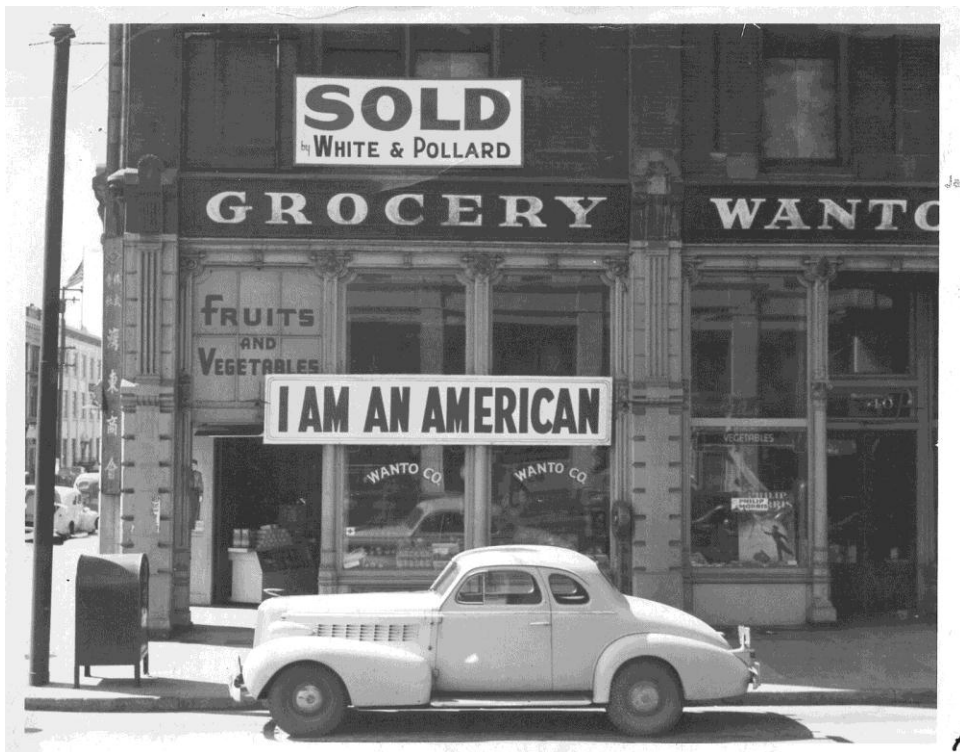


Extended Controversial Issue Discussion Lesson Plan

Socratic Seminar

“Is there ever an instance when National Security should precede individual rights?”



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Extended Controversial Issue Discussion Lesson Plan

Lesson Title: National Security or Individual Rights?

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Appropriate for Grade Level: 5-12

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

H2.5.2 Describe issues of compromise and conflict within the United States.

H.3.5.1 Compare and contrast the daily lives of children throughout the United States, both past and present.

H.3.5.2 Recognize that communities include people who have diverse ethnic origins, customs, and traditions, and who make contributions to the United States.

H3.5.3 Describe ways individuals display social responsibility.

H4.5.1 Discuss the economic, political and cultural relationships the United States has with other countries.

CCSS: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Discussion Questions: Students will discuss the question: Is there ever an instance when National Security should precede individual rights? Does the government have the right to limit individual rights/freedoms to protect the country? The questions used for discussion are included with the primary and secondary readings.

Lesson Grabber: What are your thoughts and feeling about Japanese Immigration? Students will right on this question throughout the unit, reflecting, adjusting, and adding on previous writing as new knowledge is gained.

Engagement Strategy: *Socratic Seminar*

1. Students will complete their Socratic Seminar Ticket. The Ticket includes 5 primary source document excerpts from documents previously examined throughout the unit. Students will

create a T chart for each document, Individual Rights V National Security, citing line numbers and making notations. While completing the ticket, students will keep in mind the THINK: Is there ever an instance when National Security should precede individual rights/freedoms to protect the country?

2. Set up classroom into two groups, 14 students in a group. Create two circles/rectangles with tables or desks. Place 10 students with varying abilities at each of the groups and 4 students at desks outside each group as observers. Check to see if students have completed their Seminar Ticket. Students who haven't completed their ticket will automatically be observers and given an alternative writing assignment for homework. Students who didn't complete the ticket or are absent will complete the alternative assignment.

3. Pass out Accountable Talk for students to refer to as they discuss. Have groups choose a team leader to begin the discussion and keep the group on topic.

4. Pass out 4-5 pieces of candy to each student, when a student shares in the discussion he/she may eat the candy.

5. Begin the Socratic Seminar by having the team leader read the THINK question. Walk the room and facilitate the discussion where needed. You will have two Seminars happening at once.

6. Stop the Seminar when needed. Keep them wanting to share more. Have observers share their data on overall thoughts of how the group did with the discussion.

7. Pass out Self Assessment Rubrics for students to assess their part in the discussion.

Immigration Unit: Socratic Seminar Japanese Internment

Student Readings and Images:

1. US Immigration Laws
2. Scott Foresman: Mary Antin, George Shinn, Building Railroad, Homestead Act, America Fever, and New Immigrants
3. 5th Amendment
4. Conference in Office of General DeWitt
5. Executive Order 9066
6. Instructions To All Persons of Japanese Ancestry
7. Japanese Internment Camps
8. Photographs of Japanese Internment
9. Clara Breed Letters
10. Korematsu V United States
11. Socratic Seminar Ticket: Enlarge from legal to 11 X 17
12. Poem For Two Voices Graphic Organizer

Total Time Needed: 10 days, 45-60 minute class periods.

Lesson Outline:

Time Frame	What is the teacher doing?	What are the students doing?
Day 1: 45 min	<ol style="list-style-type: none"> 1. Assign: Define Immigration and Immigrant 2. Create a class Word Splash for Immigration and Immigrant. 3. Show a video clip from “Far and Away”—Landowners VS Commoners. Focus Concept: Why people move? 	<ol style="list-style-type: none"> 1. Students work in their teams to define Immigration and immigrant. 2. Students create a Word Splash using details and making inferences from their definition. 3. Students watch the video clip, add to their Word Splash and fill out an exit ticket: Why people move?
Day 2: 45 min	<ol style="list-style-type: none"> 1. Pass out US Immigration Laws Timeline exerts and Immigration Laws graphic organizer. Divide Timeline into 6 sections=6 groups. Assign each group a section of the timeline. 2. Create a Class Timeline Poster on US Immigration Laws. 	<ol style="list-style-type: none"> 1. Students will work in their groups and read each Immigration Law exerts, define unknown words, and complete the graphic organizer for each law. 2. Students create a section for the Class Timeline using their graphic organizer for each Immigration Law. 3. Students add to Immigration Word Splash
Day : 3 60 min	<ol style="list-style-type: none"> 1. Jigsaw Scott Foresman SS book sections: Mary Antin, George Shinan, Building Railroad, Homestead Act, America Fever, and New Immigrants. Assign each group one section. 2. Pass out Graphic Organizer World Events and US Immigration Laws. 3. Add to class US Immigration Laws Timeline. 4. Essential Question: Why do people move? 	<ol style="list-style-type: none"> 1. Groups read through their jigsaw section. 2. Groups complete the graphic organizer World Events and US Immigration Laws. 3. Groups add to US Immigration Law Timeline. 4. Students add to word splash and discuss essential question: Why do people move?
Day 4: 45 min	<ol style="list-style-type: none"> 1. Pass out Fifth Amendment Protections worksheet. 2. Show video clip: Pearl Harbor, bombing and Densho Oral History clip, Akiko Kurose. Pass out Exit Ticket 	<ol style="list-style-type: none"> 1. Students complete Fifth Amendment Protections worksheet. 2. Students complete Exit Ticket: What are your personal feelings about Japanese Immigration? Support your answer with details, why?
Day 5: 60 min.	<ol style="list-style-type: none"> 1. Pass out General DeWitt Conference document. 2. Pass out Allies and Axis Powers reading. 3. Essential Questions: Exit Ticket: What is the cost of freedom? 	<ol style="list-style-type: none"> 1. Students work in groups to complete the document analysis by answering the questions that accompany the document. 2. Students read and color in Allies and Axis Powers on their World Map. 3. Students complete Essential Question Exit Ticket: What is the cost of freedom?
Day 6: 60 min	<ol style="list-style-type: none"> 1. Pass out Presidential Order 9066, group students into 4s, and 	<ol style="list-style-type: none"> 1. Students follow along with the text Order 9066.

