

# Executive Order 9066 - LESSON PLAN

## Essential Question

Was the order to incarcerate Japanese Americans during World War II justified?

**TOPIC:** Executive Order 9066 (using primary and secondary source materials)

**LESSON DESIGNED FOR:** Grades 11-12

**TIME:** Part 1: 50 min. - Small group primary source study

(Recommended PRE-VISIT lesson for use before visiting Go For Broke National Education Center exhibition)

Part 2: 2-3 hours - Group research and presentations

Part 3: 60 min. – Argumentative essay

**CALIFORNIA STANDARDS ADDRESSED:** (see end of lesson)

### OBJECTIVES:

#### Part 1

1. Students will analyze primary source documents and determine their significance.
2. Students will associate primary source documents with their historical periods.

#### Part 2

3. Students will analyze the political and social climate toward Japanese Americans before and after the bombing of Pearl Harbor.
4. Students will assess the impact of the removal orders on those who were affected.
5. Students will analyze US government justification for the removal orders.
6. Students will summarize at least one famous Supreme Court case challenging the order.
7. Students will compare US government justification for the forced removal with government findings almost 40 years later.
8. Students will summarize the most important ideas based upon the use of primary and secondary source materials into concise phrases in oral presentations.

#### Part 3

9. Students will evaluate the World War II era decision to incarcerate Americans of Japanese ancestry, formulate an opinion, and support that opinion in an argumentative essay.

### RESOURCES NEEDED:

1. Appendix A: Photo of Tule Lake incarceration camp (optional: copies for each small group, Part 1, step #6)
2. Appendix B: Photo of Santa Anita camp's guard tower (optional: copies for each small group, Part 1, step #6)
3. Photo Analysis Worksheet (Designed and developed by the Education Staff, National Archives and Records Administration),  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
4. Appendix C: Removal Notice relating to Executive Order 9066 OR  
[http://www.goforbroke.org/learn/classroom/teachers/lesson\\_plans/EO-33.pdf](http://www.goforbroke.org/learn/classroom/teachers/lesson_plans/EO-33.pdf)
5. Written Document Analysis Worksheet (Designed and developed by the Education Staff, National Archives and Records Administration),  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
6. Appendix D: Photograph of assembly point per Removal Notice
7. Appendix E: Photograph of arrival at Santa Anita Race Track (temporary detention center)
8. Appendix F: Rubric for oral presentations.
9. Paper and pen/pencil
10. Computers with Internet access (Part 2 research)
11. US Government film, "Japanese Relocation," (Courtesy of the National Archives and Records Administration)  
<https://www.awesomestories.com/asset/view/Japanese-Relocation-U.S.-Government-Film>  
or on YouTube: <https://www.youtube.com/watch?v=ja5o5deardA> .

**HISTORICAL CONTEXT:**

World War II was a major pinnacle in American history. America was at war with Germany, Italy, and Japan. All Americans were impacted in some way, but unlike those with German or Italian ancestry, Japanese Americans experienced forced removal to incarceration camps and the loss of their civil liberties as a result of Executive Order 9066 signed by President Franklin D. Roosevelt on February 19, 1942. Although Executive Order 9066 gave the authorization for the forced removal, the document detailing “who, what, when, and where” that has become synonymous with the forced removal begins with the words, “Instructions to All Persons of Japanese Ancestry Living in the Following Areas . . . .” These orders affected the lives of over 110,000 persons of Japanese ancestry who were living on the West Coast of the United States [two-thirds of whom were born in this country as American citizens].

**SYNOPSIS:**

**In Part 1**, students will be introduced to the unit through a close reading of a primary source document, the Removal Notice (“Instructions to All Persons of Japanese Ancestry. . . .”), as they complete a worksheet guiding them through document analysis. Students will share their responses to the worksheet in a class discussion.

**In Part 2**, groups will select a topic from a list provided, research the topic using recommended sources, which will include justification for and against the orders, and then present their findings to the class.

