

LIVES LEFT BEHIND DURING WWII -- LESSON PLAN

Essential Question

How did the forced evacuation of Japanese Americans during WWII impact their lives?

TOPIC: Lives Left Behind During WWII – Primary Sources

GRADES: 9-12

TIME: 1 to 2 hours

OBJECTIVES:

1. Students will analyze WWII photos, oral histories and personal accounts/memoirs of Japanese Americans on the West Coast to determine how their lives were impacted by the forced evacuation mandated by Executive Order 9066.
2. Students will evaluate how their own lives would be impacted if such orders were issued today.

RESOURCES NEEDED:

1. Student use of computers with Internet access (or copies of Appendices)
2. Teacher: Projector and laptop/computer with audio for oral histories
3. (Optional): Ear pods or headphones for students if oral histories are for independent classwork
4. White board with markers (or white poster paper and tape)
5. (Students) Writing pens/pencils
6. **Appendix A:** Cartoon, “What Would You Do?”
7. **Appendix B:** Sequence of Events
8. **Appendix C:** Map of Pacific military zone and camp locations
https://commons.wikimedia.org/wiki/File:Map_of_World_War_II_Japanese_American_internment_camps.png
9. **Appendix D:** Sound Recording Analysis Worksheet
10. **Appendix E:** Oral History Links & Transcriptions
11. **Appendix F:** Sample Photo and Worksheet
12. (Optional) **Slideshow** (compilation of all photos in Appendix F), Linked with Lesson Plan
13. **Appendix G:** Photo Analysis Worksheet
14. **Appendix H:** Photo Analysis Sets 1-6
15. **Appendix I:** Personal Accounts/Memoirs and Questions
16. **Appendix J:** Camp Closing 1946

HISTORICAL CONTEXT:

After the bombing of Pearl Harbor, President Franklin D. Roosevelt signed Executive Order 9066 which directed the removal of all Americans of Japanese descent from the West Coast of the US to incarceration camps in 10 isolated locations in the country, or offered the choice of forced removal to states away from the Pacific military zone. This action set the stage for major domestic changes in the lives of these Americans of Japanese descent who were uprooted from their homes and livelihoods, and who not only lost their civil liberties, but in many cases, lost much of what they had owned. Adults in the family who were leaders in church, school or the community were arrested by the FBI beginning in 1941 and held in detention (isolation) camps in locations often unknown to their families. These Americans of Japanese descent had not only material losses, but experienced psychological issues of identity, self-esteem, anxiety and anger, coupled with the sociological impact on the family structure. The forced removal, first to temporary assembly centers, then to incarceration camps, began in February 1942 and affected approximately 120,000 Americans of Japanese descent, most of whom were American citizens by birth and about half of whom were children. The last of the ten camps closed in 1946, but rebuilding their lives after release proved to be more than just a financial struggle.

Justification provided for this order was military necessity and protection of the Japanese Americans from Americans angry about the bombing of Pearl Harbor. Decades later, President Ronald Reagan issued an apology, and Congress passed the Civil Liberties Act of 1988 which awarded financial reparations to those incarcerated or to their survivors.

SYNOPSIS:

Utilizing primary sources, students will study photos, listen to/read transcriptions of oral histories, and read personal accounts/memoirs to determine how the forced removal affected the lives of Japanese Americans living on the West Coast after the bombing of Pearl Harbor. Students will then apply past history to their current lives in determining how such an event would impact them today.

INSTRUCTIONS TO THE TEACHER:

For background information, refer to [Boot Camp](#) and [History in a Minute](#) which contain short narratives and a glossary of the following significant events: [Executive Order 9066](#) and [Japanese American history prior to WWII](#).

A short documentary film on YouTube, “Witness: The Legacy of Heart Mountain,” may also be helpful. See <https://www.youtube.com/watch?v=EHyChWcNpQ>.

1. **Hook:** Show **Appendix A**. Tell students,

“Imagine that your last name begins with the letter “S.” The US military has been ordered to round up all people whose last name begins with the letter “S.” Justification is for their protection. You are told that you have 5 days to evacuate your home. You can only take what you can carry. No pets or electronic devices. You must report to the nearest high school. Your destination and the duration that you will remain there are not revealed.”

Discuss: (students might reflect on this via quick-writes or discuss with another classmate)

- What would you think? What would your family members think?
- What would you do?
- How would you feel?

