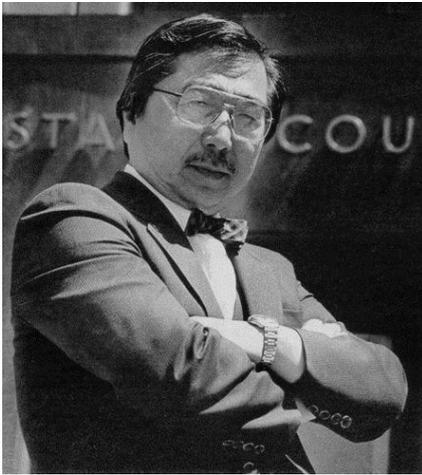


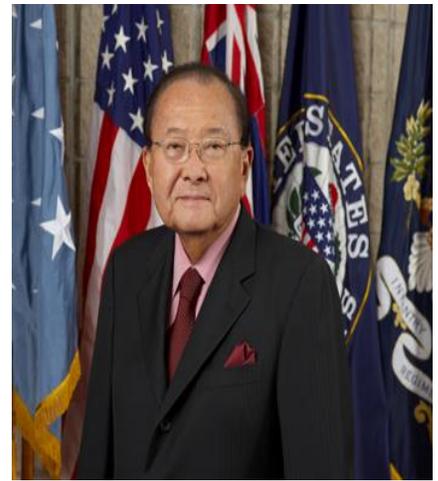
Extended Controversial Issue Discussion Lesson Plan

Socratic Seminar

Who was more American:
Japanese Americans who dissented against internment or those
that supported the war effort?



Dissenter: Gordon Hirabayashi



Supporter: Sen. Daniel Inouye

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Extended Controversial Issue Discussion Lesson Plan

Lesson Title: Who was more American: Japanese Americans who dissented against internment or those that supported the war effort?

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Appropriate for Grade Level: 8-12

US History Standard(s)/Applicable CCSS(s):

H1.[6-8].11 Explain the effects of WWI and WWII on social and cultural life in Nevada and the United States.

H.4.[6-8].8 Discuss the effects of World War II on American economic and political policies.

CCSS: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS: Analyze the relationship between a primary and secondary source on the same topic.

Discussion Questions: Students will discuss the question: Was the internment of Japanese-Americans constitutional? The questions used for discussion are included with the primary and secondary readings.

Lesson Grabber: There are 2 grabbers for this lesson. The first one is a scenario that the students will write about. (Scenario page is included) The second grabber is a questionnaire about what students know about people of Japanese ancestry. (What Do You Know page is included)

Engagement Strategy: *Socratic Seminar*

1. General instruction on WWII, including Pearl Harbor is essential in lesson set-up. It is generally suggested that this lesson occur following a unit on WWII in its entirety.
2. Students will read the primary and secondary source documents. Depending on their level, they can either read them individually, with a partner, or in groups. They will answer the guided questions and then complete the note taker that is provided.
 - 4 Documents total . . . 2 Dissenting & 2 Supporting (Helpful to color code paper)
 - Students are to read one of each with a partner
3. All documents should at one point be read aloud by the instructor to assist in modeling, differentiation and auditor support.
 - Provide a class copy to students who were not assigned a specific document being read
 - For higher level secondary students, insist on all four documents being read and outlined
4. *Pairs will then use the reading support documents to help structure their use of evidence from the reading. This includes graphic organizers and general questions that support a structured and evidence based response to the main controversy.*

5. Discussion Preparation Document. Students must complete the Discussion Preparation Document by using their reading resources and have this completed before participating in the discussion.
6. Whole Group Discussion. Teacher will pose the main question. Students must state a claim, provide a reason and then must support with evidence from a discussion document.
 - Teacher will limit interaction to clarification, requests for evidence and selecting students next to participate.
 - Assessment will be taken on a participatory basis only by having a student track the amount of times each student participates.
7. Summary Response. Each student will conclude this lesson by completing the Student Reflection & Deliberation page outlining major ideas they liked, evidence they believed was most effective and explaining how their views were changed, or bolstered during the discussion period.
8. Open Response. Through use of a sponge/opener activity or with a open floor discussion ask students for their ideas, feelings and information they learned in using such student centered techniques.

Student Sources:

-Introductory Documents/Activities:

1. 'Kenji' Song Lyrics by Fort Minor & Questions
*Use Photo Stories on You Tube for music and visuals
2. Civilian Exclusion Order No. 5 & Questions
3. Additional Resources (if needed)
 - Executive Order 9066
 - Korematsu v. US (Annotated by Angela Orr)

-Discussion Documents:

4. 'Dissenter'- Interview of Hiroshi Kashiwagi (5/3/2005 & 4/27/2006)
5. 'Dissenter'- Gordon Hirabayashi Article, UPI 1/4/2012
6. 'Acceptor'- Senator Daniel Inouye Re-election Website
<http://daninouyehawaii.com/about/world-war-ii>
7. 'Acceptor'- Interview of Chizu Iiyama (4/6/2006 & 5/17/2007)

-Additional 'Resource Packet' Documents:

8. 14th Amendment
9. DBQ Docs A-E
10. Letter of Apology from Bill Clinton 10/1/1993
11. Constitutional Rights Violation Summary (JACL Website)
12. Statement of US Citizens of Japanese Ancestry (Loyalty Oath)

Total Time Needed: 5 days; 60 minute class periods

Lesson Outline:

Time Frame	What is the teacher doing?	What are the students doing?
Prerequisite: 2-3wks	Complete a WWII based unit with focus on the main ideas of cause or war and themes surrounding the necessity and reasons for fighting.	Participate in general lesson activities. Be able to understand the governmental and differences for fighting between allies and the axis powers.
Day 1: 60min	Prepare by having the video or photo story of 'Kenji' by Fort Minor ready to go on a display (lcd or tv). Hand out the Song Analysis sheet with lyrics. Follow directions on sheet.	Students will follow the directions on the instructions sheet. When prompted by the teacher they will begin the next section.

Day 2: 20 min	As a 'Sponge/Opener' Activity have students read and answer the Exclusion Order #5 and answer the questions. Instructor should read the document aloud after students have had time to read it silently. Allow students to finish the questions. Discuss or question as necessary.	Students will read the document and then listen to the read aloud before answer questions.
Day 2: 20 min.	Pass out the primary and secondary source evaluation packet. Review the major question: Who was more American, dissenters or acceptors of internment? Review the packets and major requirements. Explain that each packet must be completed for each of the two documents they will be reviewing.	Students will review the major sections, questions and requirements of the packet.
Day 2: 20 min	Instructor will divide the class in half. Half the students will read a 'Dissenter' document and the other half will read a 'Supporter' document. Students will use their Primary/Secondary Source Evaluation Packet to analyze the document. Provide a time within the end of the day or at the beginning of the next period to read each of the first two documents aloud.	Students will read the primary and secondary source documents. When they are finished reading they will work to complete the Primary/Secondary Source Evaluation Packet. Students should be working with a partner to help with reading comprehension and support deliberative talk.
Day 3: 60min	Dividing the class in half once again, hand out primary/secondary source documents to the students. They should have a document from the opposite side of the argument as they did yesterday. Color coding helps. (Yellow: Supporters & Blue: Dissenters) At some point the teacher shall make time to read both documents aloud. Each time the documents are read aloud copies of documents being read that students were not required to evaluate should be provided so that they may read along as well.	Students will read the primary and secondary source documents. When they are finished reading they will work to complete the Primary/Secondary Source Evaluation Packet. Students should be working with a partner to help with reading comprehension and support deliberative talk.
Day 4: 30-60 min	Hand out Discussion Preparation sheet. Encourage students to work in pairs (even providing a rotation in which students rotate partners) to create a claim, establish reasons and most importantly site evidence in support of both.	Students will complete their Discussion Preparation Sheet with partners. The focus will be to have a written claim, reasons and evidence from the documents.
Day 4: 30 min *Optional	Provide students with an additional 'Resource Packet' that includes short DBQ based excerpts of primary resources, the letter of apology issued by President Bill Clinton and a list of constitutional violations suffered under internment. **This activity may also be used as an 'Opener/Sponge' Activity at the beginning of any of the preparation class periods.	Students may skim the additional material and search for support of their claim reason and evidence. This work should be included on their Discussion Preparation Sheet.
Day 5: 0 min	Discussion Day- Form the classroom in to a large circle. Each student should be able to see each other. Each desk should have a copy each of the resources used during	No Students

