

Japanese American Incarceration

A

INTRODUCTION - The Autry Museum of the American West is a museum located in Griffith Park in Los Angeles, California. Through its **collection**, the Autry Museum tells stories about the diverse peoples of the American West. Groups of people who have something in common such as culture, ethnicity, interests, location, race, or religion are called communities. During this lesson, you will be learning a story about the Japanese American community. The Japanese American community has been, and continues to be, an important part of the American West.

You can learn about different communities, such as the Japanese American community, by **analyzing** sources. Two types of sources are primary sources and secondary sources. Primary sources are sources, such as diaries, that were made during the time period being analyzed. Some primary sources, such as **autobiographies**, are made after the time period being analyzed. These sources are primary sources because they provide a **first-hand account** of the past. Secondary sources, such as history textbooks, are sources that are created at a later date. They analyze and explain information about events, people, places, or time periods. Secondary sources are often created using primary sources.

After reading the definitions of primary sources and secondary sources, think of some examples of each type of source. Then write examples of each type of source in the space provided or on a separate document.

PRIMARY SOURCE EXAMPLES	SECONDARY SOURCE EXAMPLES

During this lesson, you will answer the question *What can multiple sources teach us about the past?* You will answer this question by analyzing several sources. The sources you will be analyzing during this lesson tell stories about the forced removal and **incarceration** of the Japanese American community during World War II (1939-1945).

Glossary

Analyzing: looking closely at or studying

Autobiographies: true stories that people write about their own lives

Collection: a group of items that has been collected to study or to show to people

First-hand account: a description of something that happened by the person who experienced it

Incarceration: imprisonment; being held in jail or prison

Japanese American Incarceration

B

PART 1 - During World War II, Japan attacked Pearl Harbor, Hawai'i on December 7, 1941. After this attack, the United States entered World War II by declaring war on Japan. Many people in the United States feared that Japan would attack the United States. This fear led to increased racism against the Japanese American community. On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066, which allowed the United States Army to forcibly remove Japanese Americans from the West Coast and incarcerate them without charging them with (accusing them) or convicting them (proving them guilty) of a crime.

Approximately 120,000 Japanese Americans, including children and adults, were forcibly removed from the West Coast and incarcerated in camps beginning in 1942. About two-thirds of these Japanese Americans were United States citizens. The United States government used the terms "assembly centers" and "relocation centers" for the camps. Japanese Americans were incarcerated in temporary camps called "assembly centers." Japanese Americans were held in the "assembly centers" while longer term **concentration camps** called "relocation centers" were built mostly across the American West.

After several weeks to several months, Japanese Americans were moved from the "assembly centers" to the "relocation centers." Incarcerated Japanese Americans lived in small spaces, shared laundry facilities and bathrooms, ate in mess (dining) halls, and participated in different activities, jobs, and schools. The camps lacked privacy and were guarded and fenced. Many Japanese Americans lost their belongings, businesses, and/or homes during their forced removal and incarceration. After reading the information on this page, answer the questions below. Write your answers in the space provided or on a separate document.

Which events led to the forced removal and incarceration of the Japanese American community during World War II?

Where was the Japanese American community forcibly removed from during World War II?

What were the places that the Japanese American community was incarcerated in during World War II called?

Now you will learn more about the forced removal and incarceration of the Japanese American community during World War II by analyzing multiple sources throughout this lesson.

Glossary

Concentration camps: places where large groups of people are incarcerated in harsh conditions without being charged with or convicted of a crime

Source Analysis - Map



PART 2 CONTINUED - After looking at the map and its key on the previous page, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

MAP AND KEY QUESTIONS	MY ANSWERS
Which type of center does a circle represent in the key?	
Which type of center does a triangle represent in the key?	
How many “assembly centers” are there on the map?	
What are the names of the “assembly centers”?	
How many “relocation centers” are there on the map?	
What are the names of the “relocation centers”?	
What else do you notice about the map and its key?	
What questions do you have about the map and its key?	