	read aloud the text of Order 9066. 2. Pass out Text Analysis paper. 3. Essential Question Exit Ticket: Why do people move?	2. Students work in groups to complete the text analysis. 3. Students complete the Essential Question Exit Ticket: Why do people move?
Day 7: 45 min.	1. Pass out Instructions To All Persons of Japanese Ancestry Primary Source and Text Analysis paper. 2. Pass out US map and text on Japanese Internment Camps. 3. Pass out Pros and Cons T chart of Order 9066 and 5 th Amendment. 4. Hand back Exit Tickets from day 4	1. Students work in teams to analyze the Instructions To All Persons of Japanese Ancestry primary source. 2. Students read Japanese Internment Camps text and plot camps on the US map. 3. Students discuss in groups and class share to complete T chart. 4. Students answer day 4's Exit Ticket
Day 8 30 min.	1. Pass out Primary Source Photographs Japanese Internment and Photo analysis paper. 2. Pass out Clara Breed Letters and questions to reading groups.	1. Students work in teams to analyze the Photographs Japanese Internment. 2. Students read their leveled Clara Breed Letter and answer the questions in their reading groups.
Day 9: 60 min	1. Pass out Due Process matching paper. 2. Pass out Korematsu V United States Supreme Court Case. Cut the Document Analysis Questions into sections. Pass out one section to each group. 3. Pass out Reflective Writing Assignment: Based on the text, does the government have the right to limit the civil rights of citizens. Use the text to support your answer. 4. Jigsaw groups. Create new groups. 5. Essential Question Writing: What justifies rebellion? 6. Pass out Socratic Seminar Ticket and student rubric.	1. Students match the Due Process Rights with the Bill of Rights. 2. Students work in groups to read Korematsu V United States Supreme Court Case and answer analysis questions. 3. Students complete the Reflective Writing Assignment. 4. Students take turns sharing their Reflective Writing Assignment, sharing their evidence from the text. 5. Students complete Essential Question Writing: What justifies rebellion? 6. Students complete Socratic Seminar Ticket as homework to prepare for Socratic Seminar.
Day 10: 45 min	1. Arrange the classroom into two groups in a circle. Place 4 chairs on each side of the circle for observers. 2. Check students to see if they have completed their Socratic Seminar Ticket. Question: Is there ever an instance when National Security should precede individual rights? Does the government have the right to limit individual rights/freedoms to protect the country?	1. Students take a seat in one of the groups in the circle. 4 students in observer seats. 2. Students use their Seminar Ticket to guide their discussions. Observers take notes on discussions. 3. Students eat an MM each time he/she shares in the discussion. 4. After the Seminar concludes, Observers share their observations of the Seminar. 5. Assessment: Students complete

	3. Pass out 5 MMs to each student. 4. Facilitate the Socratic Seminar. 5. Assessment: Pass out Two Sides to Every Story poem for two voices writing assignment.	the poem for two voices writing assignment. Students will use their documents to write a poem for two voices using the Governments Voice (perspective) and the Japanese Immigrant/American Voice (perspective).

Description of Lesson Assessment: Students will create a poem for two voices writing assignment. Students will use their documents to write a poem for two voices using the Governments Voice (perspective) and the Japanese Immigrant/American Voice (perspective) or the National Security Voice and Individual Rights Voice. Use Writingfix link to access Poem For Two Voices lesson plan and graphic organizer for poem prewrite.

http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf

How will students reflect on the process and their learning?: Students will self evaluate using a Socratic Seminar Self Evaluation Rubric.

Name _____

United States Immigration Policy

1. Write down the year of the new immigration policy.
2. Title of the new policy.
3. What group is the new policy targeting?
4. What is the likely impact on immigrants and the United States?

Year _____ Title _____

Target Group _____

Impact _____

Year _____ Title _____

Target Group _____

Impact _____

Year _____ Title _____

Target Group _____

Impact _____

Year _____ Title _____

Target Group _____

Impact _____

United States Immigration Policy Timeline

- 1790 Naturalization rule adopted. Federal government establishes a two-year residency requirement on immigrants wishing to become U.S. citizens.
- 1819 Reporting rule adopted. Data begins to be collected on immigration into the United States. Ships' captains and others are required to keep and submit manifests of immigrants entering the United States.
- 1875 First exclusionary act. Convicts, prostitutes, and "coolies" (Chinese contract laborers) are barred from entry into the United States.
- 1882 Immigration Act passed. The federal government moves to firmly establish its authority over immigration. Chinese immigration is curtailed; ex-convicts, lunatics, idiots, and those unable to take care of themselves are excluded. In addition, a tax is levied on newly arriving immigrants.
- 1885 Contract laborers' entry barred. This new legislation reverses an earlier federal law legalizing the trade in contract labor.
- 1891 `Office of Immigration created. Established as part of the U.S. Treasury Department, this new office is later given authority over naturalization and moved to the U.S. Justice Department. (Today it is known as the Immigration and Naturalization Service.) In the same year, paupers, polygamists, the insane, and persons with contagious diseases are excluded from entry to the United States.
- 1892 Ellis Island opens. Between 1892 and 1953, more than 12 million immigrants will be processed at this one facility.
- 1903 Additional categories of persons excluded. Epileptics, professional beggars, and anarchists are now excluded.
- 1907 Exclusions further broadened. Imbeciles, the feeble-minded, tuberculars, persons with physical or mental defects, and persons under age 16 without parents are excluded.
- 1907 "Gentleman's agreement" between United States and Japan. An informal agreement curtails Japanese immigration to the United States. Also, the tax on new immigrants is increased.
- 1917 Literacy test introduced. All immigrants 16 years of age or older must demonstrate the ability to read a forty-word passage in their native language. Also, virtually all Asian immigrants are banned from entry into the United States.
- 1921 Quota Act. An annual immigration ceiling is set at 350,000. Moreover, a new nationality quota is instituted, limiting admissions to 3 percent of each nationality group's representation in the 1910 U.S. Census. The law is designed primarily to restrict the flow of immigrants coming from eastern and southern Europe.
- 1924 National Origins Act. The Act reduces the annual immigration ceiling to 165,000. A revised quota reduces admissions to 2 percent of each nationality group's representation in the 1890 census. The U.S. Border Patrol is created.
- 1927 Immigration Ceiling Further Reduced. The annual immigration ceiling is further reduced to 150,000; the quota is revised to 2 percent of each nationality's representation in the 1920 census. This basic law remains in effect through 1965.
- 1929 National Origins Act. The annual immigration ceiling of 150,000 is made permanent, with 70 percent of admissions slated for those coming from northern and Western Europe, while the other 30 percent are reserved for those coming from Southern and Eastern Europe.
- 1948 Displaced Persons Act. Entry is allowed for 400,000 persons displaced by World War II. However, such refugees must pass a security check and have proof of employment and housing that does not threaten U.S. citizens' jobs and homes.
- 1952 McCarran-Walter Act. The Act consolidates earlier immigration laws and removes race as a basis for exclusion. In addition, the Act introduces an ideological criterion for admission: immigrants and visitors to the United States can now be denied entry on the basis of their political ideology (e.g., if they are Communists or former Nazis).
- 1965 Immigration Act is amended. Nationality quotas are abolished. However, the Act establishes