	preparation. A table should be set-up in the middle with 4 Buckets labeled 'Patriotism, Rights, Values, Citizenship'.	
Day 5: 10 min	Discussion Day- As an 'Opener/Sponge' have students (using color code) place an example from each side (Acceptor/Dissenter) in one of the four buckets that supports the reasons on the buckets with evidence.	Write a piece of evidence that would support one side on the matching color strip of paper. The evidence should then be placed in the bucket in the middle of the room that provides a reason supported by the evidence that would support the major discussion question.
Day 5 40min.	Discussion Day- Simply ask the question: Who was more America, Dissenters or Supporters of Internment. Provide wait time and move around the room. Be sure only to intervene to request evidence from the documents and clarify reasons and claims.	Students should raise their hands and take terms explaining their claim, reason and evidence from the documents. Students should be taking notes and may respond to other students by name to rebut a claim as long as they had written down the other student's claim, address the person by name and refute with additional evidence. One student will record the amount of times any student participated in the discussion.
Day 5 10min **Could be part of an Opener/Sponge for day 6	Discussion Day- Hand out 'Student Reflection on Deliberation' sheet. Ask students to review the major ideas presented and take time to answer the questions fully.	Complete the 'Student Reflection on Deliberation' sheet.

Description of Lesson Assessment:

Students will receive a test grade for participating in the discussion.

How will students reflect on the process and their learning?:

Students will complete the 'Student Reflection on Deliberation' sheet.

Name: _____ Period: _____ # _____

**Japanese Internment- Being American
Document Analysis Sheet**

Directions:

1. **Read** –Annotation Guide and take notes as you read the document.
2. When you finish annotating, answer the following **Reflection of the reading**
****You will complete 2 readings & 2 Annotations along with a Reflection for each**
3. Finally, **PREPARE for the Discussion:** After completing 2 readings and comparing readings with a partner What is your claim/argument to the central question? Support your claim with facts/evidence gathered from the reading. **Try to reference the text (using line numbers).**

Central Question:

Japanese-American Internment during WWII- Who was more American, the Dissenters or Acceptors?

1. What is the **question** asking? - Re-write the question in your own words.

2. What **terms** in the question need to be defined? (**Patriotism, Rights, Values, Citizenship**)-

Define-

#1 Reflection of READING... Part 1 Doc 1 or 2 (Circle one)

I'm a little confused about... (Be specific)

The big idea inherent in this case seems to be...

The most interesting claim the author made was... (direct text)

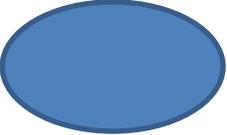
I'd like to talk with other people about ...

HUDDLE UP SUPERHEROS! IT'S TIME TO SUPER-ANNOTATE!

THE ANNOTATOR!



CREATED BY ANGELA ORR

	<p>Circle words that are unknown or that might need explanation. Double circle words that might have a unique connotation or meaning. If necessary, comment in the margins.</p>
<p>?</p>	<p>Consider this the "huh, what?" section. Put a ? next to areas where you say, "huh, what?" and write a brief description of your inference in the margin.</p>
<p>2-6</p>	<p>1) At the top, write down a two-six "Central Idea" of the document. (The GIST) 2) At the bottom, write a short summary explaining the main idea of the document (no more than 2 sentences.)</p>
<p>1-3</p> <hr/>	<p>Underline each specific argument or claim in a text. Is the argument or claim valid or relevant? On a scale of 1-3 (one is very relevant and valid and three is not relevant or valid) rate the evidence.</p>
	<p>When a word or phrase helps you understand the author's point of view, draw a talking bubble in the margin and write a few words to describe the point of view.</p>

Document #1 or #2 (Circle One): **YELLOW / BLUE** (Circle One)

Source: _____ Date: _____

-PRIMARY / SECONDARY (Circle One)

Person: _____

Personal Info: _____

Find evidence (using line #'s) that describes the person's view of the following major ideas:

-Patriotism:

-Rights:

-Values:

-Citizenship:

SUMMARY:

Discussion Preparation Sheet

Japanese-American Internment during WWII- Who was more American, the Dissenters or Acceptors??

Socratic Seminar Worksheet

Claim: the argument you make/the point you prove during the Socratic Seminar based on the reading

Supporting idea #1: _____

Line #/Evidence: _____

Supporting idea #2: _____

Line #/Evidence: _____

Supporting idea #3: _____

Line #/Evidence: _____

Supporting idea #4: _____

Line #/Evidence: _____

Supporting idea #5: _____

Line #/Evidence: _____

(Pick out 3 main points(MUST BE TEXT BASED) you would like to address in the discussion-reference the line numbers)

Point 1)

Point 2)

Point 3)

Student Reflection on Deliberation

Large Group Discussion: What We Learned

What were the most compelling reasons for each side (AT LEAST 3 FOR EACH)?

Yes (Side A):

No (Side B):



What were the areas of agreement?

What questions do you still have?

What are some reasons why deliberating (discussing) this issue is important in a democracy?

Individual Reflection: What I Learned

Which number best describes your understanding of the focus issue? [circle one]

1

2

3

4

5



NO DEEPER MUCH DEEPER
UNDERSTANDING

MUCH DEEPER UNDERSTANDING

What new insights did you gain? Explain how the Seminar influenced your thinking about the topic.

What did you do well in the deliberation (discussion)?

What do you need to work on to improve your personal deliberation skills?/ Identify a personal goal for the next seminar.

What did someone else in your group do or say that was particularly helpful? Is there anything the group should work on to improve the group deliberation?/ Identify a group goal and how would you be willing to contribute to it:

Intro. Doc. #2 – Fort Kenji—Song Analysis

Directions— Answer the questions and complete the following using the lyrics provided and by looking at the slide show and listening to the song as well.

1st– READING

1. Read through the song first and make a list of the following:?

Places

Events

People

Objects

2. Lines 19-20 . . what two words have the same meaning?

3. What lines describe 'FEAR' . . Write at the end of each line

you believe show some sort of fear. . . .At the bottom of the page write the 2 groups that showed fear (two types of people)

4. HOPE . . Write HOPE at the end of lines that show hope . . . Draw an arrow from the word to a line that shows the hope came true or was false.

