

# TEACHER'S GUIDE

## Learning Goals

### MISSION 6: "Prisoner in My Homeland"

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*MISSION 6: "Prisoner in My Homeland" provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals:*

#### **MISSION US OVERALL LEARNING GOALS**

*Students will:*

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

#### **MISSION 6: "PRISONER IN MY HOMELAND" LEARNING GOALS**

The long history of anti-Asian immigration policies shaped Japanese immigrant experiences in the United States. The incarceration of Japanese and Japanese Americans during World War Two was the outgrowth of this pattern of long-term *de jure* and *de facto* injustice directed at Japanese Americans, rather than an "aberration."

The majority of those forcibly removed and incarcerated in remote prison camps by President Franklin Delano Roosevelt's Executive Order 9066 were American citizens. Despite protests and legal challenges to the constitutionality of this mass incarceration and the lack of any evidence that Japanese in the United States were disloyal, the actions of the government were deemed legal until 1988 when the government acknowledged that the imprisonment was unjust and issued an apology.

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The imprisoned people of Japanese descent lost much of their property during the forced removal experienced harsh living and working conditions in the prison camps for the duration of the Second World War. Individuals, families, and organizations adopted a variety of strategies to try to alleviate the worse effects of imprisonment and maintain family and community dignity and structures.

Despite the physical, social, and economic deprivation of the prison camps, the anti-Japanese propaganda prevalent in the popular media, and the total disregard of their civil rights, the vast majority of people of Japanese descent in the United States maintained their loyalty to the United States. When the government imposes the military draft on Japanese Americans in the prison camps in 1944, thousands fought heroically in defense of the U.S., while those who chose civil disobedience and refused the draft were imprisoned.

#### **Historical Thinking: Using the Past, Through Their Eyes, Cause and Effect, and Turning Points**

Historical thinking involves the ability to understand how past events have multiple causes and effects and explain the relationships among historical events. Historical thinking also requires the capacity to recognize how people in the past viewed their world and how those worldviews influenced their choices. In MISSION 6, students in the role of Henry Tanaka will experience the forced removal and imprisonment of people of Japanese descent and the impact of life in a prison camp as well as a range of responses from individuals, families, and organizations to the injustices imposed by the federal government during World War Two.

By playing the game and completing the accompanying lessons, students will develop skills in "using the past" to understand immigration and discrimination then and now;

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understanding the past "through the eyes" of those incarcerated; analyzing "cause and effect" and "turning points" in history. Specifically, students should be able to:

- Identify how anti-Asian immigration policies impacted Japanese immigrants and the role of discrimination in setting government policies
- Understand the grave injustices of the government policy of forcibly removing and imprisoning people of Japanese descent
- Describe how people of Japanese descent took individual and collective action to resist and try to alleviate the worst impacts of the incarceration

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Historical Understandings	Key Related Vocabulary and Mission Events
<p>In 1904, U.S. courts deemed that Japanese immigrants were not a "free white person," thus they were not allowed to become citizens of the United States. In addition, many western states passed laws to forbidden people of Japanese descent the right to purchase property.</p>	<p>Henry's granddaughter Maya discovers his diary, in which he tells his family's history.</p> <p>Issei</p> <p>Nisei</p> <p>First-generation</p> <p>Second-generation</p>
<p>Despite the legal restrictions and discrimination, Japanese American communities developed along the west coast of the United States. In Washington state, many people of Japanese descent were farmers and on Bainbridge Island a large number of were strawberry farmers. The Japanese community maintained some Japanese cultural traditions while assimilating into American society.</p>	<p>Henry experiences an ordinary day on Bainbridge Island.</p> <p>heirloom</p> <p>tradition</p> <p>harvest</p>