**In Part 3**, students will write an argumentative essay either for or against the removal orders (Essential Question).

**PART 1 – 50 MIN. GROUP STUDY AND CLASS DISCUSSION (OF PRIMARY SOURCE)****Instructions to teacher:**

This portion of the lesson will be effective if students have no prior knowledge. No warm-up activity is necessary, although the Boot Camp narratives and/or glossary [on [www.goforbroke.org](http://www.goforbroke.org)] will be valuable resources if needed (e.g., “Executive Order 9066,” “Incarceration Camps,” and “Racial Hostility Toward Japanese Americans Before WWII”).

**Introduction (hook):**

1. Show Appendix A and B photos.
2. Use or distribute copies of the Photo Analysis Worksheet from the National Archives ([http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)) and discuss as a class (class can be divided in half: one group can study Appendix A photo and the other group can study the Appendix B photo).

OR ask these questions

- What do you see or notice?
- What do you think about that?
- What does it make you wonder?

3. After the discussion, say,

“Imagine that you woke up one morning and found flyers posted around your neighborhood. These posters were orders for you to leave your home for an unknown period and unknown destination with no explanation.”

“What would be your immediate thoughts and reactions? What would you do? Is this possible? Has it ever happened in this country?”

“Let’s find out.”

4. Tell students that in small groups, they will be studying a document from World War II, Appendix C. They will have 25 minutes to discuss the questions on the Written Document Analysis Worksheet and complete the worksheet, then regroup as a class to discuss.
5. Divide class in small groups.
6. Display and distribute Appendix C - copies of the Removal Order (relating to Executive Order 9066) (or they can access through the Internet).

7. Distribute copies of the Written Document Analysis Worksheet.  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
8. Give instructions to students:
  - Work only with the document: no additional research yet.
  - A student from each group will come to the board and write one response to #6A of the Written Document Analysis Worksheet (“List three things the author said that you think are important”).
  - When groups are finished with the worksheet and are waiting for the other students, they can examine the Appendix A and B photos (more carefully) and answer the question--what do they want to know or learn about the events in these photos?
9. Reconvene as a class and discuss comments and answers to the Written Document Analysis Worksheet.
10. Examine and discuss each group’s (#6A) response that they wrote on the board.  
 Ask students to explain their responses.
11. Now that the students have seen the two photographs (Appendix A and B) and studied the Removal Notice (Appendix C), ask them what they want to know about the photographs and the document. Write these down. Some of their questions should be answered in the research in Part 2.
12. Display and distribute copies of Appendix D & E photographs.
13. Use the Photo Analysis Worksheet as a guide and discuss Appendix D & E photos as a class,  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)  
 Some details to capture:
  - What do they observe in Appendix D photograph? (assembly, transportation, attire, etc.) [Note: Suits were worn instead of being packed into suitcases to maximize space in luggage.]
  - Appendix E photograph: What do they observe? Where was the photograph taken? [Santa Anita – see Boot Camp Glossary].
14. Tell students that Americans were shown the following film in movie theaters around 1942-1943 before the featured film (in the days before television and computers).
15. Before showing the film, write these questions on the board for students to think about as they watch it:
  - What was the central message?
  - How convincing was the message?
  - What were the strengths in communicating the message?
  - What was the mood or tone of the film?
  - What were some words that were effective in communicating the message or convincing you?
  - What was left out of the message?
16. Show US Government film (10 min), “Japanese Relocation,”  
<https://www.awesomestories.com/asset/view/Japanese-Relocation-U.S.-Government-Film>  
 (Courtesy of the National Archives and Records Administration), also on YouTube,  
<https://www.youtube.com/watch?v=ja5o5deardA>
17. After viewing the film, discuss the questions on the board.
18. Tell students that the next part of the lesson will be to look for information that will help them understand what happened. They will also be exploring the issue from both sides, those who were in favor of the incarceration and those who were opposed. As they learn, they should be thinking about their personal opinion on the topic (Essential Question).