2nd- Read & Listen

1. In one big circle . . Circle line numbers together that describe a scene.

(I believe there are 5-7 different scenes described in the song)

2. Give a Title to each 'Scene' described in the margins, and then draw a line from the title to the line that best helped you come up with a title for the scene

3rd– Listen & Watch

1. Put a SQUARE around the words in the lines that you saw an a picture on the slide show that matched.

4th– Listen & Watch

Answer the Questions:

-With each answer underneath cite the line numbers that help you

A. Why is this called a 'dream' in line #8?

B. Explain what feeling 'won' in the artist mind: hope or fear. Use evidence to support your answer.

FORT MINOR LYRICS "KENJI"

1
2 My father came from Japan in 1905
3 He was 15 when he immigrated from Japan
4 He worked until he was able to buy respect and build a store
5

6 Let me tell you the story in the form of a dream,
7 I don't know why I have to tell it but I know what it means,
8 Close your eyes, just picture the scene,
9 As I paint it for you, it was World War II,
10 When this man named Kenji woke up,
11 Ken was not a soldier,
12 He was just a man with a family who owned a store in LA,
13 That day, he crawled out of bed like he always did,
14 Bacon and eggs with wife and kids,
15 He lived on the second floor of a little store he ran,
16 He moved to LA from Japan,
17 They called him 'Immigrant,'

18 In Japanese, he'd say he was called "Issei,"
19 That meant 'First Generation In The United States,'
20 When everybody was afraid of the Germans, afraid of the Japs,
21 But most of all afraid of a homeland attack,
22 And that morning when Ken went out on the doormat,
23 His world went black 'cause,
24 Right there; front page news,
25 Three weeks before 1942,
26 "Pearl Harbour's Been Bombed And The Japs Are Comin',"
27 Pictures of soldiers dyin' and runnin',
28 Ken knew what it would lead to,
29 Just like he guessed, the President said,
30 "The evil Japanese in our home country will be locked away,"
31 They gave Ken, a couple of days,
32 To get his whole life packed in two bags,
33 Just two bags, couldn't even pack his clothes,
34 Some folks didn't even have a suitcase, to pack anything in,
35 So two trash bags is all they gave them,
36 When the kids asked mom "Where are we goin'?"
37 Nobody even knew what to say to them,
38 Ken didn't wanna lie, he said "The US is lookin' for spies,
39 So we have to live in a place called Manzanar,
40 Where a lot of Japanese people are,"
41 Stop it don't look at the gunmen,
42 You don't wanna get the soldiers wonderin',
43 If you gonna run or not,
44 'Cause if you run then you might get shot,
45 Other than that try not to think about it,
46 Try not to worry 'bout it; bein' so crowded,
47 Someday we'll get out, someday, someday.

48
49 As soon as war broke out
50 The F.B.I. came and they just come to the house and
51 "You have to come"
52 "All the Japanese have to go"
53 They took Mr. Ni
54 People didn't understand
55 Why did they have to take him?
56 Because he's an innocent laborer
57

58 So now they're in a town with soldiers surroundin' them,

Scene: The view
of a place, area
or setting

Generation: People
about the same age
setting

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Every day, every night look down at them,
From watch towers up on the wall,
Ken couldn't really hate them at all;
They were just doin' their job and,
He wasn't gonna make any problems,
He had a little garden with vegetables and fruits that,
He gave to the troops in a basket his wife made,
But in the back of his mind, he wanted his families life saved,
Prisoners of war in their own damn country,
What for?
Time passed in the prison town,
He wanted them to live it down when they were free,
The only way out was joinin' the army,
And supposedly, some men went out for the army, signed on,
And ended up flyin' to Japan with a bomb,
That 15 kiloton blast, put an end to the war pretty fast,
Two cities were blown to bits; the end of the war came quick,
Ken got out, big hopes of a normal life, with his kids and his wife,
But, when they got back to their home,
What they saw made them feel so alone,
These people had trashed every room,
Smashed in the windows and bashed in the doors,
Written on the walls and the floor,
"Japs not welcome anymore."
And Kenji dropped both of his bags at his sides and just stood outside,
He, looked at his wife without words to say,
She looked back at him wiping tears away,
And, said "Someday we'll be OK, someday,"
Now the names have been changed, but the story's true,
My family was locked up back in '42,
My family was there it was dark and damp,
And they called it an internment camp

When we first got back from camp... uh
It was... pretty... pretty bad

I, I remember my husband said
"Are we gonna stay 'til last?"
Then my husband died before they close the cam

Kiloton: An explosion
worth 1,000 tons of
dynamite
(1 Ton = 2,000 Pound)

Intro. Doc. #2 – Civilian Exclusion Order No. 5

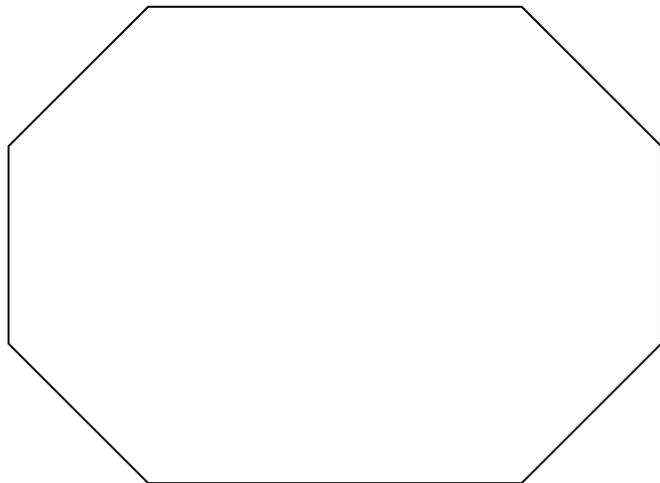
Directions: Study the attached ‘Instructions to all persons of Japanese Ancestry’ and complete this activity.

1. What does the 1st paragraph describe? _____
2. What does Civilian Exclusion Order No. 5 state? _____

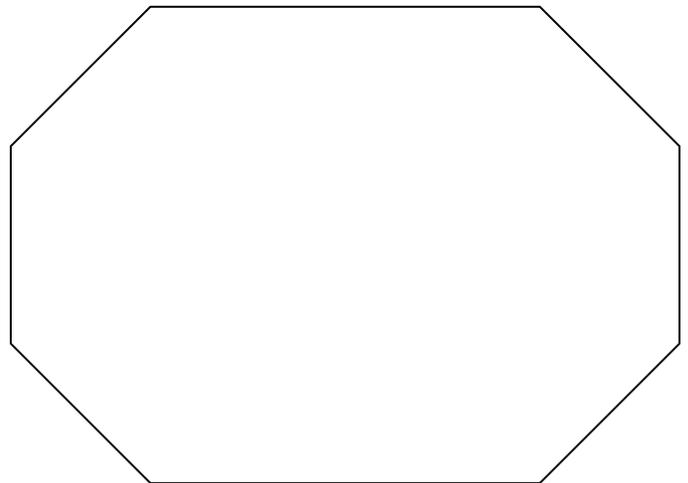
3. How many weeks did Japanese-Americans have to prepare ? The order was dated July 22, 1942.

- What date did they have to leave? _____ # of weeks to prepare? _____

4. Things that could not be taken or had to be sold or stored



Things that could be taken but with limitations



5. What reason does this document give to these American CITIZENS for being forced from their homes, lives and businesses?

1 **Civilian Exclusion Order No. 5**
2 **WESTERN DEFENSE COMMAND AND FOURTH ARMY**
3 **WARTIME CIVIL CONTROL ADMINISTRATION**
4 **Presidio of San Francisco, California**
5 **April 1, 1942**

6 **INSTRUCTIONS**
7 **TO ALL PERSONS OF**

8 **JAPANESE**

9 **ANCESTRY**

10 **LIVING IN THE FOLLOWING AREA:**

11 All that portion of the City and County of San Francisco, State of California, lying generally
12 west of the north-south line established by Junipero Serra Boulevard, Worchester Avenue, and
13 Nineteenth Avenue, and lying generally north of the east-west line established by California
14 Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

15
16 All Japanese persons, both alien and non-alien, will be evacuated from the above
17 designated area by 12:00 o'clock noon, Tuesday April 7, 1942.

