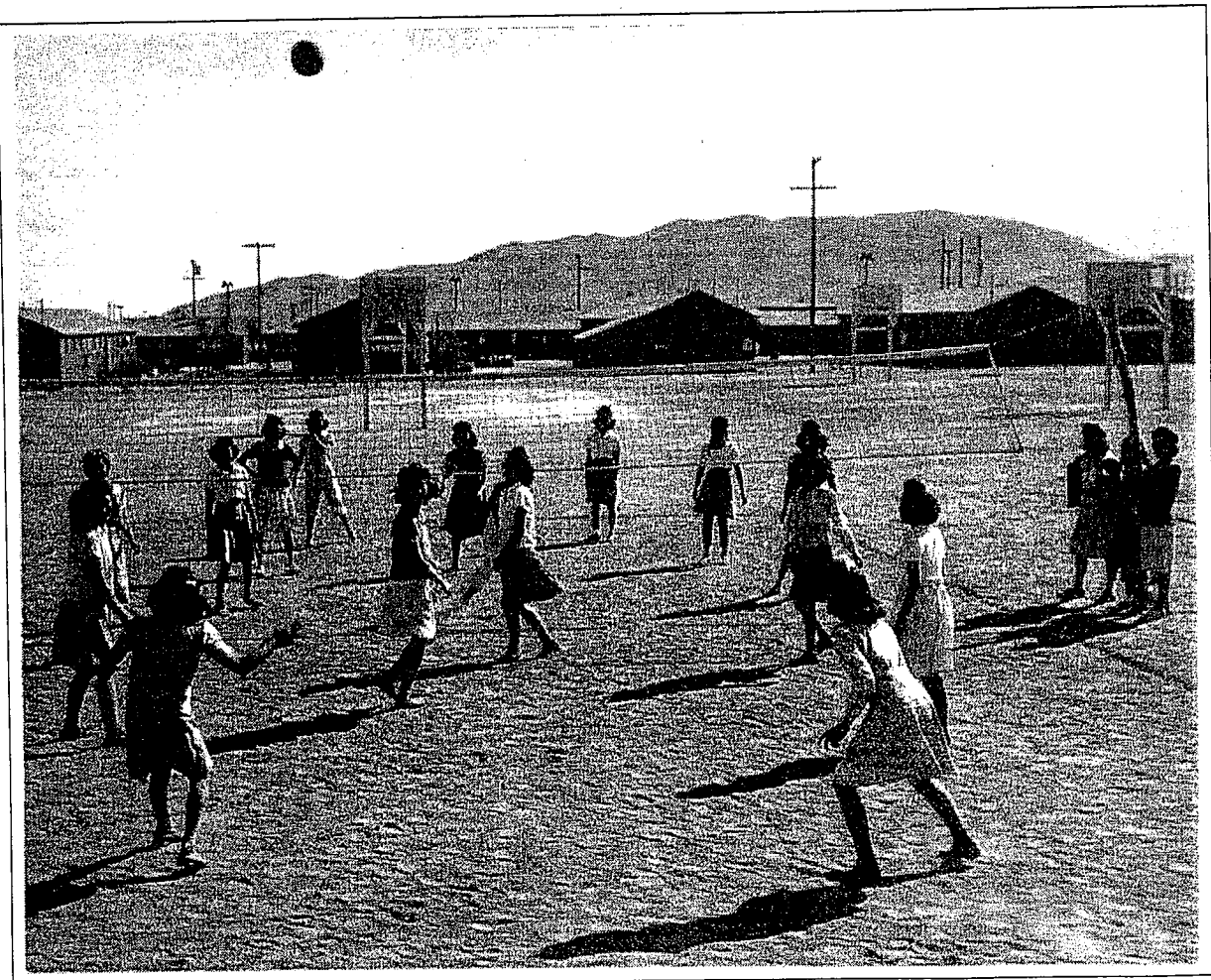
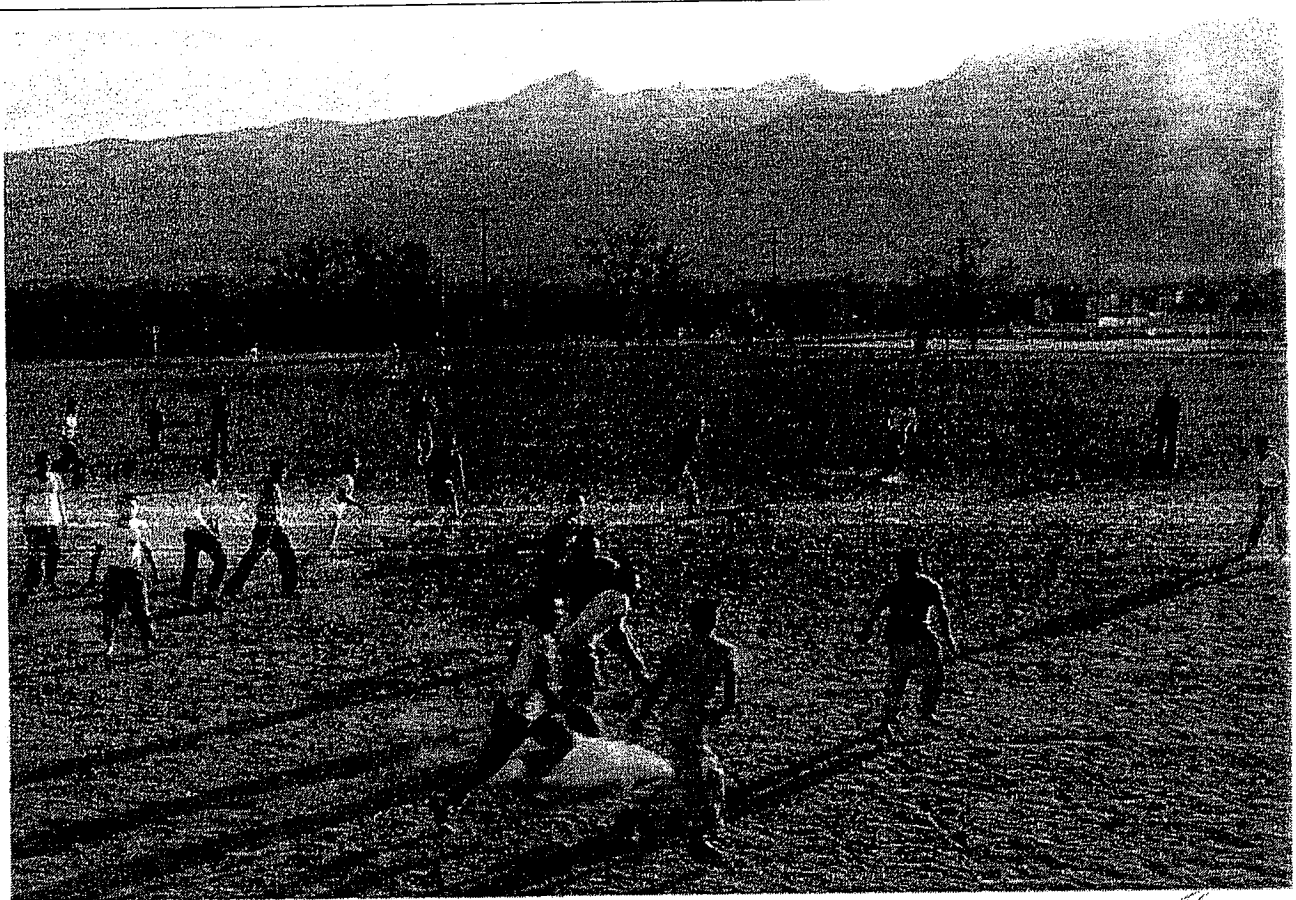
Several thousand Japanese Americans joined the American armed forces and served during the war with great honor. Many had parents or other relatives in the relocation camps, or had been in the camps themselves before they enlisted.