“Something like this happened in this country during World War II to many American citizens based solely on ancestry. We’re going to learn how the lives of these people, Americans of Japanese ancestry on the West Coast, were impacted.” **[Essential Question]**

2. Background Info: Show **Appendix B** which captures the sequence of events leading to the incarceration camps and provides background information and a frame of reference. Provide additional information or clarification if needed.
3. **State the Essential Question**, “How did the forced evacuation of Japanese Americans during WWII impact their lives?”
4. Show students **Appendix C** and invite their observations. Explain in detail, if needed.

ORAL HISTORIES/INTERVIEWS

5. Tell students they will listen to oral histories (interviews) of former incarcerated.
6. Distribute **Appendix D**, Sound Recording Analysis Worksheet (adapted from the National Archives).
7. Distribute **Appendix E**, Oral Histories and Transcripts.
8. Use links to access the oral histories. Students can read transcripts provided as hardcopies or view them via projection onto a screen. They should complete the worksheet as they listen/read.
9. Upon completion, briefly discuss the important things they heard. Students might post questions, key concepts, words, or statements on the board.
10. Tell students to set aside the worksheet. They will now study photos taken during that time period.
11. Model their small group activity with **Appendix F**, Sample Photo Analysis and Worksheet.
12. Divide students into small groups.

PHOTOS [SMALL GROUPS]

13. Give each student a copy of **Appendix G**, Photo Analysis Worksheet. Remind them of the last instruction on the worksheet, which is to put the 6 photos in chronological order (the first to happen, then the last one at the end).
14. Each group is assigned a different set of photos (**Appendix H**).
Note: Or assign 6 students to a small group: each student studies one photo. In this case, use the Photo Analysis Worksheet found at:
http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf.
15. Allow time for groups to analyze and sequence the photos and complete the form (**Appendix G**).
16. Upon completion, regroup as a class.
17. Show each set of photos and invite groups to share their observations and write on the board. For “Questions Raised,” write these in a separate column on the white board. Students should explain their sequencing of the six photos.
18. **Optional:** Present [slideshow](#) which includes photos studied by students. Write comments on board.
19. Restate the **Essential Question**, “How did the forced evacuation of Japanese Americans affect their lives?” Document student responses for further class review.
20. Tell students to set aside the Photo Analysis Worksheets.

PERSONAL ACCOUNTS/MEMOIRS

21. Distribute copies of **Appendix I**. As a class or independently, students will read the personal accounts/memoirs and provide responses at the bottom of the sheet.
22. Upon completion of worksheet, invite student responses and add them to the list of comments generated in #9, #17, #19, as applicable.
23. Show **Appendix J**. Invite their comments. Add them to the list on the board, as applicable.
24. Revisit the “Questions Raised” that they identified on their Photo Analysis Worksheet and determine answers or where they can find answers.

RESPONSE TO ESSENTIAL QUESTION

25. Restate the **Essential Question**: “How did the forced evacuation of Japanese Americans during WWII impact their lives?”
26. Tell students to use the information from their analysis of primary documents (in Appendices D, G & I) to answer the Essential Question (e.g., quick-write, short paragraph, short essay).
27. See “Homework” or “Classwork” in next section for application to students’ lives today.

APPLICATION [HOMEWORK or CLASSWORK]

Tell students:

If a similar forced removal and incarceration were to happen to you today, what would you do?

Conditions: (1) no electronic devices can be taken; (2) no pets; (3) only what you can carry; (4) unknown destination; (5) unknown time away; (6) five days to prepare and assemble at designated location. Reflect on what things you would take, what actions you would do before you left, then write your response. 200 to 250 words.

RUBRIC	Well thought out; thorough	Identifies some items and actions; could do more	Gives minimal thought and effort
	3	2	1
Brief introduction			
What items would you take?			
What actions would you take?			
Follows conditions stipulated above: (1) (2) (3); 200-250 words			
SUBTOTAL POINTS			
TOTAL POINTS			