18
19 No Japanese person will be permitted to enter or leave the above described area after 8:00
20 a.m., Thursday, April 2, 1942 without obtaining special permission from the Provost Marshal at
21 the Civil Control Station located at:

22 1701 Van Ness Avenue
23 San Francisco, California

24 **The Civil Control Station is equipped to assist the Japanese population affected by this**
25 **evacuation in the following ways:**

- 26
27 1. Give advice and instructions on the evacuation.
28
29 2. Provide services with respect to the management, leasing, sale, storage of other disposition
30 of most kinds of property including: real estate, business and professional equipment,
31 buildings, household goods, boats, automobiles, livestock, etc.
32
33 3. Provide temporary residence elsewhere for all Japanese in family groups.
34
35 4. Transport persons and a limited amount of clothing and equipment to their new residence,
36 as specified below.

37

38

39 The Following Instructions Must Be Observed:

40 1. A responsible member of each family, preferably the head of the family, or the person in
41 whose name most of the property is held, and each individual living alone must report to the
42 Civil Control Station to receive further instructions. This must be done between 8:00 a.m. and
43 5:00 p.m., Thursday, April 2, 1942, or between 8:00 a.m. and 5 p.m., Friday, April 3, 1942.

44

45 2. Evacuees must carry with them on departure for the Reception Center, the following
46 property:

47 a. Bedding and linens (no mattress) for each member of the family.

48 b. Toilet articles for each member of the family.

49 c. Extra clothing for each member of the family.

50 d. Sufficient knives, forks, spoons, plates, bowls and cups for each member of the
51 family.

52 e. Essential personal effects for each member of the family.

53 All items carried will be securely packaged, tied and plainly marked with the name of the owner
54 and numbered in accordance with instructions received at the Civil Control Station.

55

56 The size and number of packages is limited to that which can be carried by the individual or
57 family group.

58

59 No contraband items as described in paragraph 6, Public Proclamation No. 3, Headquarters
60 Western Defense Command and Fourth Army, dated March 24, 1942, will be carried.

61

62 3. The United States Government through its agencies will provide for the storage at the sole
63 risk of the owner of the more substantial household items, such as iceboxes, washing
64 machines, pianos and other heavy furniture. Cooking utensils and other small items will be
65 accepted if crated, packed and plainly marked with the name and address of the owner. Only
66 one name and address will be used by a given family.

67

68 4. Each family, and individual living alone, will be furnished transportation to the Reception
69 Center. Private means of transportation will not be utilized. All instructions pertaining to the
70 movement will be obtained at the Civil Control Station.

71

**Go to the Civil Control Station at
1701 Van Ness Avenue, San Francisco, California,
between 8:00 a.m. and 5:00 p.m., Thursday, April 2, 1942,
or between 8:00 a.m. and 5:00 p.m., Friday, April 3, 1942,
to receive further instructions.**

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73

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75

76 J. L. DeWITT

77 Lieutenant General, U. S. Army

78 Commanding

1 Additional Source - Executive Order No. 9066

2 *The President*

3 Whereas the successful prosecution of the war requires every possible
4 protection against espionage and against sabotage to national-defense
5 material, national-defense premises, and national-defense utilities as defined
6 in Section 4, Act of April 20, 1918,...

7 Now, therefore, by virtue of the authority vested in me as President of the
8 United States, and Commander in Chief of the Army and Navy, I hereby
9 authorize and direct the Secretary of War, and the Military Commanders... to
10 prescribe military areas in such places and of such extent as he or the
11 appropriate Military Commander may determine, from which any or all
12 persons may be excluded, and with respect to which, the right of any person
13 to enter, remain in, or leave shall be subject to whatever restrictions the
14 Secretary of War or the appropriate Military Commander may impose in his
15 discretion. The Secretary of War is hereby authorized to provide for residents
16 of any such area who are excluded therefrom, such transportation, food,
17 shelter, and other accommodations as may be necessary, in the judgment of
18 the Secretary of War or the said Military Commander, and until other
19 arrangements are made, to accomplish the purpose of this order... I hereby
20 further authorize and direct the Secretary of War and the said Military
21 Commanders to take such other steps as he or the appropriate Military
22 Commander may deem advisable to enforce compliance with the restrictions
23 applicable to each Military area hereinabove authorized to be designated,
24 including the use of Federal troops and other Federal Agencies, with authority
25 to accept assistance of state and local agencies.

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

32 Franklin D. Roosevelt
33 The White House,
34 February 19, 1942.

35 **Source:** Executive Order No. 9066, February 19, 1942.

36

1 **Additional Resource**
2 **Excerpt from majority opinion in Supreme Court case,**
3 **Korematsu v. United States (1944)**

4 *Author: Justice Hugo Black*

5
6 It should be noted, to begin with, that all legal restrictions which curtail the civil rights of
7 a single racial group are immediately suspect. That is not to say that all such restrictions
8 are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny.
9 Pressing public necessity may sometimes justify the existence of such restrictions....

10
11 Exclusion of those of Japanese origin was deemed necessary because of the presence of an
12 unascertained number of disloyal members of the group, most of whom we have no doubt
13 were loyal to this country.

14
15 We uphold the exclusion order In doing so we are not unmindful of the hardships
16 imposed by it upon a large group of American citizens.... But hardships are a part of war,
17 and war is an aggregation of hardships. All citizens alike, both in and out of uniform, feel
18 the impact of war in greater or lesser measure. Citizenship has its responsibilities as well
19 as its privileges, and in time of war the burden is always heavier. Compulsory exclusion of
20 large groups of citizens from their homes, except under circumstances of direst
21 emergency and peril, is inconsistent with our basic governmental institutions. But when
22 under conditions of modern warfare our shores are threatened by hostile forces, the
23 power to protect must be commensurate with the threatened danger....

24
25 It is said that we are dealing here with the case of imprisonment of a citizen in a
26 concentration camp solely because of his ancestry, without evidence or inquiry
27 concerning his loyalty and good disposition towards the United States.... To cast this case
28 into outlines of racial prejudice, without reference to the real military dangers which
29 were presented, merely confuses the issue. Korematsu was not excluded from the Military
30 Area because of hostility to him or his race. He was excluded because we are at war with
31 the Japanese Empire.

To reduce

Close examination

Unknown,
uncertain

Required

Equal in power or
size

Korematsu Case

Directions: Read over the case QUIETLY first!

1. Who is the author? What does the TITLE of the article suggest?
2. How does warfare affect citizens? Which line(s) explain this?
3. Why would Justice Black choose the word unascertained? How would the meaning change if the word immense was used instead?
4. What was inconsistent with our basic institutions? Why was this necessary?
5. How does Justice Black COUNTER the claim that this case is all about race/ancestry?
6. Trace the steps of Justice Black's argument:

**Hiroshi
Kashiwagi**

Date: May 3, 2005, San Francisco, California
Interviewers: Alex S, Meryl F, with Howard Levin

Date: April 27, 2006, San Francisco, California
Interviewers: Anna W, David M, , Frank K, with Zach W and Howard Levin

Hiroshi Kashiwagi is a second generation Japanese (Nisei) who was born on November 8, 1922 in a boarding house in Sacramento, California. He grew up in Loomis, California with his mother, father and younger brother and sister. After high school, he was interned in Tule Lake with his family except his father who was hospitalized with tuberculosis. He was among many who answered "no" to the loyalty oath questions asked of all internees over seventeen. During his internment, Hiroshi began to write and act, a passion that continues today.

So all of them were resisters?

Yes, we did it as a family. Although my brother, younger brother, and sister were able to come out. We came out together but actually because they were underage.

Tell us the story of the loyalty oath and your decision as a family to be resisting.