an overall ceiling of 170,000 on immigration from the Eastern Hemisphere and another ceiling of 120,000 on immigration from the Western Hemisphere.

- 1978 World-wide immigration ceiling introduced. A new annual immigration ceiling of 290,000 replaces the separate ceilings for the Eastern and Western Hemispheres.
- 1980 Refugee Act. A system is developed to handle refugees as a class separate from other immigrants. Under the new law, refugees are defined as those who flee a country because of persecution "on account of race, religion, nationality, or political opinion." The president, in consultation with Congress, is authorized to establish an annual ceiling on the number of refugees who may enter the United States. The president also is allowed to admit any group of refugees in an emergency. At the same time, the annual ceiling on traditional immigration is lowered to 270,000.
- 1986 Immigration Reform and Control Act. The annual immigration ceiling is raised to 540,000. Amnesty is offered to those illegal aliens able to prove continuous residence in the United States since January 1,
- 1982 Stiff sanctions are introduced for employers of illegal aliens.
- 1990 Immigration Act of 1990. The annual immigration ceiling is further raised to 700,000 for 1992, 1993, and 1994; thereafter, the ceiling will drop to 675,000 a year. Ten thousand permanent resident visas are offered to those immigrants agreeing to invest at least \$1 million in U.S. urban areas or \$500,000 in U.S. rural areas. The McCarran-Walter Act of 1952 is amended so that people can no longer be denied admittance to the United States on the basis of their beliefs, statements, or associations.
- 1996 Immigration Act. In an effort to curb illegal immigration, Congress votes to double the U.S. Border Patrol to 10,000 agents over five years and mandates the construction of fences at the most heavily trafficked areas of the U.S.-Mexico border. Congress also approves a pilot program to check the immigration status of job applicants.
- 1996 Immigrants lose benefits. President Clinton signs welfare reform bill that cuts many social programs for immigrants. Legal immigrants lose their right to food stamps and Supplemental Security Income (a program for older, blind, and disabled people). Illegal immigrants become ineligible for virtually all federal and state benefits except emergency medical care, immunization programs, and disaster relief.

Name _____

Expansion and Change

1. As a group read the assigned section in your Social Studies book.
2. Answer the questions below.
3. Use the information on your graphic organizer to summarize the reading.

Group 1: Mary Antin page 575

Group 2: George Shima page 553

Group 3: Building a Railroad page 540-541

Group 4: Homestead Act page 547

Group 5: America Fever page 549

Group 6: New Immigrants page 569

1. What is the topic of your reading? _____
2. Create a new title for your topic: _____
3. What year or years does your topic focus on? _____
4. In the last 1800s immigrants came mainly from northern and western Europe. During the 1900s the immigrants came from southern and eastern Europe. Explain how your topic impacted the United States and which immigrants came to the United States. Support your answer using details from the text.

[illegible]

Name _____

1. Read through the 5th Amendment.
2. Circle any unknown words. Use context clues and a dictionary to define unknown words.
3. Read one section at a time and describe the protection the section gives.

Amendment 5

No person shall be held to answer for a capital, or otherwise serious crime, unless a group of people called a grand jury first decide that there is enough evidence to make a trial necessary,

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 a witness against himself.

nor be deprived of life, liberty, or property, without due process of law;

nor shall private property be taken for public use, without just compensation.

1

4 January 1942

2 Conference in Office of General DeWitt:

3

4 General, it wasn't so much telling you, as the Attorney General wanted me to come out here
5 to see what we could do. I thought we could just talk about the general problems.....

6 Well, here's the situation. I might say that **we are at war and this area-8 states-has been**
7 **designated as the theatre of operations.** I have approximately 240,000 men at my disposal
8 including Alaska. Of course, **my Command extends from Dutch Harbor to the Mexican border.**
9 There are two threats that we have to fact, and they are serious threats. **First, the presence of**
10 **approximately 288,000 enemy aliens--or alien enemies--**which we have to watch. Of the two
11 threats, I am concerned with their seriousness to the large number of very important defense
12 installations and factories on the coast. Not necessarily the Navy yards, but primarily the
13 aircraft factories-Boeing up north, and a large number in the Sand Diego and Los Angeles area.
14 We are holding a large number of troops for the protection of those installations. The threat is
15 a constant one, and it is getting to be more dangerous all the time. **I have little confidence that**
16 **the enemy aliens are law-abiding or loyal in any sense of the word.** Some of them, yes; many,
17 no. Particularly the Japanese. I have no confidence in their loyalty whatsoever. I am speaking
18 now of the native born Japanese-117,000-and 42,000 in California alone. In order to meet
19 that threat, **we have got to do two things.** We have got to be able to enter their homes and
20 premises, search and seize immediately without waiting for normal processes of the law-
21 obtaining a search warrant to make an arrest. So much of the President's Proclamation,
22 Paragraph 65, Section 5 has been implemented only so far as pertains to radios and cameras.
23 **What I want, Mr. Rowe, are two things: The centralization of authority....** under the
24 President's Proclamation.... the centralization of authority in the FBI, to search, enter, and arrest
25 without going to the United States Attorney for a warrant every time..... In other words blanket
26 authority.

27 That is something I didn't know about. It is beyond my power to say that. That is a legal
28 problem that would have to be a matter of policy with the Attorney General.

29and full implementation of the President's proclamation. If we locate-the FCC or
30 ourselves through our Intelligence---we locate a sending or receiving set, we want to act at
31 once. **There has got to be complete and accurate registration....** There is a registration that was
32 made by the Immigration Service but which apparently is very incomplete. The registration has
33 got to be of a character that is of some value ... a picture of the man, thumb prints, and
search

34 the house or residence and premises of every alien beginning with the Japanese right now.....