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<p>With the bombing of Pearl Harbor and the U.S. entry into WWII, life dramatically changed for Japanese Americans on Bainbridge Island, especially the Issei. The government required that they register as enemy aliens, searched their homes, and arrested many community leaders. Then the military declared the west coast as an exclusion zone and began the forced removal of all people of Japanese descent. Japanese Americans on Bainbridge Island were the first community to be removed and given six days to prepare to leave.</p>	<p>Maya and Great Aunt Lily recount the attack on Pearl Harbor and subsequent months. Henry's father is arrested and sent to a DOJ camp in New Mexico. Executive Order 9066 triggers the forced removal and incarceration of Henry, his mother, and his sister (along with tens of thousands of other Japanese Americans)</p> <p>Pearl Harbor</p> <p>Executive Order 9066</p> <p>Civilian Exclusion Orders</p> <p>forced removal</p> <p>citizens</p> <p>concentration camp</p>
<p>Bainbridge residents were taken to the Manzanar prison camp where they remained for almost one year before they were moved to Minidoka Camp in Idaho. In the newly constructed Manzanar prison camp conditions were harsh — crowded barracks with minimal heat or privacy, constant dust storms, minimal sanitation or health facilities, no schools in place, limited options for work or recreation.</p>	<p>Henry, his mother, and his sister are sent to Manzanar, which is still under construction. Henry helps his family adjust to spartan conditions and new neighbors (the Yamamoto family in the same barrack, including Meiko, a daughter his age; and the Terminal Islanders in nearby barracks, including Tadashi).</p> <p>He also befriends the historical figure Harry Ueno, who is trying to improve camp conditions. As the months wear on, Henry</p>

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	<p>gets a job and prepares for the opening of school</p> <p>WRA incarceration internment barracks latrine mess hall</p>
<p>Individuals, families, and organizations developed a variety of strategies to either resist the incarceration or alleviate the worst of the conditions. Tensions emerged between social groups as well as among those who cooperated with the prison administration and those who sought to expose corruption and injustices. In December 1942, when a large crowd gathered to protest the arrest of a workers' union leader U.S. military troops opened fire, shot nine and killed two inmates.</p>	<p>Henry is confronted with different approaches to being a "loyal American." He must also choose between focusing on his studies or investigating missing rations.</p> <p>Just before Thanksgiving, Henry's father suddenly returns but has trouble adjusting to camp life.</p> <p>At the dance, Tadashi bursts in with news of Harry Ueno's arrest.</p> <p>shikata ga nai ganbari nasai JACL sensei rations</p>

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<p>By the beginning of 1943, the government revised its policy concerning Japanese Americans in the military and reevaluated the program of imprisonment. It developed a loyalty questionnaire designed to determine which Japanese Americans could be recruited into the army or moved out of the prison camps to jobs in cities in the mid-west or east. The questionnaire was badly worded and highly contested among the imprisoned Japanese Americans.</p>	<p>The Tanaka family has to respond to a series of events: A proposed move to a new camp, the formation of the 442nd all-Japanese battalion, and the so-called Loyalty Questionnaire.</p> <p>Henry must decide how he feels about looming military service. How will he answer the Questionnaire, including the infamous questions #27 and #28?</p> <p>questionnaire</p> <p>Selective Service System</p> <p>WAAC</p> <p>General Dewitt</p>
<p>After the loyalty questionnaire was administered, those who protested, resisted, or gave negative or qualified responses to the questionnaire were segregated at Tule Lake prison camp and the draft was imposed on Japanese American men including those in the prison camps. The vast majority complied with the draft, but a few hundred resisted and were sent to federal penitentiaries. The Japanese</p>	<p>Tule Lake</p> <p>unqualified allegiance</p> <p>draft</p> <p>enlist</p>

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<p>American soldiers were placed into segregated unit that became one of the most decorated units in the war.</p>	
<p>As the war wound down, the government announced the end of the west coast exclusion order and allowed Japanese and Japanese American to return. Many who were forcibly removed had no homes or jobs to return to and faced severe anti-Japanese hostility and discrimination. At the war's end, those remaining in the camps were given \$25 and a bus ticket to rebuild their lives. Over half of the Japanese families from Bainbridge Island returned and were successful in rebuilding their lives and businesses.</p>	<p>Henry's choices have consequences. Based on his final set of badges and his answers to the Questionnaire, he will experience one of four paths (resistance, enlistment, the draft, college) each with many unique moments. In the end, Henry will have a son, who is the father of Maya, the modern-day narrator.</p>

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Legal battles over the constitutionality of the mass incarceration and the staggering loss of property and livelihood continued for decades after the war. Finally, in the 1980s, the Supreme Court overturned the wartime convictions of those who had defied and legally fought the incarceration orders and President Reagan signed an act to acknowledge that the forced removal and imprisonment of people of Japanese descent was unjust and offered an apology and reparation payments.

In the second part of the Epilogue, Maya and Great Aunt Lily will narrate the decades-long effort to seek justice and reparations from the government.