We decided we would not comply with this registration and one night, in order to force everyone to comply and register, they came around to the next block and there were about thirty young men who had refused to register. They were, of course, scheduled to register on that day and they had refused. So this army truck came and soldiers with bayonets, guns and bayonets, and forced these young kids on to the trucks and drove them off and we were all gathered around. . .

So this was you, your mother and family and the neighborhood that had decided to resist initially?

Yes, initially everyone felt outraged about this whole thing. There were those who were pro-America, who work within the community to convince everyone that it was the best thing to do because we didn't know what the future held and if we were going to put ourself at a disadvantage and so forth. . . . So there were few of us left but those who were left, we were not released. Then there were others in camp who also resisted and were moved into our camp because Tule Lake became what was called a segregation camp, and it was for those of us who refused to register, or those who said "No" to the loyalty questions. The one camp that was open until the very end was Tule Lake and we were held there.

Why did some prisoners at the camp exclude the "No, No" boys?

There was a lot of tension during the Registration. We kept watching what the others were doing. Then there were people who were trying to influence others, like the loyalty groups people will try to talk the others into becoming loyal or the disloyal ones would look down on the loyals. There was a lot of conflict there. . . . So there was this division and a lot of conflict. And even today, I would not feel comfortable with some people who were very pro-America, and feel that they did the right thing and that we did the wrong thing. Yes.

What provoked you to answer 'No' on both Question #27 and Question #28?

First of all we were confined in a camp. And our freedom was limited. And as citizens, we were not being treated as citizens. We didn't have the freedom of movement. Our rights were violated. And all these things. We weren't being treated as citizens.

And you felt like an American?

An American citizen, yes. And then for them to ask us, 'Are you loyal?' Obviously we were loyal, I mean, I could never think of myself as being Japanese, even though I ate tofu and I ate sushi and all that stuff. But I was American. I was an American from the time I started school. And to question us, in that situation, was I thought wrong. And then to ask us to serve in the army, be eligible for the draft or even volunteer—they U.S. Military] came seeking volunteers for the army—the 442nd. And they thought that there would be hordes of people volunteering but no, they only found the few, not many.

After the questions you were segregated from the "loyal" Americans, correct?

Are you glad that you resisted?

Yes, I'm glad right now, but it's been a problem. You always had questions whether I did the right thing, was I being disloyal, because we were regarded as disloyals, "No-No's" who were disloyal. So you ask yourself, "Did I do the right thing?" People have told me that "It's not your problem, it's the government's problem. The government was the one who did it to you and you were forced to make your decision". But it's kind of hard, because I had been brought up to be a good American.

In fact, I had a good background in Japanese language. . . . I feel that I could have served in that capacity, . . . , the language specialists who served in the Pacific as interpreters and as soldiers who directly communicated with the Japanese soldiers. . . .

Did resisting affect you or the way you were perceived either in or after camp?

Oh yeah, that was a problem, yes. Years, there was a stigma attached to those of us who refused to comply, the so-called, what we were called, "No-No's". There's a group from Heart Mountain camp who were, they were the resisters, they resisted the draft. They were drafted and refused to go. Their contention was that they were American citizens. They were perfectly willing to answer the questions, which they did, and they answered "Yes-Yes." But they refused to be drafted until they were released from camp and their citizenship rights restored, which meant that they could move to any part of the country. . . . There was a faction in Tule Lake who were very pro-Japan. Fanatics, who carried on with their kind of semi-military routine. Early in the morning they wore their headbands with the rising sun emblem. . .

Did you think there could be Japanese-Americans spying on the United States?

Yes. That's what they claimed. The government claimed that the Japanese-Americans were spying, or involved in espionage, or things like that.

Did you know anybody who was a spy?

No, no.

Did you ever hear of anybody mention anyone as a spy?

No, no.

Did you know of anyone—before you went to the camp—that wanted the Japanese to win?

Oh yes, yes.

Could you talk about that a little?

I mean, these were Japanese. They were not citizens. They could not become US citizens. **Issei?** No, these were aliens from Japan. And so, their country was Japan.

Did it ever cross your mind that you'd be supporting the Japanese?

No. Of course not. I was often in conflict with my father, who was a Japanese alien, and naturally favored Japan in every conflict. With China, with Russia—well Russia was a little before our time—but he was following Japan. And Japan was making conquests in Manchuria and China and so forth, and Southeast Asia. He was following that, and I would not agree with him.

Gordon Hirabayashi, World War II Internment Opponent, Dies at 93

By [RICHARD GOLDSTEIN](#)

Published: January 3, 2012

- Gordon Hirabayashi, who was imprisoned for defying the federal government's internment of Japanese-Americans during [World War II](#) but was vindicated four decades later when his conviction was overturned, died on Monday in Edmonton, Alberta. He was 93.

[Enlarge This Image](#)



United Press International/Gordon Hirabayashi, shown in 1985,

He had Alzheimer's disease, his son, Jay, said.

When Mr. Hirabayashi challenged the wartime removal of more than 100,000 Japanese-Americans and Japanese immigrants from the West Coast to inland detention centers, he became a central figure in a controversy that resonated long after the war's end.

Mr. Hirabayashi and his fellow Japanese-Americans Fred Korematsu and Minoru Yasui, who all brought lawsuits before the Supreme Court, emerged as symbols of protest against unchecked governmental powers in a time of war.

"I want vindication not only for myself," Mr. Hirabayashi told *The New York Times* in 1985 as he was fighting to have his conviction vacated. "I also want the cloud removed from over the heads of 120,000 others. My citizenship didn't protect me one bit. Our Constitution was reduced to a scrap of paper." . . .

Mr. Hirabayashi, a son of Japanese immigrants, was a senior at the University of Washington when the United States entered World War II. He adhered to the pacifist principles of his parents, who had once belonged to a Japanese religious sect similar to the Quakers.

When the West Coast curfew was imposed, ordering people of Japanese background to be home by 8 p.m., Mr. Hirabayashi ignored it. When the internment directive was put in place, he refused to register at a processing center and was jailed.

Contending that the government's actions were racially discriminatory, Mr. Hirabayashi proved unyielding. He refused to post \$500 bail because he would have been transferred to an internment camp while awaiting trial. He remained in jail from May 1942 until October of that year, when his case was heard before a federal jury in Seattle.

Found guilty of violating both the curfew and internment orders, he was sentenced to concurrent three-month prison terms. . . .

His appeal, along with one by Mr. Yasui, a lawyer from Hood River, Ore., who had been jailed for nine months for curfew defiance, made its way to the Supreme Court. In 1943, ruling unanimously, the court upheld the curfew as a constitutional exercise of the government's war powers. . . .

Mr. Hirabayashi later spent a year in federal prison for refusing induction into the armed forces, contending that a questionnaire sent to Japanese-Americans by draft officials demanding a renunciation of any allegiance to the emperor of Japan was racially discriminatory because other ethnic groups were not asked about adherence to foreign leaders.

The Hirabayashi, Yasui and Korematsu cases were revisited in the 1980s after Peter Irons, a professor of political science at the University of California, San Diego, found documents indicating that the federal government, in coming before the Supreme Court, had suppressed its own finding that Japanese-Americans on the West Coast were not, in fact, threats to national security. . . .

Federal legislation in 1988 provided for payments and apologies to Japanese-Americans who were interned during World War II. . . .

"When my case was before the Supreme Court in 1943, I fully expected that as a citizen the Constitution would protect me," Mr. Hirabayashi told Professor Irons in "The Courage of Their Convictions: Sixteen Americans Who Fought Their Way to the Supreme Court" (1988).