ENRICHMENT/EXTENSIONS

1. Create a questionnaire and interview someone, American citizen or not, who lived through WWII, and determine how the war affected their lives. Those of Japanese, German, Italian, and Jewish descent might be particularly interesting.
2. View a documentary film, *Children of the Camps*, by Ina Satsuki, Ph.D., to examine the effects of the forced removal and containment on Japanese American children. Trailer on YouTube, <https://www.youtube.com/watch?v=zOUd7R68ZOo>. “Recommended for grades 11+: intense scenes from adult therapy group sessions with brief, explicit language that is censored.” See summary on website, <http://caamedia.org/films/children-of-the-camps/>
3. Read and compare two articles to determine the effects of the forced removal of Japanese Americans from the West Coast on the California farming industry, <http://www.sfmuseum.org/hist9/harvest.html>. Courtesy of the Virtual Museum of the City of San Francisco.
4. Reflection: How were the conditions—political, social, economic---different in 1942 for the Japanese Americans than they are today?
5. Compare the information about the camps from the primary sources identified in this lesson with the US Government propaganda film, “Japanese Relocation,” <https://www.youtube.com/watch?v=ja5o5deardA> (9 minutes total but view from the 3 min 30 sec mark)
6. Perform a Close Reading of the following article from Densho.org: http://encyclopedia.densho.org/Psychological_effects_of_camp/. Compare this secondary source with the primary source materials used in this lesson (photos, oral histories/interviews, personal accounts).
7. See other lesson plans at www.goforbroke.org (e.g., Executive Order 9066; Japanese American Soldier, etc.).

SUGGESTED READING

Dear Miss Breed: True Stories of the Japanese American Incarceration During World War II and the Librarian Who Made a Difference. Joanne Oppenheim, 2006. Based on primary sources.

Infamy: the shocking story of the Japanese American internment in World War II. Richard Reeves, 2015. 285 p. Nonfiction; appropriate for high school.

Stanley Hayami: Nisei Son. His Diary, Letters and Story. Annotated by Joanne Oppenheim, 2008. Based on primary sources.

COMMON CORE STATE STANDARDS (CCSS) > GRADES 9-12

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

“Key Ideas and Details”

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.

“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 1 – Chronological Thinking – The student establishes a temporal order of events.

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.

Content 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>

“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.

D2.His 2 – Analyze change and continuity in historical eras.

“Perspectives”

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

“Historical Sources and Evidence”

D2.His 9 – Analyze the relationship between historical sources and the secondary interpretations made from them.

D2.His 11 – Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His 12 – Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

“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.

APPENDIX A

Courtesy of Go For Broke National Education Center

“WHAT WOULD YOU DO?”



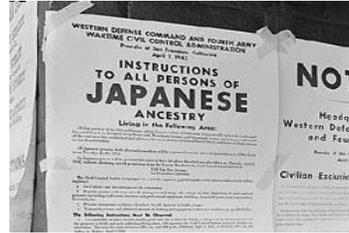
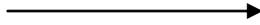
APPENDIX B
SEQUENCE OF EVENTS

FIRST

THEN



BOMBING OF PEARL HARBOR
Courtesy of the Library of Congress



**WEST COAST
JAPANESE AMERICANS:
EXECUTIVE ORDER 9066
REMOVAL ORDER**
Courtesy of the National Archives
and Records Administration



**ISOLATION
CENTERS**
"Enemy Aliens"

**TEMPORARY
DETENTION
CENTERS**
i.e., Santa Anita
Race Track

REFUSE: IMPRISONMENT

OR
SENT TO JAPAN


**GO TO ONE OF
10 CAMPS**

Courtesy of the
National Archives and
Records Administration

**MOVE EAST OF
MILITARY
EXCLUSION ZONE
(College, work)**

Courtesy of
Seattletimes.com

APPENDIX C
PACIFIC MILITARY ZONE (EXCLUSION AREA)
 Courtesy of the National Park Service via Wikimedia Commons

WCCA Assembly Centers (temporary locations such as Santa Anita Racetrack, etc.)
WRA Relocation Centers = the ten incarceration camps



APPENDIX D
SOUND RECORDING ANALYSIS WORKSHEET
Adapted from the Sound Recording Analysis Worksheet
created by the National Archives and Records Administration

Student Name _____

Interview #	Whose Voice? Date of recording?	Three Important Things Heard in Recording
1		
2		
3		

APPENDIX E
ORAL HISTORY LINKS & TRANSCRIPTS - Page 1 of 2
USE APPENDIX D, SOUND RECORDING ANALYSIS WORKSHEET
 Either read transcript and/or listen to oral history via link.