1. Read through the document.
2. Highlight any unknown words. Use context clues or a dictionary to define these words.
3. Use lines 6-8 to answer: What area is the General describing? _____
4. Fill in the area on your map.
5. The general discusses two threats in line 9. What are the two threats? Use lines 9-12 to answer the question.

6. Who is the enemy described in lines 15 and 16? _____

7. What does he mean by law-abiding or loyal? Give an example of a law-abiding or loyal person.

8. Why is the General so concerned with California? Use lines 13 and 18.

9. He describes that they must do two things.

First thing (line 23) _____

What does he want to do? (lines 19-21 and 24-25)

Second thing (In line 31) _____

How will this be done? (lines 32-34)

10. Use the text to justify these two actions.

- _____
- _____
- _____
- _____
- _____

11. Which freedoms do these actions restrict? Use the 5th Amendment Text to justify your answer.

- _____
- _____
- _____
- _____

12. What is more important National Protection or an Individual's Rights? _____

The Axis and Allied Powers

Two groups of nations fought against each other during the Second World War.

During the 1930s Germany, Italy and Japan led a group of nations called the **Axis**. The leaders of these countries were dictators. They wanted their own countries to grow and others to become weaker. In the years before the beginning of World War II all three Axis powers had **strengthened** and **modernized** their armies.

In the 1930s the **Nazi** Party **rose** to power in Germany. In 1933 the party's leader Adolf Hitler was **appointed chancellor** and became known as der Führer. He promised to **take revenge** on the countries that had **defeated** Germany in the First World War and make Germany the most powerful country in the world. He also **claimed** that only Germans were the true **race** and wanted to **get rid of Jews**, Communists and other weaker people.

In Italy Benito Mussolini, known as the Il Duce, became the leader of the Fascist Party, which **gained** many **supporters**. He promised to bring **law and order** to the country and help **solve** its **economic** problems.

The **Allies** were made up of a total of 50 countries. They were led by Great Britain, the Soviet Union, France, China and the United States and **opposed** the Axis.

1. Read The Axis and Allied Powers.
2. Label the Axis and Allied countries on the world map.
3. Color the Axis countries orange.
4. Color the Allie countries yellow.

1 Executive Order No. 9066

2 *The President*

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

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

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

28 Franklin D. Roosevelt
29 The White House,
30 February 19, 1942.

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

World War Two - Japanese Internment Camps in the USA



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.

Heart Mountain, WY

Opened August 12, 1942. Closed

November 10, 1945.

Peak population 10,767.

Jerome, AR - Opened October 6, 1942.

Closed June 30, 1944. Peak population 8,497

Manzanar, CA - Opened March 21, 1942. Closed November 21, 1945. Peak population 10,046.

Minidoka, ID - Opened August 10, 1942. Closed October 28, 1945. Peak population 9,397

Poston, AZ - Opened May 8, 1942.

Closed November 28, 1945. Peak population 17,814

Rohwer, AR - Opened September 18, 1942. Closed November 30, 1945. Peak population 8,475

Topaz, UT - Opened September 11, 1942. Closed October 31, 1945. Peak population 8,130

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

1. Plot the Japanese Internment Camps using numbers on your World Map.
2. Create a Key at the bottom of your map labeling the camp and it's population.

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**

Presidio of San Francisco, California

May 12, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All those portions of the Counties of Pierce and King, State of Washington, within the boundary beginning at a point on the shoreline of Puget Sound, about midway between the Cities of Tacoma and Seattle, and due west of Des Moines; thence east through and including Des Moines to Washington State Highway No. 1K; thence easterly on said Highway No. 1K to U. S. Highway No. 99; thence southerly along Highway No. 99 to King-Pierce County line; thence northwesterly along King-Pierce County line to the easterly limits of the City of Tacoma; thence southerly and following the easterly limits of the City of Tacoma to Washington State Highway No. 5; thence southerly along said Highway No. 5 to the intersection of Washington State Highways Nos. 5 and 5B; thence southwesterly along Washington State Highway No. 5B to the Nisqually River; thence northwesterly along the Nisqually River to Puget Sound; thence northwesterly along the shoreline of Puget Sound to the point of beginning.

Pursuant to the provisions of Civilian Exclusion Order No. 67, this Headquarters, dated May 12, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. W. T., Monday, May 18, 1942.

No Japanese person will be permitted to move into, or out of, the above area after 12 o'clock noon, P. W. T., Tuesday, May 12, 1942, without obtaining special permission from the representative of the Commanding General, Northwestern Sector, at the Civil Control Station located at:

1715 South Tacoma Avenue,
Tacoma, Washington.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency.

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

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Wednesday, May 13, 1942, or between 8:00 A. M. and 5:00 P. M. on Thursday, May 14, 1942.

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

- (a) Bedding and linens (no mattress) for each member of the family;
- (b) Toilet articles for each member of the family;
- (c) Extra clothing for each member of the family;
- (d) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station. The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.

4. No personal items and no household goods will be shipped to the Assembly Center.

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

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

**Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M.,
Wednesday, May 13, 1942, or between the hours of 8:00 A. M. and 5:00 P. M.,
Thursday, May 14, 1942, to receive further instructions.**

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SOLD
by
WHITE & POLLARD

GROCERY

WANTO

**FRUITS
AND
VEGETABLES**

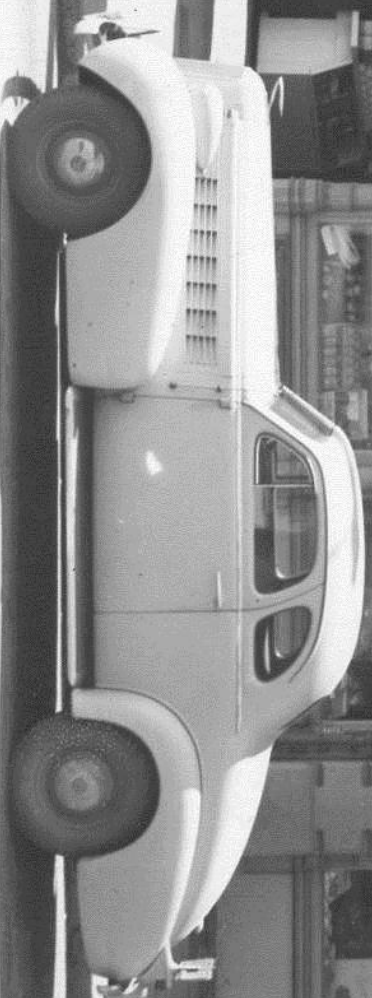
I AM AN AMERICAN

WANTO CO.

WANTO CO.