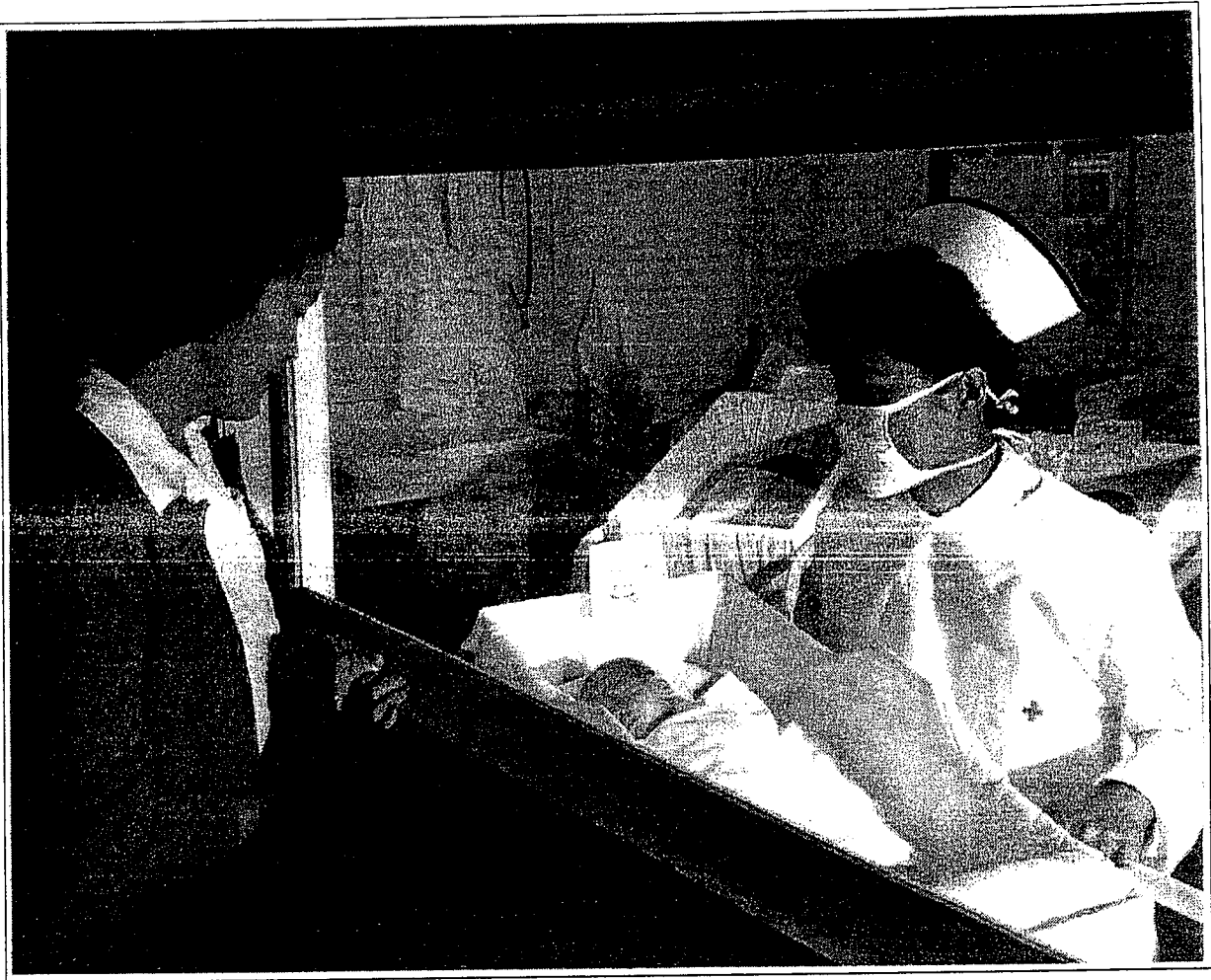
Corporal Jimmie Shohara



Pvt. Margaret Fukuoka, Women's Air Corps







Residents at Manzanar were allowed to leave when the war ended in 1945. Some refused to leave, because they had nowhere to go, and had to be forced out. Today the location is a National Historic Site, although only the camp cemetery, a stone monument, and a few other signs of the original camp remain.

In 1988, Congress approved a law to give those who lived in the camps a payment of about \$20,000 each, along with an official apology from the government. The apology stated that the relocation program was due in part to "race prejudice" and "war hysteria."

Many people consider the entire relocation program a disgrace to American values and an outrageous abuse of government power. Others, however, consider it an unfortunate but necessary precaution taken by a government suddenly thrust into a deadly world war.

_____ 's
reflection on Executive Order 9066 and Manzanar

1. I agree/disagree with the President's Executive Order 9066 because _____

2. I was surprised to learn _____

3. When I looked at the pictures of the people living in Manzanar, I felt _____
because _____

4. The people living in Manzanar wanted _____

5. The photograph that sticks out the most is the one of _____
_____ because

6. I think living in Manzanar would be _____ because

7. Summarize in the space below why Executive Order 9066 was issued by FDR and how it affected the Japanese American citizens of the United States.

1. Show identification cards issued from your block office to check in and out of center.

2. Time: Gates open between 8 A.M. to 6 P.M.
Warning: 7 P.M. to 7 A.M. (night) closed by Military Police.

3. Restrictions:

- a. Stay within signs of limited area.
- b. Do not pick fruit.
- c. No fishing without license.
- d. Do not dig flower plants.
- e. No trespassing on farming area.
- f. Help prevent fire hazards.
- g. Do not dig or damage trees.
- h. No wading or otherwise polluting creek water.
- i. Do not disturb birds and animals.
- j. No swimming.

4. Children under 8 years old must be escorted by parent or responsible adult.

5. Sanitation: All rubbish, papers, fruit skins, etc. must be in rubbish cans.

6. Penalty for Non-observance of Rules:

- a. Warning will be given to Block Managers and residents.
- b. For Continuous violation . . . blocks or organizations guilty will be denied further privileges for certain periods.

Questions

1. Which of the restrictions do you find most offensive? Why?
 2. If people were allowed to leave the camp during certain hours to work, why would they return?
 3. In looking at this list of rules and the U.S. Constitution, what elements of the Constitution would you argue are violated by these requirements? Explain at least two Constitutional provisions.
 4. With the exception of the rule concerning being allowed to leave the camp, this sign could have been posted at another location in the world in different circumstances. Give at least one location you can imagine this sign being posted and in comparing the events how does this make you feel about Japanese Internment?
 5. What other information about life in the camps does this photo make you wonder about? What additional information do you need to get a clearer view of what life was like in the camps?
- Korematsu v United States *Key Excerpts from the Majority & Dissenting Opinions*

They Just Endured:

Words of the Internment Camps

GROUP 1

March 1942

Japan is at war with the United States, Great Britain and all the Allied Countries, including Canada, the country of my birth. My parents are Japanese, born in Japan, but they have been Canadian citizens for many, many years, and have become part of this young country. Now, overnight our rights as Canadians are taken away. Mass evacuation for the Japanese!