## Part 2: 2 HRS. GROUP RESEARCH & PREPARATION FOR PRESENTATION

**Note to Teacher:** Students have raised questions during their group review of the primary source documents in Part 1 (e.g., Photo Analysis Worksheet #3; Written Document Analysis Worksheet #6E). Ensure that their questions are included in one of the topics below that are assigned for research. Add additional topics as needed.

### Instructions to Teacher:

1. Arrange for student use of computers with Internet access (laptop cart; library; computer lab, etc.).
2. Display photos of Appendix A, B, D & E prominently for students as a reminder of the Essential Question.
3. Tell students that they are going to find answers to the questions that they identified earlier (they were put on the board) as well as explore other topics that will help them understand this unit.
4. Divide students into small groups (or use the same groups from Part 1).
5. Each group selects or teacher assigns one of the following topics to research and develop into an (electronic) presentation to the class.
6. Tell students the minimum criteria that is expected in their research and presentation.  
See Appendix F, Rubric for Presentations.
7. Each person must prepare **at least** 2 to 4 slides and speak about each one during the presentation.
8. Remind students that they are finding information that will help them answer the Essential Question, Was the incarceration of Japanese Americans during World War II justified?
9. After the presentation of their summaries to the class, students will begin developing an answer to the Essential Question (in preparation for Part 3 argumentative essay).
10. (Optional) Require APA or MLA source citations, ref. Purdue University Online Writing Lab (OWL)

(<https://owl.english.purdue.edu/owl/>)

**Note:** Please report any broken links to [learningcenter@goforbroke.org](mailto:learningcenter@goforbroke.org).

### TOPICS FOR RESEARCH with recommended sources

- **Topic #1: Attitude Toward Japanese Americans Before World War II:**

**Examine the social climate toward Japanese Americans before 1941.**

Secondary Sources:

- 1) See left column -- "History of Racism" and each of the subtopics ("Racism in the 1940s," "Anti-Japanese Groups," "Institutionalized Racism," "Myths & Stereotypes.")

<http://densho.org/causes/default.asp>

Primary Sources:

- 2) See video clips on above webpages: <http://densho.org/causes/default.asp>  
"Frank Y. Recalls ..." on "Racism in the 1940s" page;  
"Japanese Exclusion League Will Finish . . ." on "Anti-Japanese Groups" page;
- 3) San Francisco articles, "Asiatic Coolie Invasion," April and May, 1906  
<http://www.sfmuseum.org/1906.2/invasion.html>

- **Topic #2: Social climate after Pearl Harbor**

**Examine the social climate toward Japanese Americans after Pearl Harbor was bombed.**

Primary Sources:

Go to <http://densho.org/>

Go to "Causes of the Incarceration." On left of screen, click on "Wartime Hysteria."

Watch these two videos:

- 1) "Are You a Human Being," interview with Mutsuko H.
- 2) "Joseph F. Tells How an Army Friend . . ."

Secondary Sources:

- 3) densho.org. Go to "Causes of Incarceration," click on and read articles "Wartime Hysteria," and "Impact of False Claims."

- **Topic #3: Role of the Media**

**Analyze how Japanese Americans were portrayed in the media.**

Primary Sources:

\_\_\_ Go to <http://densho.org>

\_\_\_ Go to “Causes of the Incarceration.”

\_\_\_ On the left of screen, click on “Wartime Hysteria.”

\_\_\_ Then click on “News Media.”

1) Read Henry McLemore’s editorial in the *Seattle Times*, Jan. 30, 1942.

2) Watch the video, “Gene A describes his early memories of racist news articles.”

Secondary Sources:

\_\_\_ Go to <http://densho.org>

\_\_\_ Go to “Causes of Incarceration.”

\_\_\_ Click on, “News Media.”

\_\_\_ Read article,

3) “What Role Did the Media Play?”