VEGETABLES

**PHILIP
WANTO CO.**



6300

5 10 25 NOTIONS - TOYS - GIFT SHOP

**CLOSING OUT
EVACUATION SALE**

10¢
STORE

414



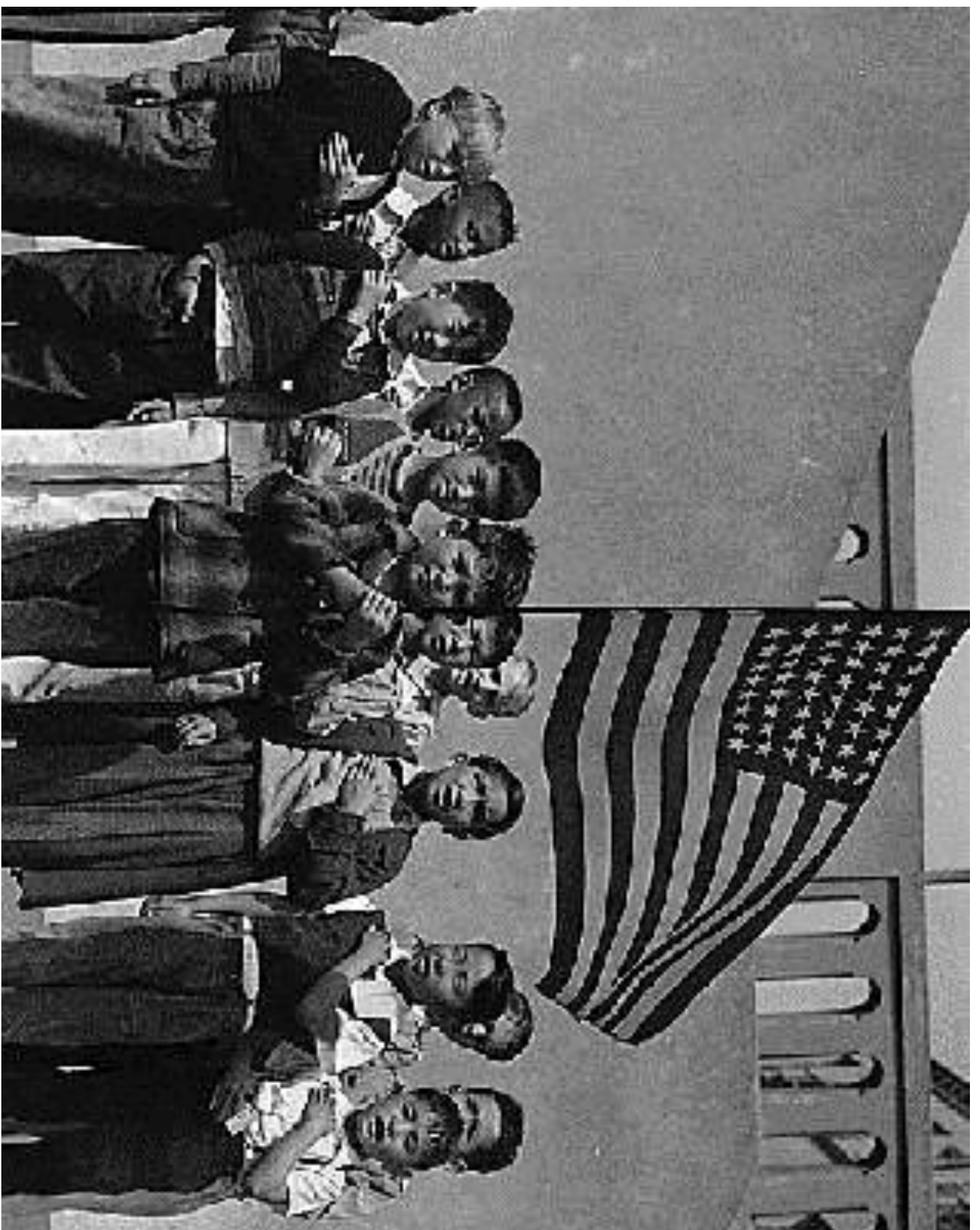
72375-28



**JAPS
KEEP OUT
YOU ARE
NOT WANTED**

JAPS KEEP MOVING
THIS A WHITE MAN'S NEIGHBORHOOD.





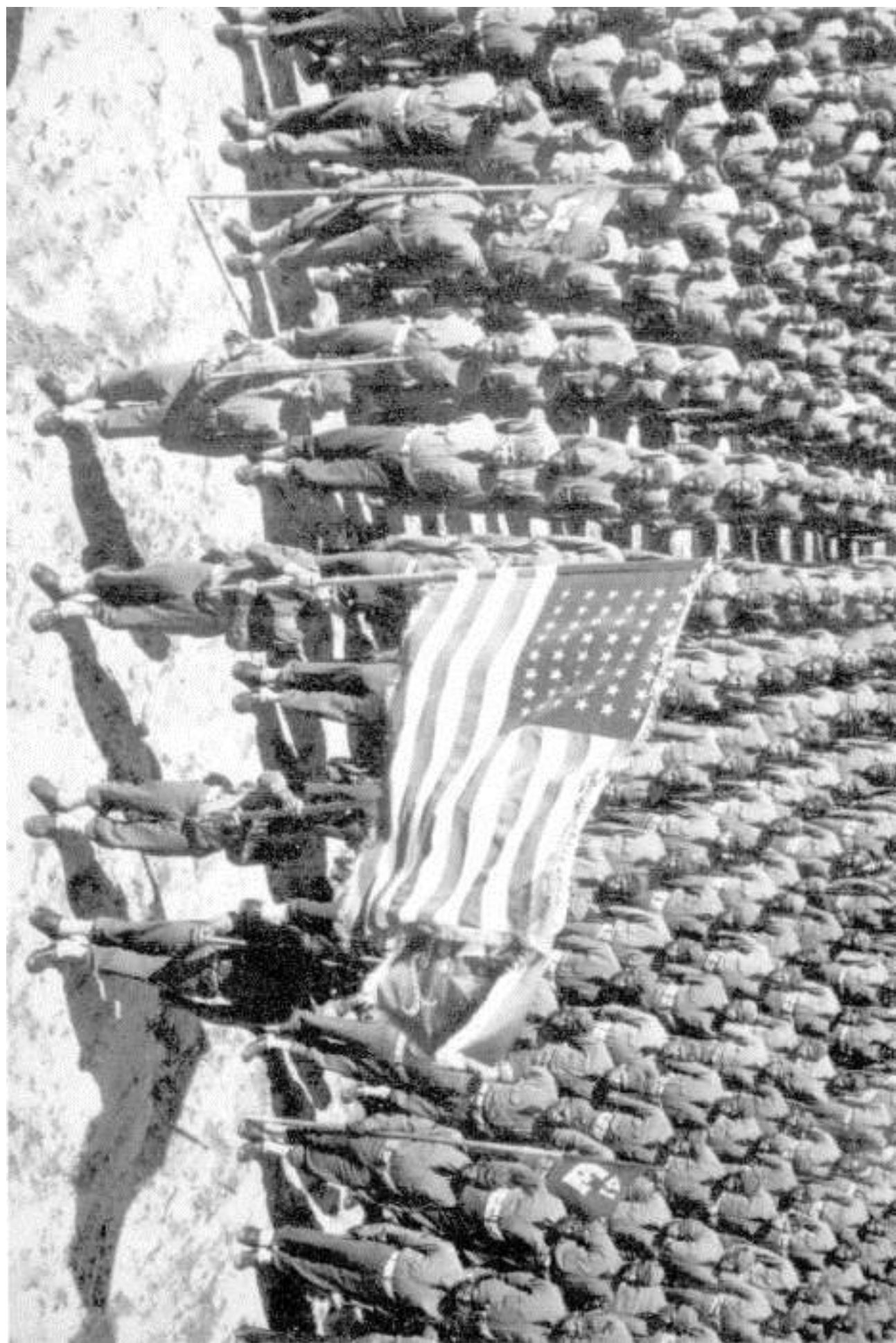


Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<u>People</u>	<u>Objects</u>	<u>Activities</u>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> Seals | |