"All the Japanese," it is carefully explained to me, "whether we were born in Tokyo or in Vancouver are to be moved to distant places. Away from the west coast of British Columbia-for security reasons."

We must all leave, my sister Yuki, my older brother David, my parents, our relatives-all.

The older men are the first to go. The government feels that my father, or his friends might sabotage the police and their buildings. Imagine! I couldn't believe such stories, but there is my father packing just his clothes in a small suitcase.

Yuki says, "They are going to the foothills of the Rockies, to Tete Jaune. No one's there, and I guess they feel father won't bomb the mountains."

The older people are very frightened. Mother is so upset; so are all her friends. I, being only eleven, seem to be on the outside.

One March day, we go to the station to see father board the train.

At the train station, an empty bottle is tossed in the air. I stand away, hold my mother's hand. Angry, dark curses, a scream. A train window is broken. Most of the men have been drinking. An angry man is shouting. The men are dragged violently into the trains.

Father can be seen. He is being pushed onto the train. He is on the steps, turns. His head is above the shouting crowd. I see his mouth opening; he shouts to his friends, waves his clenched fist but the words are lost in all the noise.

Mother holds my hand tightly. A sharp police whistle blows. My blood stops. We see a uniformed Mounted Police drag an old man and hurl him into the train. More curses, threats. The old train bellows. White, hellish smoke appears from the top of its head. It grunts, gives another shrill blast. Slowly, slowly, the engine comes to life. I watch from where we stand, fascinated. The huge, black, round, ugly wheels begin to move slowly, then faster, and faster. Finally, the engine, jet dark rears its body and moves with a lurch.

The remaining men rush toward the train, Scramble quickly into the moving machine. Men crowd at the windows. Father is still on the steps, He seems to be searching the crowd, finally sees us, waves.

Mother does not move. Yuki and I wave. Most remain still. The dark, brown faces of the men become small. Some are still shouting. Yuki moves closer to mother.

The long, narrow, old train quickly picks up speed as it coils away along the tracks Away from all of us who are left at the station. Mother is silent. I look at her. I see tears are slowly falling. They remain on her cheeks. I turn away, look around. The women and the children stare at one another. Some women cry right out loud. A bent old woman breaks out into a Buddhist prayer, moves her orange beads in her wrinkled hands, prays aloud to her God. Mother and the other women bow their heads. The silent God seems so far away.

GROUP 2

October 1942

Meanwhile school for us has not begun. I am getting restless.

The Provincial Government of B.C. claims that the Japanese people do not deserve an education. Yet, father says, they are taking tax money for education as well as rent for our houses. Can you imagine? Every day the elders bravely complain to the B.C. Security Commission. Finally, during the last week of October, school starts for the children, but just from grades one to eight. "The Japanese people do not need, nor do they deserve, higher education." Father says that's what they told him and Mr. Sumi, our other spokesman. So Yuki cannot finish high school and she has only one more year to go. Mother is very upset. Yuki remains quiet.

We are taught by older girls. They have completed high school, but they are not "teachers," so everything is noisy and very un-school-like at first. We are given correspondence sheets which we must follow. I don't like this at all. We have books, too, but nothing else. I miss the familiar desks and my school friends.

First days of school I stare at the boy sitting beside me. Feeling my eyes, he turns, smiles gently. I feel warmth towards him. I wonder what his name is. Too shy to ask, I return my gaze to our teacher.

End of October. I feel the cold of the winter wind. It seeps through the paper-thin walls of the houses. The class is held in a house the same as ours, only there is one big room, not three. Each class or grade has one house. I hear the wind outside. Our black, pot-fat stove is in the far corner of the room. I cannot feel the heat. I bend forward and put my hands in my overcoat. I wish I were home. I sigh.

"Will you stand up." Startled, I look up. Miss Mizuno, our teacher, is staring at me. I obey. "Now," Miss Mizuno continues, "can you tell us your name, where you lived before coming to New Denver?" I stare out the window. I feel like saying "Marco Polo's daughter and I just came from China, with camels, bells and all," for I had just been reading about it. I can almost see the brown, funny-looking camels with the fur-capped Tartars. I start to smile, forgetting all about Miss Mizuno, her question, the class room. I look down at the wooden desk, turn to the boy next to me. Miss Mizuno's voice reaches me from far away. The other students snicker. The boy next to me whispers, "your name?" "Oh, yes, I forgot!" meaning the question, not my name. Everybody starts to laugh, the boy next to me the loudest. Miss Mizuno is angry. "Go outside until you can behave and remember your name." Miss Mizuno turns all red, opens the door. I hurry out, for I have started to laugh, too, and once I start, I know I will not stop. The door slams after me. I can still hear laughter. "Class behave!" The teacher commands.

I sit on the steps outside the school trying not to laugh. Then I hear the door open Once more. I turn. It is the boy who shares my desk. The door slams behind him, too. Silence. He sits beside me on the narrow steps, he smiles, Squints his dark eyes. "Teachers are funny people. What were you daydreaming about?" I tell him, "Marco Polo. Can you imagine If I came down the streets with all my camels and servants, with jewels and bells. It's so lovely. I wish I could travel. It's so dull. These dumb schools. I know how to read now and write. I don't see why I have to learn all the other things." The boy stands up and walks away. I follow.