"Surprisingly, even though I lost, I did not abandon my beliefs and my values," he said. "And I never look at my case as just my own, or just as a Japanese-American case. It is an American case, with principles that affect the fundamental human rights of all Americans."

A version of this article appeared in print on January 4, 2012, on page A16 of the New York edition with the headline: Gordon Hirabayashi, 93; Challenged Wartime Internment.

<http://daninouyehawaii.com/about/world-war-ii>

Official website for the re-election of Dan Inouye as U.S. Senator

World War II That Day Everything Changed

On Sunday morning, December 7, 1941, 17 year-old Dan Inouye awakened at his house on Coyne Street as though it were any other day. There was hardly a cloud in the sky and the sun had already burned off the haze that floated above Honolulu on most mornings.

As was his habit, he clicked on the little radio by his bed. While buttoning his shirt he heard the words that would change the course of his life: “This is no test! Pearl Harbor is being bombed by the Japanese! I repeat: This is not a test!” . . .

. . . “How soon can you be here, Dan?” It was the secretary from the Red Cross station where Dan – who at that time harbored dreams of one day becoming a surgeon – had been teaching first aid. “I’m on my way,” Dan replied. The boy grabbed a sweater and a few pieces of bread, telling his terrified parents he’d be back soon. It would be five days before he returned.

Five days filled with death and devastation. Five days mending the wounded. Five days sick to his stomach with shame as he witnessed fifty years’ worth of goodwill painstakingly accrued by Japanese-Americans in their new homeland vaporize in seconds.

A Debt Repaid After the bombing of Pearl Harbor, wherever Dan went, white men and women now sneered when they passed him on the street. Even Dan’s friends were being taunted with the slur “Jap-lover.” It was an almost surreal experience – especially for a young man who had been expelled from a Japanese language school as a boy simply for uttering four words: I Am An American.

Certainly, Dan had adopted certain Japanese traits, but he had been born and raised in America. He had attended American schools. He had never been to Japan. In fact, as a Methodist who played tenor saxophone and clarinet in the school dance band, he exhibited every cultural tag of the typical American teenager. And as an American, he desperately wanted to be a part of the war effort.

The only problem was – the war effort didn’t want him. They called the 17-year-old aspiring soldier an Enemy Alien. As far as the War Department was concerned, there was no difference between a second-generation Japanese-American Nisei like Dan and one of Emperor Hirohito’s fighter pilots. . . .

The War Department finally acquiesced. More than a year after the bombing of Pearl Harbor, the War Department agreed to accept 4,500 Asian-Americans and form a full-blown combat team. And 2,500 of those volunteers would come from the Hawaiian Islands.

In the Territory of Hawaii, nearly 1,000 Nisei volunteered on the first day alone. . .

On a Saturday morning as Dan and his father Hyotaro Inouye were riding the bus to the Nuuanu YMCA , where Dan was ordered to report for duty, Dan’s father asked his son, “Do you know what “on” means in Japanese?”

Dan did. “On” required that, when one man is aided by another, he incurs a debt that is never canceled and must be repaid at every opportunity.

“The Inouyes have a great “on” for America,” Hyotaro Inouye said to his son. “This country has been good to us. And now it is you who must try to return the goodness.” Hyotaro Inouye went on to remind Dan, the first son of a first son, that although he was precious to his parents, if called upon to make the ultimate sacrifice – death – Dan had a responsibility to give his life. “Do not bring dishonor on our name,” the father said to the son with urgency as the young GI aboard a transport truck, which jerked into motion as the boy-soldier waved to the diminishing figure of his father.

Go For Broke! Dan was assigned to E Company, 2nd Battalion of the 442nd Regimental Combat Team and began his training at Camp Shelby, near Hattiesburg, Mississippi. The enlisted ranks of the 442nd were comprised entirely of Asian-Americans, the overwhelming majority of them Japanese American. By the time the 442nd was shipping out in May 1944, they had developed a reputation as a team that gave its all. “Go for broke!” had become the 442nd’s motto, and their tireless dedication during training was later matched only by their unyielding resolve during battle.

Across Italy, Germany and France, in campaign after campaign, the 442nd fought with uncommon distinction. The 442nd suffered a casualty rate so high that it ended up taking 12,000 men to fill the 4,500 original slots in the regiment. Dan remembers that as long as a man could stand and hold his rifle, he would go into battle. In fact, his unit – a group of American G.I.s whose patriotism had been questioned back home – had no recorded incidences of desertion while fighting in the European theater of operations. . . .

The 442nd was by this time a well-oiled combat machine. What little opposition encountered on their ascent up the hill was quickly and efficiently eliminated. Dan’s platoon had no problem taking out a patrol and a mortar observation post, positioning themselves at the main line of resistance – just under the Germans’ guns. Since they’d arrived before the frontal assault force, they had the choice of either continuing to move up or of getting out altogether.

Being the 442nd, they decided to move up. And as they did, three machine guns opened fire on them, pinning them down. . . .

From behind him, Dan heard one of his men yell, “Come on, you guys. Go for broke!” . . .

“Get back up that hill!” Dan yelled, as some of his men came after him. “Nobody called off the war!” A medic came, gave the wounded soldier a shot of morphine, then hauled Dan off the battlefield. It was April 21st. . .

Home at Last After many months of surgeries and painful rehabilitation, Dan was finally discharged from the last of two hospitals where he’d been treated and sent home to Hawaii. . .

Inside, his house seemed smaller to him, yet it was just the same. A picture of President Roosevelt hung on the wall, with one of Dan next to it. He noticed a blue star hanging in the window. When Dan turned back to face his family, they were all looking at him – taking him in: the uniform, the ribbons on his chest, and the hook.

Chizu Iiyama

Date: April 6, 2006, El Cerrito, California

Interviewers: Ashley S ('08) and Brittany S ('08), with Howard Levin and Deborah Dent-Samake
Raw Transcription by: Brittany S, '05 and Ashley S, '05
Edited Transcription by: Elana L, '07 and Alexander Fostar

Date: May 17, 2007, El Cerrito, CA

Interviewers: Josh N ('09) and Shaunré C ('09), with Rachael M ('07), Rachel D ('09) and Howard Levin

Chizu Iiyama was raised in Francisco's Chinatown. She was transferred to Santa Anita Relocation Center where here she lived for six months in a horse stall with her family. She was later transferred to Topaz.

They came to pick up my father. They had about three different times when the F.B.I came out. They already had the list of names of people who were active in the Japanese community. My father was a member of the Japanese Association. He was also, at one time, the president of the Japanese Association, which is where the Issei came who could not vote. They were ineligible for citizenship, so they had to work out their own ways of dealing with crises in the Japanese community. The F.B.I came and my father went off. We didn't know where he was for a while.

When did this happen?

They came in January, the end of January. The first group was picked up right after Pearl Harbor and these were people who were very prominent—they were businessmen—who had interactions with Japan, people like that were picked up. The school teachers who taught Japanese and the people who taught Judo—Japanese Martial Arts teachers were picked up. My father was kind of in the third group that was picked up at that time. He was ready. He knew that he was going to be picked up. All these people kept getting picked up by the F.B.I.

I wasn't there when my father was picked up, but they said they came at night to pick up my father. They looked through the whole house. I asked my sister, "did they have a search warrant?" She really didn't remember. Either they had a search warrant or not, but they **caped** in and they looked at everything and they found, of course, sharp knives. I mean, who doesn't? What family doesn't have sharp knives? They found a camera. He has a camera. And flashlights, these things that all houses have. I do remember that there was a big flash on somewhere about all these Japanese who were picked up with all what they call these "terrible things" in their houses. . . .