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

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

2 ***Author: Justice Hugo Black***

3

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

8

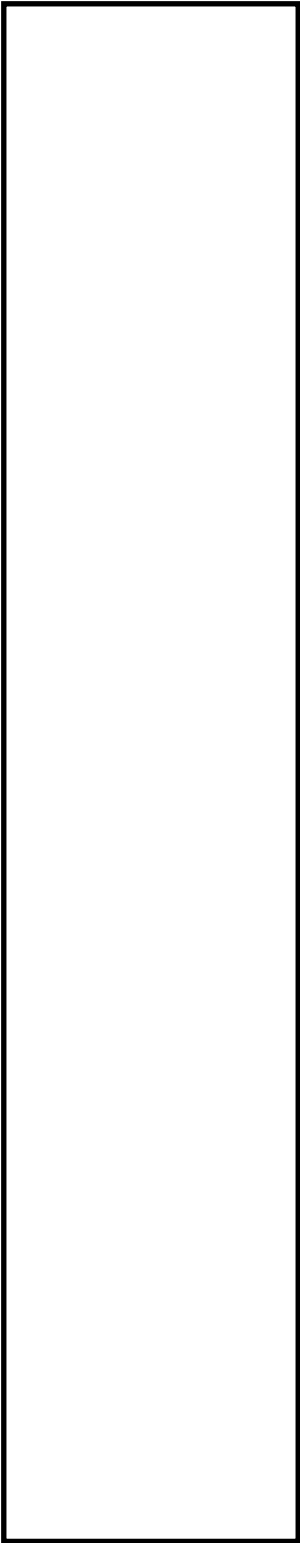
9 Exclusion of those of Japanese origin was deemed necessary because of the presence of an
10 unascertained number of disloyal members of the group, most of whom we have no doubt
11 were loyal to this country.

12

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

22

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



KOREMATSU QUESTIONS

How does the author justify infringing on a group's civil right? Cite evidence!

1. Who wrote this document? Whose opinion is represented by this document?
2. What was the exclusion order? Why was it upheld by the Supreme Court?
3. Why does the author argue that restricting certain civil rights is not unconstitutional?
4. Is this document fact or opinion? Cite specific evidence to support your answer.
5. What is the author implying when he writes "our shores are threatened by hostile forces?"

-
1. Which racial group was singled out?
 2. What was the exclusion order upheld by the court?
 3. What does Black mean by ancestry?
 4. Why does the author choose the word burden?
 5. Where do you find evidence that the author thinks there is something to be afraid of?
 6. Did the Supreme Court all agree on this case? How do you know?
 7. Does the author acknowledge that others disagree with him? Where and how?
 8. Why was the exclusion deemed necessary? How many were disloyal? Was the majority disloyal?

-
1. Who is giving the opinion?
 2. What group of people are having their rights restricted?
 3. What is the majority opinion of the Supreme Court?
 4. How is citizenship described?
 5. What is the author's purpose for describing citizenship in this section?
 6. What hardships did the Japanese experience because of this ruling?

-
1. What was the Supreme Court ruling in this case (L14)?
 2. What does majority opinion mean?
 3. What was the "exclusion order?"
 4. What "hostile forces" were threatening our shores?
 5. Why was the exclusion of Japanese deemed necessary?
 6. *What is Black's argument for civil rights restrictions?
 7. How does Black address the dissenting opinion?
 8. What does author mean when he writes "that is not to say that all such restr. are unconstitutional?"

-
1. What is the meaning of the “majority opinion?”
 2. What did Justice Black mean by “public necessity?”
 3. Which group of American citizens were excluded? Why was this group specifically singled out?
 4. Justice Black states “hardships are a part of war.” To what “hardships” is Justice Black referring?
 5. What are the burdens of citizenship?
 6. What was the minority opinion of the court?
 7. How did our government justify the imprisonment of Korematsu?

-
1. Why were Japanese excluded?
 2. How does warfare affect citizens?
 3. Why would Justice Black choose the word ‘unascertained?’
 4. How does Justice Black counter the argument that the case is all about ancestry?
 5. According to the document, what is inconsistent with our basic institutions? Why was this necessary?

-
1. What types of restrictions does Justice Black say are suspect?
 2. Why was the exclusion of the Japanese “deemed necessary?”
 3. What does Justice Black say about the impact of war on citizenship?
 4. Why would the author/Justice Black choose to include the opposing opinion in lines 24-26?

-
1. What group of people is affected by the ruling?
 2. What hardships are impacting them?
 3. What can you tell us from the time period in the text?
 4. What do we know about Korematsu?
 5. What counter claims does Justice Black acknowledge?
 5. What danger could Korematsu present to the U.S.?
-

Essay: Based on the text, does the govt. have the right to limit the civil rights of citizens? Use the text to support your answer.

Individual Rights V National Security

Socratic Seminar Ticket

For each document below identify the issue of individual rights or national security.

Conference in Office of General DeWitt

Well, here's the situation. I might say that we are at warmy Command extends from Dutch Harbor to the Mexican border.....There are two threatsFirst, the presence of approximately 288,000 enemy aliens--or alien enemies--which we have to watch. Of the two threats, I am concerned with their seriousness to the large number of very important defense installations and factories on the coast.....The threat is a constant one, and it is getting to be more dangerous all the time. I have little confidence that the enemy aliens are law-abiding or loyal.....Some of them, yes; many, no. Particularly the Japanese..... I am speaking now of the native born Japanese-117,000-and 42,000 in California alone.....We have got to do two things. We have got to be able to enter their homes and premises, search and seize immediately without waiting for normal processes of the law- obtaining a search warrant to make an arrest. There has got to be complete and accurate registration..... The registration has got to be of a character that is of some value ... a picture of the man, thumb prints, and search.....

Executive Order 9066

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....Secretary of War, and the Military Commanders... 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.... 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.....

Excerpt from majority opinion in Supreme Court case, Korematsu v. United States (1944) Author: Justice Hugo Black

It should be noted, to begin with, that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional..... Pressing public necessity may sometimes justify the existence of such restrictions....Exclusion of those of Japanese origin was deemed necessary because of the presence of an unascertained number of disloyal members of the group, most of whom we have no doubt were loyal to this country. We uphold the exclusion order.... In doing so we are not unmindful of the hardships imposed by it upon a large group of American citizens.... But hardships are a part of war, and war is an aggregation of hardships. 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....Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire.