"Do you think you'll travel when you're older?" he asks. "Yes, I promise myself every night before I go to sleep that I will go far, far away, and See all the lovely countries. Don't you want to travel?" The boy stares into my eyes; his reflect the dull fall sun, seem so full of dreams.

"Yes, but, you know, my mother is not well." I stand up, look away, feel sad. I look at the gray, pale sky. The smoke from the school house chimneys curls up, up, into the wide, empty sky.

GROUP 3

Albert E Holland:

Nov 2, 1944

I am in charge of the Old Mes Hosp. here—There are 52 patients, averaging 65 years, all either heart cases, paralyzed, blind, or crippled—it is not a pleasant place to work, but I love it. To help these old men keep alive until we are freed.

All my work during the internment has been closely connected with the sick, the children and the aged—I have tried to help where at all possible to care for these three groups—some efforts were successful, other not—It is frightful to be helpless in a place like this, where the motto seems to be "Every man for himself."

The days used to pass very quickly—we seemed to gulp the time—now with more activity The days pass very slowly—

Thomas Mann described this phenomenon in his "Magic Mountain." In times of no special activity, when one day is just like another, and life is based on routine, time passed very rapidly—we lived from holiday to holiday, and from season to season. But where months seemed like days, hours now seem like years. It will be this way until the end of internment.

Nov 9th

We hear Roosevelt was re-elected- Electoral vote 400+ to 100+, popular vote 18 million to 16 million—From the total vote I assume that the soldiers (and Japanese Americans) took no part in the election—They will have plenty to say, however, when this is over.

Morale is very low again—Poor food, no actions, many deaths—I hope the relief shipment comes—Many internees, especially the older people, have swollen legs, very marked—primarily due to a decreased protein [deficiency].

Nov 17th

What I have expected has come to pass—our camp reserves of rice are exhausted. And starting tomorrow we will receive only 225 grams of cereal daily—nothing else—this is equal to about 950 calories—1/3 of what we need. The children will have some milk and vegetables, so that they will have about 1100 calories, about 55% of what they need—Of course, the diet is mostly carbohydrates—there is very little protein in rice and corn—But we get no meat, no sugar, almost no vegetables, no fruit, no coffee, no tea—but three scoops of mush for breakfast, 1 scoop of soft boiled rice for lunch and 1 scoop of rice or corn for supper—I weigh 110 today—Down 18 pounds in 17 days—81 pounds below my prewar weight.

The few cans of powdered milk the camp has left must be saved for the babies expected between now and February.

GROUP 4

"We saw all these people behind the fence, looking out, hanging onto the wire, and looking out because they were anxious to know who was coming in. But I will never forget the shocking feeling that human beings were behind this fence like animals [crying]. And we were going to also lose our freedom and walk inside of that gate and find ourselves...cooped up there...when the gates were shut, we knew that we had lost something that was very precious; that we were no longer free." *Mary Tsukamoto*

Anonymous Poem Circulated at the Poston Camp

THAT DAMNED FENCE

They've sunk the posts deep into the ground
They've strung out 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 the 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 feed 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, perhaps;
But we're here because we happen to be Japs.

We all love life, and our country best,
Our misfortune to be here in the west,
To keep us penned behind that DAMNED FENCE,
Is someone's notion of NATIONAL DEFENCE!

GROUP 5

Fusa Tsumagari

Santa Anita Assembly Center/Barrack 31 Ave. S. Unit 3/District 6/Arcadia, California/

Dear Miss Breed,

Thanks very much for the pictures. We just laughed and laughed and laughed over them. The funny smiles on our faces really had us in fits.

The last two or three days has been terribly hot. According to our thermometers it's been in the 100 degrees. Golly, it certainly is tiring to have such a sudden heat wave. Right now it's rather on the chilly side. I read in the papers that San Diego had only a mild 79 degrees.

You know, things here are changing all the time. In regards to your plans for coming here, I'll have to be a wet blanket again. An announcement came out that Districts 1, 2, and 3 may have visitors on Sunday this week, and the rest of the districts must have visitors on Saturday. Then next week it will be in reverse. Why don't you plan to come up on the 31st, a Sunday. The visiting hours are from 9 a.m. to 11 a.m. and 2 p.m. to 4 p.m. Since you mentioned the fact that you would like to come in the morning, maybe we could arrange to have it that way. Please let me know what you have decided to do. One thing is certain though, I can't meet you this Sunday.

Another announcement just came out stating the fact that we cannot receive any perishable or non perishable food here. The only thing we can bring in from the outside is candy. Gee, that really makes me mad. On top of that, the Canteen has stopped selling cookies, sandwiches, cakes and all sorts of sweets except candy. We have all come to the conclusion that the mess halls will have to serve us better food. Gee, I like stew, but I don't like to eat it three meals in succession. Gee, I always get onto the subject of food-----well, don't blame me too much as it is about the only thing we think about.