1. MATSUE WATANABE, *Courtesy of Bainbridge Island Japanese American Community*

2 minutes, 44 seconds

About the Narrator

Matsue Nishimori Watanabe was 15 years old, in the 9th grade and living on Bainbridge Island, Washington, when she was evacuated. She is the second youngest of six children. The Nishimori family did not move with most of the Bainbridge Islanders to Minidoka. They stayed in Manzanar. When the government started to allow the Japanese Americans to leave camp to travel east, Matsue's older brother and sisters moved to the Chicago area. When she was 18 years old, she moved to Evanston, IL to finish her last year of high school. She lived with a sponsor family. Video Interview — October, 2006

<http://www.bijac.org/index.php?p=OralHistoryOH0063>

Transcript

I felt a little strange thinking, wondering what our friends in the class were thinking about it. And, because we felt quite humiliated that we would have to leave when we didn't do anything. And, but it was... and of course, Bainbridge being the first groups to go, it was a very new experience for everyone. And, so leaving school was very difficult because you were worried about what the other students thought about you. And I guess that's the main thing that was foremost in my mind, that we hope that they didn't think we were bad people. Whereas we were placed to look like bad people.

We only took what we had to take, 'cause we only had one suitcase that we can take. And, of course, in that suitcase you're trying to put maybe a sheet or so, that you can have for sleeping. And the rest is your clothes and your shoes. And so you're not taking any toys or anything like that. You might — and I don't recall if I put any books in there. Like, it would be only schoolbooks that you would put in there if you did take any books because one suitcase for the rest of your life, that we thought, isn't a lot of space to put things. And that's the way we traveled, and with a tag on the suitcase and a tag on our body. And of course everybody wore their best clothes because they didn't want to put it in their suitcase. And I remember, you know, my girlfriend, one of my girlfriends now, she sees the pictures of my sister and us walking down the dock and she could see that they're dressed up and they have hats on and everything. And she says, "Why did you dress up to go to camp?" And I said, "Well, we had no place else to put it except on our body, because you had one suitcase to carry." So, the good clothes you wore.

2. VICTOR NISHIJIMA, *Courtesy of Go For Broke National Education Center*

GO TO 22 MINUTE 16 SECOND MARK THROUGH 24 MINUTES 57 SECOND MARK ON LINK BELOW:

http://www.goforbroke.org/learn/archives/oral_histories_videos.php?clip=00502

2 minutes, 35 seconds

Transcript

Well, in my heart, I was an American. I was born and raised an American. I didn't think, you know, anything other than American. And then all of a sudden, I'm not an American. I'm nothing. That's a terrible feeling. One minute you think you're something, somebody, and the next minute you're nothing. I'm not Japanese, I can't go to Japan. Now, America, they put me in a concentration camp. Took away all the rights. You're, I don't know, you're in a vacuum maybe. Yeah, that was a terrible period. It would be a terrible period in anybody's life, you know. One minute you have a country or something, next thing, you're nobody. You don't have a country. You don't know what your future is, you know. Except you can take along a couple of suitcases of your life's belongings and see what happens. Now that was terrible.

APPENDIX E
ORAL HISTORY LINKS & TRANSCRIPTS – Page 2 of 2
USE APPENDIX D, SOUND RECORDING ANALYSIS WORKSHEET

Either read transcript and/or listen to oral history via link.

3. KAY NAKAO: *Courtesy of Bainbridge Island Japanese American Community*

5 minutes, 49 seconds

<http://www.bijac.org/index.php?p=OralHistoryOH0021>

About the Narrator

Kay Sakai Nakao was 22 years old when her family was evacuated. She is the oldest of seven Sakai children, one boy and six girls. Kay was married in Minidoka. She and her husband, Sam Nakao, left camp off and on to work on a ranch in Idaho. They had one son born during the war. The Sonoji Sakai Intermediate School is named after Kay's father who donated their farmland to the Bainbridge Island School District. Video Interview — February, 2006

Transcript

I don't know if we slept very much or not, knowing we're gonna be leaving the next day. And I can't even remember eating or anything. All I can remember of that day is after we got dressed — and I'm sure we had breakfast — our friends came, Caucasian friends, classmates, and we hugged each other and cried. And oh, it was hard. They felt so badly for us. And then after it was all over, I don't know what time it was, a big army convoy truck came and took different families, you know, on the truck, because we were not able to bring the car down to the Taylor Avenue — nobody to bring it back or anything — so the car was left at home, and we all rode on the convoy truck to Taylor Avenue. Then some of the school kids came, friends came down to say goodbye. Some of them even skipped school, and they were told not to, but they did, to say goodbye and see us leave. And as the ferry — it was a separate ferry, we could not go on the ferry that the usual commuters went on, we went from Taylor Avenue. And it, I can't even describe the feeling as the ferry departed, and you got farther and farther away from the island. Oh... it's hard to describe that feeling, it was so lonely, because usually when you go someplace, you know where you're going, but we didn't know, so it just made it worse.