5th Amendment

46 No person shall be held to answer for a capital, or otherwise serious crime, unless a group of people called a
47 grand jury first decide that there is enough evidence to make a trial necessary, except in cases arising in the
48 land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any
49 person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any
50 criminal case to be a witness against himself. nor be deprived of life, liberty, or property, without due process of
51 law; nor shall private property be taken for public use, without just compensation.

52 Dear Miss Breed Letters: Elizabeth Kikuchi

53
54 Dear Miss Breed, I am sorry I did not write as soon as I received the books. Every night after I get in bed I
55 think of writing the letter to you but next day I never get a chance to be alone because two girls live with us. We
56 have all girls in our room so we call it the girls dormitory..... I go to recreation school now. It starts 9 to 11 in the
57 morning 1 to 3 in the afternoon. The grades go up to 12th. We have to get in line everywhere in shower,
58 mess hall, post-office, canteen and even washing and ironing. So my mother sometimes takes all morning to
59 just wash a bucket of clothes. When you wrote about the sugar ration we had plenty of sugar then about a
60 week after we had sugar only in the morning but now we do not have any sugar..... Love Elizabeth Kikuchi

Name _____

Individual Rights V National Security

For each document identify where the author addresses the issue of individual rights or national security.
Include the line number.

Conference in Office of General DeWitt

--

Executive Order 9066

--

Excerpt from majority opinion in Supreme Court case, Korematsu v. United States (1944)

Author: Justice Hugo Black

--

5th Amendment

--

Dear Miss Breed Letters: Elizabeth Kikuchi

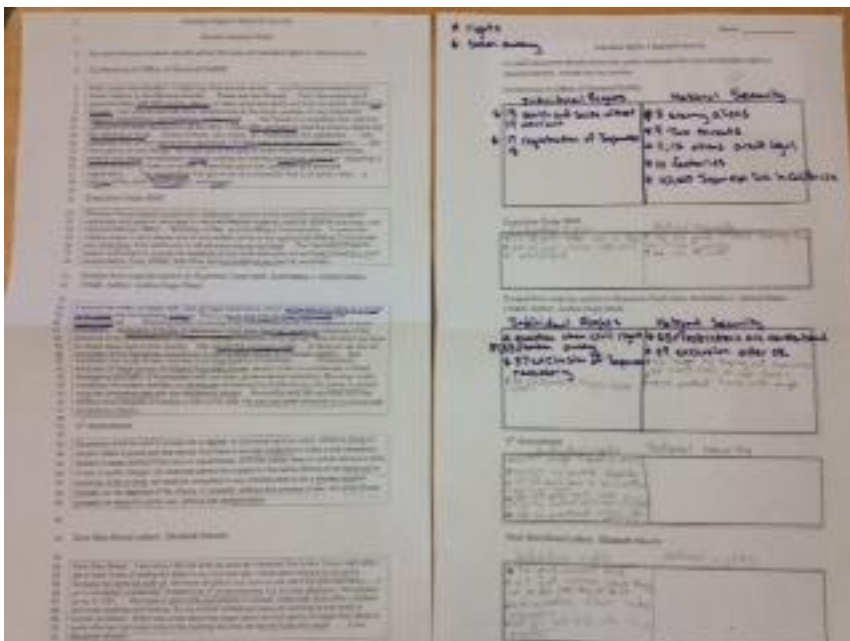
THINK: Is there ever an instance when National Security should precede individual rights? Does the government have the right to limit individual rights/freedoms to protect the country?



United States
Immigration Timeline



Dear Miss Breed Matrix



Socratic Seminar Ticket

Socratic Seminar OBSERVATION Form

Your Name: _____

Directions: Each time a participant does one of the following put a check in the box.

Speaks in discussion:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Makes eye contact with the person who is speaking:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Refers to a line or specific point in the text:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Asks a NEW question:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Asks a FOLLOW-UP or CLARIFYING question:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Responds/Makes a comment towards another speaker:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Interrupts another speaker:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Engages in side conversations:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Overall how well did the participants discuss the question “Is there ever an instance when National Security should precede individual rights? Does the government have the right to limit individual rights/freedoms to protect the country? Use evidence from your data above.

Name _____

Socratic Seminar Alternate Assignment

It is unfortunate that you were unable to participate in our Socratic Seminar today. I have created an Alternative Assignment for you. Please complete the following as makeup work.

1. Write a 4 paragraph essay using the evidence from your Socratic Seminar Ticket.
 - The first paragraph is an introduction to the topic. “Is there ever an instance when National Security should precede individual rights? Does the government have the right to limit individual rights/freedoms to protect the country?”
 - In the second paragraph, use your evidence to support an individual’s rights and freedoms at all cost.
 - In the third paragraph, use your evidence to support the right of National Security and Safety.
 - The forth paragraph is your conclusion.

Remember that a paragraph has a topic sentence, 3 supporting detail sentences, and a conclusion.

2. Use the T chart below for a prewrite.
 3. Use the back of this paper to write your essay.
-

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Socratic Seminar

Self-Evaluation

Your participation leads to the group's deeper understanding of the themes and ideas.

	Beginning	Developing	Accomplished	Exemplary
Gives evidence and makes inferences.	Locates factual evidence with page number.	Locates evidence in support of an idea under discussion.	Uses evidence in the text to expand on, analyze or critique an idea.	Uses evidence in the text to create a new idea or draw connections among ideas.
Asks questions which lead to rich discussion and deeper group understanding.	Asks a question related to the current discussion.	Asks questions that evoke deeper responses from others.	Asks questions that connect ideas in the current discussion to previous comments.	Asks questions that relate the current discussion to bigger themes or ideas.
Acts in ways which contribute to building a group that is collaboratively searching for meaning.	Listens to others.	Asks questions to clarify what someone has said	Builds on another person's idea.	Connects the ideas of several students.