We've moved again. This makes the third time we've moved inside this camp. We're now in smaller rooms. We no longer live in the stables, but in regulation army barracks. The only difference is that these barracks originally had three large rooms, now they have been partitioned into six rooms: three large ones and three small ones. We live in one of the smaller ones since there are only three of us. The room is ideal for two, but is rather crowded with three. We have one large shower and one large laundry room. We certainly don't see how they expect over 16,000 people to be clean and also have their clothes clean. Many of the women get up about 5 a.m. and go to wash. If you try to go about 8 a.m. you're bound to have to wait a good hour or more. However, this is being quickly remedied for we can see three construction on their way up. They're (so we've been told) all for showers and laundry rooms. Anyhow we certainly hope so. The only thing they don't have here is a dry cleaners. I don't know how to get my things really clean. We use gasoline and also a wet cloth, but it just doesn't seem to be really clean.

The library here is progressing nicely. We've had many books donated from the nice San Diego people. We've had some from some of the State College teachers, and of course, some very nice books from you. A girl friend of mine told me that they had the whole office full of books to be filed and set up for public use. The head librarian is Anna Morikawa. I believe you may know her. She lived in Old Town, and I used to see her at the Children's Library once in a while. She is a very soft spoken person with the cutest dimple. I don't know if that helps any though.

I was thinking about your being on a sugar ration. At first I thought that we had it pretty soft because that was one thing we didn't have to wait in line for. About a week ago we had sugar for breakfast, but none for lunch or supper. Then, this morning we didn't even have any sugar for breakfast.

GROUP 6

Louise Ogawa

District 1/Barrack 7 Unit 1 Ave. 7/Santa Anita Assembly Cen./Arcadia, California / April 30, 1942

Dear Miss Breed,

Oh! Miss Breed, I think I am the luckiest girl in this camp to have such a kind generous friend as you. I don't know how to begin to thank you for sending me another nice book. I thought Roxana Rampant and Betty Blake O.T. were such interesting books they have become one of my favorites. Margaret Ishino is reading Betty Blake O.T. now and I won't be surprised if I read it again after she is through.

After hearing that the afternoon mail came in, I hurried to the post office. Yes, as usual the line was a block long and that meant I was at the end of the line and oh what a long wait that was. But my patience was rewarded. I was told that I had a package awaiting me. Then such thoughts as, maybe someone sent me something by mistake--could it be a cake or maybe a box of cookies or candies--oh--I know it couldn't be a book rushed through my head. But to my surprise it was a book. And I was so happy I felt like shouting. Thank you ever so much for the nice book! I wish I knew a better word than thank you to show my appreciation. THANK YOU, Miss Breed!/This afternoon I ate one of the nicest lunch. It was-hamburger, 2 slices of tomato, rice, and baked potato. It was delicious.

For the past 2 days people from L.A. have been coming in. This place is gradually getting full.

We have a library now but there are no books as yet just magazines. I imagine there will be books in the near future. At least I hope so. But I am certain no library will be able to replace the San Diego Library.

There does not seem to be much news today so I'll close now. Thank you again Miss Breed!

Sincerely,

Louise Ogawa

Please give my best to Miss McNary

GROUP 7

Tetsuzo (Ted) Hirasaki

322-14-D/Poston, Arizona/November 16, 1942

Dear Miss Breed,

Guess who? Yup it's ole unreliable again, none other than yours truly, Tetsuzo. Gosh the wind's been blowing all night and all morning. Kinda threatening to blow the roofs down. Dust is all over the place. Gives everything a coating of fine dust.

It seems that there were some last minute changes concerning Mrs. Lila MacArthur's visit. The fellows that she was going to visit left camp to go to the sugar beet fields, so that the trip here was called off. Maybe when the fellows get back she will make the trip. I don't know much about her except that she is a cousin of some sort to Gen. MacArthur. She has been a bookkeeper for a produce house (Greenman & Sons) for quite a long time. That was where she became acquainted with Japanese. She is the mother of one of my classmates in S. D. High School. She used to come to Santa Anita almost every week end to visit the boys that used to know her in S.D.

Thanks for the news of Mr. Campione. There are many people, who worked and lived in Coronado, here so they were interested in that item. Many knew him personally and were sad to hear that he had been drowned.

Heard from dad about a week ago. It seems that there is a possibility that many of the internees are to be released sometime close to Christmas (that's what the rumors have it) Almost everyone who has someone in an internment camp believe that his someone is the one coming home. At any rate the Alien Enemy Control at Washington is considering to allow the families to join the husbands in the internment camp. Many of us have written Edward J. Ennis, Director of the Alien Enemy Control unit asking that it be the other way around. --Yes Fusa's dad is still interned.

I am still working in the mess hall. Brrr to have to get up early in the morning. It is around 38 in the morning and at the middle part of the afternoon it is around 80+. The mornings don't warm up until just about noontime. My arm is all right. Not near so strong as at Santa Anita because I don't do any loading or unloading of supplies. Have been doing a little carpentry as many of us here have no furniture other than cots. Haven't got much made here in my own apt. as most of my work is over where the menfolk have left for the sugar beet fields or where there just ain't no menfolk.