And then after we arrived in Seattle, all these people on the viaduct and near the train track. Lots of people were curious, and there were lots of friends, I'm sure, and relatives of the Bainbridge Islanders. But the place was packed with people. First time such a thing ever happened, so I'm sure that many people were very curious. And then we boarded the train, and the windows were all black curtains down, so you know, all that train ride, we couldn't even enjoy the scenery because we had to keep the, like a blackout, just keep it, the black curtains down. They kept saying, "It's for your safety."

We were on the train until we got to someplace in California, I can't remember exactly where we transferred to a bus, because the train will not, couldn't go any further, no tracks. So we all transferred, and I don't know how many busloads. Then as we kept going, it got warmer and warmer and warmer. And we still didn't know where we were at. And I could see from the, from the front, the window, where the bus, you know, the bus driver has to see. Through there I could see, way out yonder in the desert, all these barracks, and some men without their shirts on 'cause it was so hot. And they're brown, I didn't even know they were Japanese, they were so brown. And you could see the heat waves. And I said to the person sitting next to me, I says, "Oh, I'm sure glad I don't live in a place like that." And what do you know? After a while — I don't know how long it took after I said that — the bus turned right in there. And I'm telling you, my heart sank down to my toes. I was just devastated. I said, "Oh, this desert." Because, you know, when you go from this island where you have the water, the mountains and the green trees and everything, and then you're in the desert and the heat and just all those desert plants, oh, couldn't even describe it. Then they gave us this bag and said we had to fill it up for a mattress with straw. Of course, we had the army cots and then army khaki blanket and all this stuff.

APPENDIX F SAMPLE PHOTO AND WORKSHEET

Photo #3



Photo courtesy of the US Government.

Photo Analysis Worksheet Sample

PHOTO #	PEOPLE/OBJECTS/ACTIVITIES OBSERVED	INFERENCES MADE	QUESTIONS RAISED
3	A Caucasian man and another man in suits smiling and shaking hands; Houses in background; Large items bundled and tied with rope; Lady in hat and coat; Trees have little or no foliage.	Friends talking, perhaps saying “thank you” or “farewell.” On good terms; Winter or colder season; Man and woman with hats are leaving or moving as they are dressed in formal attire and have large bundled items	When and where is this taking place? Where are the man or the lady and man going? Were the men friends? Why are they leaving or moving?

APPENDIX G PHOTO ANALYSIS WORKSHEET

(Adapted from National Archives and Records Administration Photo Analysis Worksheet)

GROUP # _____ STUDENT NAMES _____

PHOTO #	OBSERVED What do you notice/see?	INFERENCES MADE What do you think about that?	QUESTIONS RAISED What more do you want to know?

USE PHOTO #s TO PUT THE SIX PHOTOS IN CHRONOLOGICAL ORDER, FIRST TO LAST. USE SPACE BELOW:

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

APPENDIX H
PHOTO ANALYSIS SET #1
Photos Courtesy of the National Archives and Records Administration
USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

Photo #1



Photo #2



Photo #3



Photo #4



Photo #5



Photo #6



APPENDIX H

PHOTO ANALYSIS SET #2

Photos Courtesy of the National Archives and Records Administration

USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

Photo #7



Photo #8



Photo #9

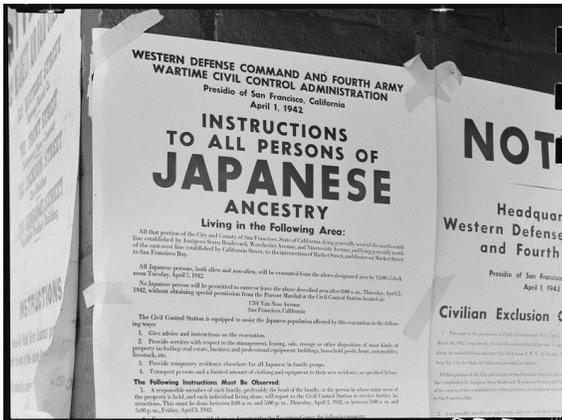


Photo #10



Photo #11



Photo #12



APPENDIX H
PHOTO ANALYSIS SET #3
Photos Courtesy of the National Archives and Records Administration
USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