- **Topic #4: WWII American Political & Military Leaders’ Attitudes**

**Analyze American political and military leaders’ attitudes toward incarceration**

Secondary Sources:

1) John DeWitt

[http://encyclopedia.densho.org/John\\_DeWitt/](http://encyclopedia.densho.org/John_DeWitt/) (see The Road to Executive Order 9066)

2) “Karl Bendetsen” (see A Crucial Meeting; Executive Order 9066; After EO 9066; Commission....)

[http://encyclopedia.densho.org/Karl\\_Bendetsen/](http://encyclopedia.densho.org/Karl_Bendetsen/)

3) “Henry L. Stimson” (see The War Years)

[http://encyclopedia.densho.org/Henry\\_Stimson/](http://encyclopedia.densho.org/Henry_Stimson/)

4) “Frances Biddle” (see Wartime Attorney & After EO 9066)

[http://encyclopedia.densho.org/Francis\\_Biddle/](http://encyclopedia.densho.org/Francis_Biddle/)

5) J. Edgar Hoover (see Japanese American Incarceration)

[http://encyclopedia.densho.org/J.\\_Edgar\\_Hoover](http://encyclopedia.densho.org/J._Edgar_Hoover)

- **Topic #5: Arguments For and Against Incarceration**

**Summarize the arguments supporting and opposing the incarceration of Japanese Americans**

Secondary Sources: (Scroll appropriate section of article)

1) <http://www.armchairgeneral.com/japanese-american-internment-during-world-war-ii.htm>

2) <http://historymatters.gmu.edu/d/5151> (court decision)

- **Topic #6: Two Supreme Court Cases: Hirabayashi v United States; & Korematsu v United States**

**Summarize the important facts of the cases and the Supreme Court decisions.**

**Hirabayashi v United States (Secondary Source):**

1) [http://encyclopedia.densho.org/Hirabayashi\\_v.\\_United\\_States/](http://encyclopedia.densho.org/Hirabayashi_v._United_States/)

**Korematsu v United States (Secondary Sources):**

2) [http://www.pbs.org/wnet/supremecourt/personality/landmark\\_korematsu.html](http://www.pbs.org/wnet/supremecourt/personality/landmark_korematsu.html) (PBS.org)

3) [http://encyclopedia.densho.org/Korematsu\\_v.\\_United\\_States/](http://encyclopedia.densho.org/Korematsu_v._United_States/) (densho.org)

4) <http://historymatters.gmu.edu/d/5151> (history matters.gmu.edu)

**Korematsu v United States (Primary Source):**

5) <http://encyclopedia.densho.org/sources/en-denshopd-i67-00105-1/>

(read memo and see note below it, which explains the purpose of the memo)

- **Topic #7: Commission on Wartime Relocation and Internment of Civilians (CWRIC)**

**Explain the role of the CWRIC and summarize its findings and recommendations**

Secondary Source

- 1) See “Specific Findings and Recommendations” and “Impact” at Densho.org  
[http://encyclopedia.densho.org/Commission\\_on\\_Wartime\\_Relocation\\_and\\_Internment\\_of\\_Civilians/](http://encyclopedia.densho.org/Commission_on_Wartime_Relocation_and_Internment_of_Civilians/)
- 2) “Redress and Reparations”  
<http://caamedia.org/jainternment/postwar/redress.html>

- **Topic #8: The U.S. Government Review**

**Summarize the conclusion of the U.S. Department of Justice’s review of the case**

Primary Source:

<http://www.justice.gov/opa/blog/confession-error-solicitor-generals-mistakes-during-japanese-american-internment-cases>

- **Topic #9: Reactions of Japanese Americans**

Primary Sources:

- 1) <http://historymatters.gmu.edu/d/5152> (Interview with Older Nisei)
- 2) [http://www.goforbroke.org/oral\\_histories/oral\\_histories\\_video.php#incarceration](http://www.goforbroke.org/oral_histories/oral_histories_video.php#incarceration)  
(Four videos under “Incarceration Experience” headline)