The food has been all right except for quantity. We still have trouble with the warehouse transportation system. Also transportation on the outside to bring food all the way from the Coast here to Poston is limited. The medical situation here is pitiful. For that matter in all three camps. The main and the only hospital is at Camp I 15 miles away. Here in Camp III there is one young doctor with not too much experience and one student doctor working in an emergency clinic. They are supposed to take care of approximately 5000 people!!!! and they (the Big shots) wonder who we squawk about inadequate medical attention. With the

extremes in temperature a daily occurrence more and more people are coming down with bad colds. If the flu should hit this or any of the other camps----

The dental facilities here in Camp III is considered the best because the only dental drill in the three camps is here. The dentists work only half a day because there aren't any tools to work with. The government as yet hasn't sent any equipment to this camp. Many of the dentists are using their own tools without compensation for loss or breakage.

No I haven't hiked to the river yet. I'd better do it soon cause there is going to be a fence around this camp!!!!!! 5 strands of barbed wire!!!!!!!!!! They say it's to keep the people out--ha ha ha what people the redskins?? It's also to keep out cattle. Where in the cattle countries do they use 5 strands of barbed wire??

If they don't watch out there's going to be trouble. What do they think we are, fools??

They Just Endured:

Words of the Japanese Americans Interred in the United States from 1942-1945

Group # _____

Environment	
Political	
Social	

I feel the pictures of the internment camps and the primary source letters showed the (same/different) story. Explain why you think it is the same; explain why you think it is different.

If you were a Supreme Court member, how would you rule if a Japanese American brought a case against the US stating the Japanese American internment was unconstitutional. (Hint: think about military necessity, habeas corpus, and equal protection of the laws)

Korematsu v. the United States. 323 U.S. 214 (1944). <http://www.landmarkcases.org/korematsu/home.html>. Web.

The decision was 6-3, and Mr. Justice Black delivered the opinion of the Court:

The petitioner, an American citizen of Japanese descent, was convicted in a federal district court for remaining in San Leandro, California, a "Military Area," contrary to Civilian Exclusion Order No. 34 of the Commanding General of the Western Command, U.S. Army, which directed that after May 9, 1942, all persons of Japanese ancestry should be excluded from that area. No question was raised as to petitioner's loyalty to the United States. The Circuit Court of Appeals affirmed, and the importance of the constitutional question involved caused us to grant *certiorari*...

Exclusion Order No. 34, which the petitioner knowingly and admittedly violated, was one of a number of military orders and proclamations, all of which were substantially based upon Executive Order No. 9066, 7 Fed. Reg. 1407. That order, issued after we were at war with Japan, declared that "the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities. . . ."

As is the case with the exclusion order here, that prior curfew order was designed as a "protection against espionage and against sabotage." In *Hirabayashi v. United States*, we sustained a conviction obtained for violation of the curfew order. ... We upheld the curfew order as an exercise of the power of the government to take steps necessary to prevent espionage and sabotage in an area threatened by Japanese attack.

...Here, as in the *Hirabayashi* case, "... we cannot reject as unfounded the judgment of the military authorities and of Congress that there were disloyal members of that population, whose number and strength could not be precisely and quickly ascertained. We cannot say that the war-making branches of the Government did not have ground for believing that in a critical hour such persons could not readily be isolated and separately dealt with, and constituted a menace to the national defense and safety, which demanded that prompt and adequate measures be taken to guard against it."

...The judgment that exclusion of the whole group was for the same reason a military imperative answers the contention that the exclusion was in the nature of group punishment based on antagonism to those of Japanese origin. That there were members of the group who retained loyalties to Japan has been confirmed by investigations made subsequent to the exclusion... There was evidence of disloyalty on the part of some, the military authorities considered that the need for action was great, and time was short. We cannot -- by availing ourselves of the calm perspective of hindsight -- now say that at that time these actions were unjustified.

...We uphold the exclusion order as of the time it was made and when the petitioner violated it. In doing so, we are not unmindful of the hardships imposed by it upon a large group of American citizens. But hardships are part of war, and war is an aggregation of hardships. All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities as well as its privileges, and in time of war the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental

institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger.

Mr. Justice Murphy, dissenting:

This exclusion of "all persons of Japanese ancestry, both alien and non-alien," from the Pacific Coast area on a plea of military necessity in the absence of martial law ought not to be approved. Such exclusion goes over "the very brink of constitutional power" and falls into the ugly abyss of racism.

In dealing with matters relating to the prosecution and progress of a war, we must accord great respect and consideration to the judgments of the military authorities who are on the scene and who have full knowledge of the military facts...

At the same time, however, it is essential that there be definite limits to military discretion, especially where martial law has not been declared. Individuals must not be left impoverished of their constitutional rights on a plea of military necessity that has neither substance nor support...