Debbie Abilock

© Grand Conversations

NoodleTools/NoodleTeach: Socratic Seminar Rubric

<http://www.NoodleTools.com/debbie/literacies/basic/LitClub/ssrubric.pdf>

© August 22, 2000, latest revision 7/29/08

SOCRATIC SEMINAR ANALYTIC RUBRIC

	Excellent	Good	Fair	Unsatisfactory
Conduct	Demonstrates respect for the learning process; has patience with different opinions and complexity; shows initiative by asking others for clarification; brings others into the conversation, moves the conversation forward; speaks to all of the participants; avoids talking too much.	Generally shows composure but may display impatience with contradictory or confusing ideas; comments, but does not necessarily encourage others to participate; may tend to address only the teacher or get into debates.	Participates and expresses a belief that his/her ideas are important in understanding the text; may make insightful comments but is either too forceful or too shy and does not contribute to the progress of the conversation; tends to debate, not dialogue.	Displays little respect for the learning process; argumentative; takes advantage of minor distractions; uses inappropriate language; speaks to individuals rather than ideas; arrives unprepared without notes, pencil/pen or perhaps even without the text.
Speaking & Reasoning	Understands question before answering; cites evidence from text; expresses thoughts in complete sentences; move conversation forward; makes connections between ideas; resolves apparent contradictory ideas; considers others' viewpoints, not only his/her own; avoids bad logic.	Responds to questions voluntarily; comments show an appreciation for the text but not an appreciation for the subtler points within it; comments are logical but not connected to other speakers; ideas interesting enough that others respond to them.	Responds to questions but may have to be called upon by others; has read the text but not put much effort into preparing questions and ideas for the seminar; comments take details into account but may not flow logically in conversation.	Extremely reluctant to participate even when called upon; comments illogical and meaningless; may mumble or express incomplete ideas; little or no account taken of previous comments or important ideas in the text.
Listening	Pays attention to details; writes down questions; responses take into account all participants; demonstrates that he/she has kept up; points out faulty logic respectfully; overcomes distractions.	Generally pays attention and responds thoughtfully to ideas and questions of other participants and the leader; absorption in own ideas may distract the participant from the ideas of others.	Appears to find some ideas unimportant while responding to others; may have to have questions or confusions repeated due to inattention; takes few notes during the seminar in response to ideas and comments.	Appears uninvolved in the seminar; comments display complete misinterpretation of questions or comments of other participants.
Reading	Thoroughly familiar with the text; has notations and questions in the margins; key words, phrases, and ideas are highlighted; possible contradictions identified; pronounces words correctly.	Has read the text and comes with some ideas from it but these may not be written out in advance; good understanding of the vocabulary but may mispronounce some new or foreign words.	Appears to have read or skimmed the text but has not marked the text or made meaningful notes or questions; shows difficulty with vocabulary; mispronounces important words; key concepts misunderstood; little evidence of serious reflection prior to the seminar.	Student is unprepared for the seminar; important words, phrases, ideas in the text are unfamiliar; no notes or questions marked in the text; no attempt made to get help with difficult material.

(Adapted with permission from Paul Raider)

The President's Order 9066
Equal Protection Under the Law?
Denise Boswell

The signing of Executive Order 9066 by President Franklin D. Roosevelt on February 13th 1942 was tied to the government's fear of espionage and sabotage along the West Coast by Japanese Americans as a result of the bombing of Pearl Harbor in December of 1941. This was one of a long line of federal and state laws that had restricted the rights of Japanese Americans over the years.

In 1873 the phrase "persons of African nativity or descent" was added to the Naturalization Act of 1790. This was used to deny citizenship to Japanese and other Asian immigrants until 1952. A U.S. district court ruled in 1894 that Japanese immigrants cannot become citizens because they are not "a free white person" as the Naturalization Act of 1790 requires. By 1913 California passed the Alien Land Law, forbidding "all aliens ineligible for citizenship" from owning land. Twelve other states adopted similar laws¹.

Prior to the bombing of Pearl Harbor, President Roosevelt commissioned the United States Intelligence report known as the "Munson Report." Munson reported, "There is no Japanese 'problem' on the Coast ... There is far more danger from Communists and people of the Bridges type on the Coast than there is from Japanese."²

By 1920 there were 111,000 Japanese Americans in the U.S., 82,000 were immigrants and 29,000 were born in the U.S. Japanese on the mainland, mostly west coast, worked in agriculture. They became successful farmers, fruit growers, fishermen, and small businessmen. Many settled in a small farming community near Sacramento, California becoming small truck farmers who grew fruits and vegetables. The success of the Japanese farmers fueled already tense racial lines between white citizens and the Japanese community in California, Washington, and Idaho.

¹ Grant, Nicole. 2008. Citing Websites. http://depts.washington.edu/civilr/alien_land_laws.htm (accessed May 4, 2012).

² Munson Report. Digital History. 2003. http://www.digitalhistory.uh.edu/learning_history/japanese_internment/munson_report.cfm. (accessed May 4, 2012).

After the bombing of Pearl Harbor, General DeWitt conferenced with Assistant Attorney General, Mr. James Rowe, Jr.. General DeWitt identified two threats to the West Coast of the United States. “First, the presence of approximately 288,000 enemy aliens-or alien enemies-which we have to watch.” “concerned with their seriousness to the large number of very important defense installations and factories on the coast.”³ There were 42,000 native born Japanese in California. General DeWitt asked for two things to happen. The first is to have the authority to search, enter, and arrest without going to the United States Attorney for a warrant. The second is a complete and accurate registration of all Japanese immigrants.

On February 19, 1942 President Franklin Roosevelt signed Executive Order 9066. This order authorized the evacuation of all persons deemed a threat to national security from the West Coast to relocation centers further inland. President Roosevelt makes no mention of Japanese ancestry anywhere in the document. It was at the discretion of the Secretary of War and Commanding Officers to determine who was a deemed a threat. President Roosevelt felt “the successful prosecution of the war requires every possible protection against espionage and sabotage to national defense materials,...premises, and utilities.”⁴

More than 122,000 men, women and children were evacuated to one of 10 relocation camps. The camps were in remote areas in 6 western states and Arkansas. Nearly 70,000 of the evacuees were American citizens. The government made no charges against them. All lost their personal liberties as well as homes and property.

Several Japanese Americans challenged the government’s decision. Korematsu V US was heard before the United States Supreme Court. Justice Hugo Black stated, “ that all legal restrictions that curtail the civil rights of a single racial group are immediately suspect.”⁵ The Supreme Court did not find in favor of Korematsu

³ Conference with General De Witt" at Office of Commanding General, Headquarters Western Defense Command and Fourth Army; January 4, 1942. ARC Identifier: 296057. Citing Website. <http://www.archives.gov/education/lessons/japanese-relocation/> (accessed May 4, 2012).

⁴ Executive Order 9066: Resulting in the Relocation of Japanese (1942). Citing Websites. <http://www.ourdocuments.gov/doc.php?flash=true&doc=74>. (accessed May 4, 2012).

⁵ Korematsu v. United States (1944) *Japanese Internment, Equal Protection*. Citing Websites. http://www.streetlaw.org/en/landmark/cases/korematsu_v_united_states#Tab=Overview. (Accessed May 4, 2012).

finding that “Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire.”⁶

In 1968 the federal government provided compensation to those who lost property as a result of their internment. On August 10, 1988 Congress enacted the Civil Liberties Act and authorized a payment of \$20,000 to surviving internees. President Bill Clinton gave an apology to the families of Japanese Americans who were denied their fundamental liberties during WWII on October 1, 1993.

Today local groups are fighting to protect what’s left of the camps. Preservationists have a difficult task ahead of them. The camps are on forgotten land far from urban centers, and they don’t represent one of our country’s prouder moments.⁷ It is important for us not to forget about the internment of the Japanese during WWII. Education is the key to securing our Civil Liberties for future Americans.

⁶ Korematsu v. United States (1944) *Japanese Internment, Equal Protection*. Citing Websites. http://www.streetlaw.org/en/landmark/cases/korematsu_v_united_states#Tab=Overview. (Accessed May 4, 2012).

⁷ Carroll, James. 1989. Citing Websites. <http://worldatwar.abc-clio.com/Analyze/Display/129643?sid=759313&cid=view=print> (accessed may 4, 2012).