## **Part 2: 1 HOUR - ORAL PRESENTATIONS BY GROUP**

1. Provide note-taking guide for students to identify key words or facts during presentations.
2. Groups make their presentations to the class.
3. Rubrics – See Appendix F
4. Review the Essential Question, “Was the order to incarcerate Japanese Americans during World War II justified?” and use the board to summarize the Pros and Cons on the topic.
5. Discussion: Compare the Pros and Cons for the incarceration that were generated:  
Use the “True For Who” Visible Thinking routine to investigate truths about some of the perspectives (Pros and Cons) of the incarceration (<http://www.visiblethinkingpz.org>). See guide below:
  - DISCUSS: Who made the claim? What kind of situation was the claim made in? (What were people’s interests and goals? What was at stake?)
  - BRAINSTORM: Make a list of all of the different points of view that you could look at this claim from.
  - DRAMATIZE: Choose a viewpoint to embody and imagine the stance a person from this viewpoint would be likely to take. Would he or she think that the claim is true? False? Uncertain? Why? Say:
    - My viewpoint is . . .
    - I think that the incarceration was justified because . . .
    - I think that the incarceration was not justified because . . .
    - What would convince me to change my mind is . . .
  - STAND BACK: Step outside of the circle of viewpoints and take everything into account:  
What is your conclusion or stance? What new ideas or questions do you have?
6. Explain to students that Part 3 (essay) will answer the Essential Question and will be a synthesis of the information from the following:
  - the research;
  - the presentations;
  - the analyses of the primary source documents;
  - the government film;
  - class and small group discussions

### **PART 3: 60 MIN. ARGUMENTATIVE ESSAY**

1. Students will write an argumentative essay on the Essential Question, Was the incarceration of Japanese Americans justified? Their notes from the oral presentations and class discussions might be useful resource tools. Students must include:

- Thesis statement
- Reasons supporting argument or perspective
- Quote with explanation
- 2 reasons to support your position with details (facts, examples, etc.)
- 1 reason that is opposed to your position with rebuttal or rejection and explanation
- Conclusion

See Rubric for argumentative essay,

[http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics\\_Gr11-12.pdf](http://www.schoolimprovement.com/docs/Common%20Core%20Rubrics_Gr11-12.pdf) (page 3)

2. For further class discussion: ASK STUDENTS:

- If you were a non-Japanese person living in 1942 in California, how do you think you would have reacted to news of the removal of Japanese Americans?
- What do you think was the greatest influence on the attitudes of non-Japanese in 1942 California?
- What information or kind of source material has influenced your opinion today?
- What was the main issue in the decision by the US government to remove Japanese Americans?
- How do you think Japanese Americans felt at the time of the court rulings (Hirabayashi and Korematsu cases)?
- Could a forced mass removal under something similar to Executive Order 9066 be carried out today with another group of people?
- Under what conditions might this be possible?
- Did we come close to something like this in the early part of this century?
- Why is this order being criticized as being unjust and unfair?
- Why was and is this order defended, even today, by some people?

### **ENRICHMENT:**

The story of Gordon Hirabayashi and his court case are chronicled in a biography published in 2014 by the University of Washington Press called *A Principled Stand: The Story of Hirabayashi v. United States*. Highly recommended for high school and college students.

Incorporate the Visible Thinking routine, “Circle of Viewpoints” (Harvard Project Zero--<http://www.visiblethinking.org>), which encourages students to consider diverse perspectives associated with this topic. Students brainstorm various viewpoints---either individually, in small groups, or as a class---then prepare a “character” to embody their chosen viewpoints (and hopefully, emotions and feelings of the character’s viewpoint), and finally, share them with classmates. At the end, teachers can lead a discussion with questions such as, “What new ideas do you have about the topic that you didn’t have before?” and “What new questions do you have?”

Research Guantanamo Bay Detention Center and the story of the detainees. Compare this to the experience of Japanese Americans and the World War II American incarceration camps.