My sister couldn't find my father. They looked all over but couldn't find him. They called around. Then they said about three weeks, three or four weeks later they got a call from my father, and he was in one of the local jails. The one thing I remember from the camp, . . . there would be these little kindergarten, first grade, second grade kids, and they'd all sing "God Bless America." Every morning, the "Pledge of Allegiance" and "God Bless America." I knew it was our government that put us in there. We're citizens—what are we doing in here? But you know how kids are; they'd sing and smile. After 9-11 whenever I heard "God Bless America"—it was on all the time, every time there was a ball game or every time there was some kind of event—everybody would get up and sing "God Bless America", always. I get this bittersweet feeling, because I remember those little kids singing so lustily and looking so beautiful, and I think of where we were and why our government put us into those camps. I think for people like us, there were a lot of times when we sat around thinking, "why are we in camp? What's the reason? What did we do that made the American government feel like we might be spies? Etc." We really couldn't come up with an answer, we just couldn't understand it. We didn't know enough about racism to know

Can you tell us about your involvement in the loyalty oath?

The loyalty oath was such a difficult thing. The government decided at some point, that they changed their mode of operation. We were no longer going to be there—they wanted as many of us out. They were getting pressure from labor groups—especially farmed labor—who needed people to work on the sugar and potatoes and things like that. ..

Tell us more about your specific position on the oath.

. . . They instituted a questionnaire. Twenty-seven and twenty-eight. The first was something about loyalty to the United States. The second one was "Would you volunteer for the Army?" Something about not having loyalty to the emperor. Well, none of us had loyalty to the emperor. We felt so American growing up in the United States, going to the schools and everything else. To us it was a crazy question, we said "Why would they say that we would give up loyalty to the Emperor?" For the Issei— for us it was easy. "No, we have nothing to do with the Emperor." The second part of the question was the hard one. "Would you volunteer for the army? Would you participate in the American army?" For the boys that was a really difficult question. For the Issei, for the immigrant group, they had to forswear allegiance to the Emperor. If they did they would have no country, because the United States would never allow them to become citizens, and now they're asked to forswear allegiance to the Emperor. They would be people without a country. They were very upset about that. That question, was eventually changed to "Would you be loyal to the United States?" or something along that line. Which everybody could say yes, we would be loyal. The other one, "Would you volunteer for the army?" was a real difficult one for the Nisei young men. I think everybody seventeen years and over had to answer this questionnaire. You could be drafted, or you could volunteer.

Tell us about your personal involvement with the loyalty oath.

My personal involvement was really hard. We had a discussion in our Nisei Demo group, about which situation would you take. We knew this was wrong, we knew putting us in camp was really wrong. At the same time the war effort was something we really looked at too. My husband and I took a stand that we support the war effort. We felt that the stakes in Europe with Hitler—If Hitler, the treatment gave to the Jewish people, if the people in different countries were educated... He'd kill them. . . We took the position that we would join the army, and we would support the United States in the war effort. We were looking at it beyond the Japanese Americans being put into camps.

Most Japanese Americans looked at like, "this is wrong, they put us into camp!", instead of "what should we do?" Most people, all of my college friends said "Yes, yes" and went on to graduate work or went on to colleges. The young people who were left, they Sansei who were left, had a very hard time. I knew people who said "No" because their parents wanted them to say no. I was a social worker at the time, and I saw families breaking up. The kids would be crying—fifteen, sixteen year olds who knew no Japanese who had really loved the school that they had been in before, enjoyed life in the United States, did not want to go to Japan. . .

There were people who were so angry about being put in camp, that they said "Everyone should say No-No, we don't have allegiance to the United States, and we won't go into the army." They wanted the answer No-no. You really have to think through, it's a personal decision, it should not be a group decision." There was big silence because girls are not to speak up—. I went over and I stayed with my sister in another block, where things were not as hot. In fact, there were many blocks where there were just no problems, everyone just voted according to the way they felt. It was a difficult period for my parents because they blamed my parents.

I felt that I made the correct decision for me, because we were looking at the war. We saw that Japan had to be defeated, and we had no qualms about our stand. It's something that today, people are questioning us. "Why did you take a stand like that, why didn't you fight against putting us into camp?" Those days we had no allies! Nobody who would help us—the ACLU finally came through. After we got into camp and everything else, it was a difficult situation.

www.tellingstories.org/internment/ciiyama

The Fourteenth Amendment

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Japanese Internment Camp Document Based Question

k-12.pisd.edu/schools/pshs/soc_stu/apush/japanese_internment_dbq.pdf

Document A

Governor Culbert Olson, California. Radio Speech of February 3, 1942.

It is known that there are Japanese residents of California who have sought to aid the Japanese by way of communicating information, or have shown indications of preparation for fifth column [*traitorous organization*] activities. General plans have been agreed upon for the movement and placement of the entire adult Japanese population in California at productive and useful employment within the borders of our state and under such surveillance and protection as shall be deemed necessary.

Document B

Fletcher Bowron, Mayor of Los Angeles, Los Angeles Times interview of February 4, 1942.

If we can send our own young men to war, it is nothing less than sickly sentimentality to say that we will do injustice to American-born Japanese to merely put them in a place of safety so that they can do no harm... We in Los Angeles are the ones who will be the human sacrifices if the perfidy [*violation of trust*] that characterized the attack on Pearl Harbor is ever duplicated on the American continent.

Document C

Lieutenant General John L. DeWitt, testifying before the House Naval Affairs Subcommittee, April 13, 1943:

You needn't worry about the Italians at all except in certain cases. Also, the same for the Germans except in individual cases. But we must worry about the Japanese all the time until he is wiped off the map...

Document D

Attorney General Francis Biddle to Roosevelt, February 17, 1942:

For several weeks there have been increasing demands for evacuation of all Japanese, aliens and citizens alike, from the West Coast states. A great many West Coast people distrust the Japanese, various special interests would welcome their removal from good farmland and the elimination of their competition... My last advice from the War Department is that there is no evidence of imminent attack and from the F.B.I. that there is no evidence of planned sabotage.

Document E

Martin Dies, Texas Congress member

[Washington is] lax, tolerant, and soft toward the Japanese who have violated American hospitality; Shinto Temples still operate; propaganda outlets still disseminate propaganda material; and Japanese, both alien and American citizens, still spy for the Japanese government.

<http://www.pbs.org/childofcamp/history/clinton.html>

THE WHITE HOUSE
WASHINGTON

October 1, 1993

Over fifty years ago, the United States Government unjustly interned, evacuated, or relocated you and many other Japanese Americans. Today, on behalf of your fellow Americans, I offer a sincere apology to you for the actions that unfairly denied Japanese Americans and their families fundamental liberties during World War II.

In passing the Civil Liberties Act of 1988, we acknowledged the wrongs of the past and offered redress to those who endured such grave injustice. In retrospect, we understand that the nation's actions were rooted deeply in racial prejudice, wartime hysteria, and a lack of political leadership. We must learn from the past and dedicate ourselves as a nation to renewing the spirit of equality and our love of freedom. Together, we can guarantee a future with liberty and justice for all. You and your family have my best wishes for the future.

Bill Clinton

Summary of Constitutional Rights Violated

(From: A Lesson in American History: The Japanese American Experience, Curriculum and Resource Guide)

While the Supreme Court never ruled that the removal and incarceration of Japanese Americans was unconstitutional, historians and political analysts have described the violations which they believe occurred.