PHOTO #13



PHOTO #14



PHOTO #15



PHOTO #16



PHOTO #17



PHOTO #18



APPENDIX H
PHOTO ANALYSIS SET #4
 Photos Courtesy of the National Archives and Records Administration
USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

PHOTO #19



PHOTO #20



PHOTO #21



PHOTO #22



PHOTO #23



PHOTO #24



APPENDIX H
PHOTO ANALYSIS SET #5
 Photos Courtesy of the National Archives and Records Administration
USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

PHOTO #25



PHOTO #26



PHOTO #27



PHOTO #28



PHOTO #29



PHOTO #30



APPENDIX H
PHOTO ANALYSIS SET #6
 Photos Courtesy of the National Archives and Records Administration
USE PHOTO ANALYSIS WORKSHEET, APPENDIX G

PHOTO #31



PHOTO #32



PHOTO #33



PHOTO #34



PHOTO #35



PHOTO #36



APPENDIX I

PERSONAL ACCOUNTS/MEMOIRS AND QUESTIONS

1. Conscientious objector, Don Elberson, was assigned to meet each trainload of evacuees arriving at Tule Lake:

“Some days we had to process 500 or more people. . . . Nothing mitigated the moment I had to take them to their new homes. You’d have to take these people into this dingy excuse for a room, twenty by twenty-five feet at best. These were people who’d left everything behind, sometimes fine houses. I learned after the first day not to enter with the family, but to stand outside. It was too terrible to witness the pain in people’s faces, too shameful for them to be seen in this degrading situation.”

Source: Reeves. Richard. *Infamy: The Shocking Story of the Japanese American Internment in World War II*. New York: Henry Holt and Company, 2015. 105-106.

2. A Nisei (second-generation Japanese American) recounted the havoc mess-hall living wreaked on her extended family,

“Before Manzanar, mealtime had always been the center of our family scene. In camp, and afterward, I would often recall with deep yearning the old round wooden table in our dining room in Ocean Park . . . large enough to seat twelve or thirteen of us at once. . . . Now, in the mess halls, after a few weeks had passed, we stopped eating as a family. Mama tried to hold us together for a while, but it was hopeless. Granny was too feeble to walk across the block three times a day, especially during heavy weather, so May brought food to her in the barracks. My older brothers and sisters, meanwhile, began eating with their friends, or eating somewhere blocks away, in the hope of finding better food.”

Source: Houston and Houston 1973: 30-31. Quoted in *Asian American Studies: A Reader*. Edited by Min Song. Rutgers University Press, 2000. 143.

3. Charles Kikuchi remembered his father, who “used to be a perfect terror and dictator,” spending all day lying on his cot: “He probably realizes that he no longer controls the family group and rarely exerts himself so that there is little family conflict as far as he is concerned” (Modell 1973: 62). But others, like Jeanne Wakatsuki Houston’s father, reasserted their patriarchal power by abusing their wives and children. Stripped of his roles as the protector and provider for his family, Houston’s father “kept pursuing oblivion through drink, he kept abusing Mama, and there seemed to be no way out of it for anyone. You couldn’t even run.”

Source: Modell 1973: 62, and Houston and Houston 1973: 61. Quoted in *Asian American Studies: A Reader*. Edited by Min Song. Rutgers University Press, 2000. 143-144.

Note: Jeanne Wakatsuki Houston is the author of the novel, *Farewell to Manzanar*.

Account #	Author’s Important Point?	Impact on Lives of Japanese Americans
1		
2		
3		

APPENDIX J

The last of the incarceration camps closed in 1946.

OBSERVATIONS: What do you see/notice?

INFERENCES: What do you think about that?

QUESTIONS RAISED: What more do you want to know?



Courtesy of California State Library



Courtesy of the National Archives and Records Administration



Courtesy of the National Archives and Records Administration



Courtesy of the National Archives and Records Administration