Compare and contrast the provisions of the USA Patriot Act of 2001 and Executive Order 9066 as they were passed. Also examine the 1980 review of Executive Order 9066 by the Commission on Wartime Relocation and Internment of Civilians with the increased attention to the USA Patriot Act because of its pending expiration in June 2015.

Host a debate of the Essential Question.

## COMMON CORE STATE STANDARDS (CCSS) > GRADES 11-12

<http://www.corestandards.org/ELA-Literacy/RH/11-12/>

### “Key Ideas and Details”

**RH 1** – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**RH 2** – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH 3** – Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### “Craft and Structure”

**RH 4** – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.

**RH 6** – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

### “Integration of Knowledge and Ideas”

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

**RH 8** – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

**RH 9** – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## HISTORICAL THINKING STANDARDS

<http://www.nchs.ucla.edu/history-standards/historical-thinking-standards/overview>

**Standard 2 – Historical Comprehension:** The student comprehends a variety of historical sources.

**Standard 3 – Historical Analysis and Interpretation:** The student engages in historical analysis and interpretation.

**Standard 4 – Historical Issues--Analysis and Decision-Making:** The student evaluates the implementation of a decision on an issue and formulates a position on it.

**Contest Era 8 (1929-1945)** – The student understands the character of World War II at home and abroad, and its reshaping of the US role in world affairs.

## C3 FRAMEWORK FOR SOCIAL STUDIES STATE STANDARDS –COLLEGE, CAREER & CIVIC LIFE: BY THE END OF GRADE 12

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

### “Constructing Compelling Questions”

**D1.2** – Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

### “Change, Continuity, and Context”

**D2.His.1** – Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

### “Perspectives”

**D2.His.4** – Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.

**D2.His.7** – Explain how the perspectives of people in the present shape interpretations of the past.

**“Causation and Argumentation”**

**D2.His.14** – Analyze multiple and complex causes and effects of events in the past.

**D2.His.16** – Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**“Communicating and Critiquing Conclusions”**

**D4.1** – Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

**APPENDIX A**

Tule Lake.

*Courtesy of the National Archives and Records Administration.*



**APPENDIX B**

Santa Anita detention facility.

*Courtesy of Clem Albers, War Relocation Authority.*



Densho Digital Archive, 2008

**APPENDIX C**  
**Removal Notice**

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

Presidio of San Francisco, California  
April 1, 1942

**INSTRUCTIONS**  
**TO ALL PERSONS OF**  
**JAPANESE**  
**ANCESTRY**

**Living in the Following Area:**

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

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

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

1701 Van Ness Avenue  
San Francisco, California

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 including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
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, as specified below.

**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., Thursday, April 2, 1942, or between 8:00 a. m. and 5:00 p. m., Friday, April 3, 1942.
2. Evacuees must carry with them on departure for the Reception 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) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
  - (e) 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 received 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.

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

3. 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 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.

4. Each family, and individual living alone, will be furnished transportation to the Reception 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 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.**

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

SEE CIVILIAN EXCLUSION ORDER NO. 5

**APPENDIX D**

Assembly Point per Removal Orders  
*Courtesy of the National Archives and Records Administration.*



**APPENDIX E**

Arrival at Santa Anita detention facility.  
*Courtesy of the National Archives and Records Administration.*



**APPENDIX F  
RUBRIC FOR PRESENTATIONS:**

**NAME OF PRESENTER** \_\_\_\_\_

**TOPIC** \_\_\_\_\_

**OTHER GROUP MEMBERS** \_\_\_\_\_

<b>RUBRIC</b>	Needs Work	Satisfactory	Very Good	Distinguished
	1	2	3	4
<b>DELIVERY</b>				
Eye Contact				
Voice Projection				
Enunciation (spoke clearly)				
Confidence; Rehearsal Evident				
<b>CONTENT</b>				
Information organized				
Information clearly presented				
Slides appealing				
Shows understanding of material				
Details/Support provided				
Grammar/mechanics				
Proper cited sources				