...Being an obvious racial discrimination, the order deprives all those within its scope of the equal protection of the laws as guaranteed by the Fifth Amendment. It further deprives these individuals of their constitutional rights to live and work where they will, to establish a home where they choose and to move about freely. In excommunicating them without benefit of hearings, this order also deprives them of all their constitutional rights to procedural due process. Yet no reasonable relation to an "immediate, imminent, and impending" public danger is evident to support this racial restriction which is one of the most sweeping and complete deprivations of constitutional rights in the history of this nation in the absence of martial law.

... The main reasons relied upon by those responsible for the forced evacuation, therefore, do not prove a reasonable relation between the group characteristics of Japanese Americans and the dangers of invasion, sabotage and espionage. The reasons appear, instead, to be largely an accumulation of much of the misinformation, half-truths and insinuations that for years have been directed against Japanese Americans by people with racial and economic prejudices -- the same people who have been among the foremost advocates of the evacuation...

Questions

1. What happened to Korematsu as a result of Executive Order 9906? How did this case get to the Supreme Court?

2. What does the U.S. Constitution say about the respective war powers of the president and Congress? Does the power of the president as "commander in chief" give him unlimited power to act in time of war?

3. How does the Supreme Court justify excluding those of Japanese ancestry from "the West Coast war area"? Cite at least two different arguments from the opinion. How convincing are these arguments?

4. How did the Supreme Court rule in the *Korematsu* case with regard to President Roosevelt's use of presidential power in wartime?

5. Why does Justice Murphy say this is a case of "obvious racial discrimination"? Give at least two different reasons / pieces of evidence that he provides.

6. How does Justice Murphy refute the claim "disloyalty" claim given in the majority opinion?

Too Little, Too Late?

On August 10, 1988, the Civil Liberties Act of 1988 was signed into law by President Ronald Reagan. "The Act was passed by Congress to provide a Presidential apology and symbolic payment of \$20,000 to the internees, evacuees, and persons of Japanese ancestry who lost liberty or property because of discriminatory action by the Federal government during World War II" (Department of Justice 1).

Over 120,000 Japanese Americans of all ages had been forced from their homes in California, Washington, Oregon and Arizona pursuant to Executive Order 9066, issued by Franklin D. Roosevelt on February 19, 1942, which decreed that no one of Japanese ancestry could be allowed to remain on the West coast of the U.S. during its war with Japan. Some Japanese Americans were simply relocated eastward, but most were forced into internment camps.

Facing imminent removal, Japanese Americans living in the West were obliged to quickly liquidate their assets, usually at a fraction of their real value. Consequently, at the end of the war, most emerged from the internment camps with no homes or property, no jobs, and little in the way of savings (Kim 329).

As soon as they were set at liberty, many outraged Japanese Americans looked to their government for some redress of the grave injustice and material loss they had suffered in the internment process.

In 1948, Harry Truman responded to the situation by signing into law an evacuation claims bill that allowed Japanese Americans to make claims for "damage to or loss of real and personal property" (Kim 330). The process for reviewing the internees' cases was hopelessly inadequate, however. By 1950, only 210 claims had been cleared. Although, the legal process was later expedited, in the end, victims of internment who filed claims received an average compensation of only \$340 per person (Wei 246).

For years, Japanese American activist groups urged the government to take further action on behalf of the internees. Finally, in 1980, Congress created the Commission of Wartime Relocation and Internment of Civilians to examine possibilities for redressing the injustice of the internment camps. The commission recommended substantial monetary compensation as well as an official Presidential apology to those who had suffered under Executive Order 9066, but the legislation died in Congressional committees in 1984. The following year, a new Congress was presented with another redress proposal, this time named "H.R. 442," in honor of the Japanese American 442nd regiment, which had emerged as the most decorated combat unit in World War II.

After years of Congressional debate, the Civil Liberties Act was finally accepted by the House of Representatives on August 4, 1988 and sent to President Reagan for his approval (Hatamiya 58). Even after the bill was passed, authorizing a total of 1.25 billion dollars for distribution, appropriating funds for this purpose proved to be very difficult. In 1988, Reagan suggested allocating a sum of \$20,000,000 of the national budget for redress payments, only enough to pay 1,000 individuals.

Finally, in 1990, a bill spearheaded by Senator and 442nd regiment veteran Daniel Inouye ensured that all redress payments would be made within the next three years. When it was discovered that there were about 80,000 eligible individuals instead of 60,000, the figure on which previous assessments had been made, more funds were allocated through the Civil Liberties Act Amendments of 1992 (Hatamiya 188). When, on October 9, 1990, the first 9 redress payment checks were issued, "the Japanese American community erupted in celebration" (Hatamiya 186). Japanese Americans had achieved a major victory in a battle for justice that had spanned almost 50 years.

I believe the Civil Liberties Act of 1988 is a noteworthy piece of legislation because it was a sincere attempt on the part of the U.S. government to redress the fundamental injustice of the internment and evacuation of Japanese Americans solely on the basis of their race.

Respond to the above statement. Do you agree or disagree with the opinion. Why? Be sure you provide evidence from the many primary sources we studied in the past four days.