RIGHTS AND FREEDOMS

- Freedom of religion
- Freedom of speech
- Freedom of press
- Right to assemble

BILL OF RIGHTS AMENDMENT

I. Restrictions on Powers of Congress

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

VIOLATIONS

- *Japanese Americans' religious freedoms were violated with respect to the practice of Eastern religious beliefs. The practice of the Shinto religion was prohibited in the camps. Christianity was officially encouraged by camp administrators. At the same time, Buddhism was severely restricted by the ban on written materials in Japanese and the placement of Buddhist clergy in separate Department of Justice internment camps.*
- *Japanese Americans were denied the guarantee of freedom of speech and press with the prohibition of using the Japanese language in public meetings and the censorship of camp newspapers. The right to assemble was abridged when mass meetings were prohibited, and English was required to be the primary language used at all public gatherings.*
- *The guarantee of freedom to petition for redress was violated when a few Japanese Americans exercised their citizen rights and demanded redress of grievances from the government. The War Relocation Authority administration labeled them as "troublemakers" and sent them to isolation camps.*

RIGHTS AND FREEDOMS

- Freedom from unreasonable searches and seizures

BILL OF RIGHTS AMENDMENT

IV. Seizures, Searches, and Warrants

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and persons or things to be seized.

VIOLATIONS

- *The FBI searched homes of Japanese Americans often without search warrants, seeking any items identified as being Japanese. Items that appeared as contraband such as short-wave radios were confiscated.*

RIGHTS AND FREEDOMS

- Right to an indictment or to be informed of the charges
- Right to life, liberty and property
- Right to be confronted with accusatory witnesses
- Right to call favorable witnesses
- Right to legal counsel

BILL OF RIGHTS AMENDMENT

V. Criminal Proceedings and Condemnation of Property

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor private property be taken for public use, without just compensation.

VIOLATIONS

- *The forced removal and subsequent detention of Japanese Americans resulted in the denial of witnesses in their favor, and the denial of assistance of counsel for their defense.*
- *Japanese Americans who were picked up in the FBI sweep were denied a speedy trial or access to any legal representative. They could not call upon witnesses nor confront accusatory witnesses.*
- *Japanese Americans were not told of their crime or the charges against them.*

RIGHTS AND FREEDOMS

- **Right to a speedy and public trial**

BILL OF RIGHTS AMENDMENTS

VI. Mode of Trial in Criminal Proceedings

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district, wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense.

VIOLATIONS

- *These rights could not be taken away except upon evidence of a criminal act and conviction in a court of law. Yet, Japanese Americans were deprived of their liberty and property by being forcibly removed from their homes and locked up in detention camps without the required statement of charges and trial by jury. How could this happen? The government adopted semantics to justify the act of imprisonment. Even though Japanese Americans were held against their will in barbed wire compounds under armed guard, the government euphemistically called the event an "evacuation" or "relocation."*

RIGHTS AND FREEDOMS

- **Right to reasonable bail**
- **Freedom from cruel and unusual punishment**

BILL OF RIGHTS AMENDMENT

VIII. Bails, Fines, Punishments

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

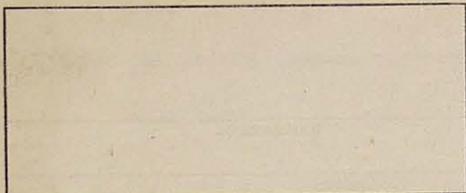
VIOLATIONS

- *The treatment of the Japanese Americans in the "assembly centers" and detention camps were a form of cruel and unusual punishment on the basis that conditions were "grossly inadequate." Hospitals were understaffed, medical care poor and food was dietetically deficient.*

RIGHTS AND FREEDOMS

- **Right to vote**

BILL OF RIGHTS AMENDMENT



(LOCAL BOARD DATE STAMP WITH CODE)



STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. _____
(Surname) (English given name) (Japanese given name)

(a) Alias _____

2. Local selective service board _____
(Number)

(City) (County) (State)

3. Date of birth _____ Place of birth _____

4. Present address _____
(Street) (City) (State)

5. Last two addresses at which you lived 3 months or more (exclude residence at relocation center and at assembly center):

_____ From _____ To _____

_____ From _____ To _____

6. Sex _____ Height _____ Weight _____

7. Are you a registered voter? _____ Year first registered _____

Where? _____ Party _____

8. Marital status _____ Citizenship of wife _____ Race of wife _____

9. _____
(Father's Name) (Town or Ken) (Birthplace) (State or Country) (Occupation)

10. _____
(Mother's Name) (Town or Ken) (Birthplace) (State or Country) (Occupation)

In items 11 and 12, you need not list relatives other than your parents, your children, your brothers and sisters.
For each person give name; relationship to you (such as father); citizenship; complete address; occupation.

11. Relatives in the United States (if in military service, indicate whether a selectee or volunteer):

(a) _____
(Name) (Relationship to you) (Citizenship)

_____ (Complete address) (Occupation) (Volunteer or selectee)

(b) _____
(Name) (Relationship to you) (Citizenship)

_____ (Complete address) (Occupation) (Volunteer or selectee)

(c) _____
(Name) (Relationship to you) (Citizenship)

_____ (Complete address) (Occupation) (Volunteer or selectee)

12. Relatives in Japan (see instruction above item 11):

----- (Name)	----- (Relationship to you)	----- (Citizenship)
----- (Complete address)	----- (Occupation)	
----- (Name)	----- (Relationship to you)	----- (Citizenship)
----- (Complete address)	----- (Occupation)	

13. Education:

<i>Name</i>	<i>Place</i>	<i>Years of attendance</i>	
----- (Kindergarten)	-----	From -----	to -----
----- (Grade school)	-----	From -----	to -----
----- (Japanese language school)	-----	From -----	to -----
----- (High school)	-----	From -----	to -----
----- (Junior college, college, or university)	-----	From -----	to -----
----- (Type of military training, such as R. O. T. C. or Gunji Kyoren) (Where and when)			
----- (Other schooling)		----- (Years of attendance)	

14. Foreign travel (give dates, where, how, for whom, with whom, and reasons therefor):

15. Employment (give employers' names and kind of business, addresses, and dates from 1935 to date):

16. Religion ----- Membership in religious groups -----

17. Membership in organizations (clubs, societies, associations, etc.). Give name, kind of organization, and dates of membership.

18. Knowledge of foreign languages (put check mark (✓) in proper squares):

(a) Japanese	Good	Fair	Poor	(b) Other _____ (Specify)	Good	Fair	Poor
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Sports and hobbies _____

20. List five references, other than relatives or former employers, giving address, occupation, and number of years known:

(Name)	(Complete address)	(Occupation)	(Years known)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)? _____

Offense	When	What court	Sentence
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

22. Give details on any foreign investments.

(a) Accounts in foreign banks. Amount, \$ _____
 Bank _____ Date account opened _____

(b) Investments in foreign companies. Amount, \$ _____
 Company _____ Date acquired _____

(c) Do you have a safe-deposit box in a foreign country?
 What country? _____ Date acquired _____
 Contents _____

23. List contributions you have made to any society, organization, or club:

<i>Organization</i>	<i>Place</i>	<i>Amount</i>	<i>Date</i>
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

24. List magazines and newspapers to which you have subscribed or have customarily read:

25. To the best of your knowledge, was your birth ever registered with any Japanese governmental agency for the purpose of establishing a claim to Japanese citizenship? -----

(a) If so registered, have you applied for cancelation of such registration? -----
(Yes or no)

When? ----- Where? -----

26. Have you ever applied for repatriation to Japan? -----

27. Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered? -----

28. 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, or any other foreign government, power, or organization? -----

(Date)

(Signature)

NOTE.—Any person who knowingly and wilfully falsifies or conceals a material fact or makes a false or fraudulent statement or representation in any matter within the jurisdiction of any department or agency of the United States is liable to a fine of not more than \$10,000 or 10 years' imprisonment, or both.