Source Analysis - Poster



PART 3 CONTINUED - After reading the poster on the previous page, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

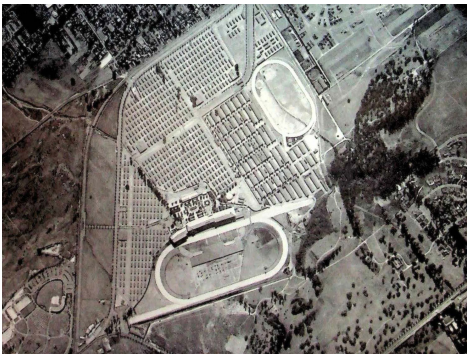
POSTER QUESTIONS	MY ANSWERS
Who is the poster's author? Who wrote the poster?	
Who is the poster's audience? Who did the author write this poster for?	
What is the author's purpose? What did the author want to tell the audience about?	
What city did this audience live in?	
When did this audience have to be "evacuated" (forcibly removed) by?	
When did this audience have to report to the Civil Control Station to receive further instructions?	
What types of things was this audience allowed to carry with them to the "assembly center"?	
What types of things was this audience not allowed to bring with them to the "assembly center"?	
What were some of the ways that this audience could get to the "assembly center"?	
What else do you notice about the poster?	
What questions do you have about the poster?	

Source Analysis - Photograph



PART 4 - The poster in PART 3 documents the unjust (unfair) forced removal and incarceration of thousands of Japanese Americans from Los Angeles. The poster includes information about the neighborhoods in Los Angeles that Japanese Americans were forcibly removed from. Instructions about where Japanese Americans were to report to and a list of what they could carry with them to the “assembly center” were also included on the poster.

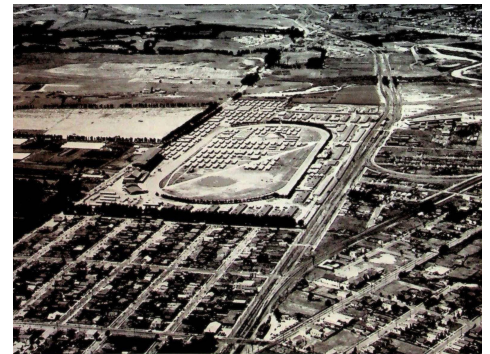
Most of the “assembly centers” that Japanese Americans were incarcerated in were located at fairgrounds, former camps, or racetracks. The photographs below include two different “assembly centers” located at racetracks. A photograph is another example of a source that you can analyze to learn more about the forced removal and incarceration of the Japanese American community during World War II. These photographs are primary sources because they were made during the time period being analyzed. These photographs are of the Santa Anita Assembly Center in Southern California and the Tanforan Assembly Center in Northern California. Look closely at the photographs and read the **captions** underneath the photographs. Then answer the questions below the photographs and their captions.



Santa Anita Assembly Center (Photograph and caption from page 177 of the *Japanese Evacuation from the West Coast, 1942: Final Report*)



A portion of the complete Santa Anita (California) Assembly Center, situated within the world famous racetrack at Arcadia, California. This was the largest of all Assembly Centers. Nearly 19,000 persons were lodged here. (Photograph and caption from page 433 of the *Japanese Evacuation from the West Coast, 1942: Final Report*)



Tanforan Assembly Center (Photograph and caption from page 179 of the *Japanese Evacuation from the West Coast, 1942: Final Report*)

What do you see in the photographs? _____

Why do you think the “assembly centers” were located at fairgrounds, former camps, or racetracks? _____

Glossary

Captions: information about pictures

Source Analysis - Report



PART 4 CONTINUED - After looking at the photographs and reading the captions from the *Japanese Evacuation from the West Coast, 1942: Final Report* on the previous page, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

Photographs	What do you see in this photograph?	How do you think the people in this photograph are feeling?	What about the photograph and/or its caption make you think they are feeling this way?
Photograph #1			
Photograph #2			
Photograph #3			

When you are analyzing sources, it is important to think about who created the source and why they created it. The *Japanese Evacuation from the West Coast, 1942: Final Report* was created by the United States government. Why do you think the United States government chose to include photographs like Photograph #1, Photograph #2, and Photograph #3 along with their captions in the report? Write your answer in the space provided or on a separate document.

The *Japanese Evacuation from the West Coast, 1942: Final Report* is a government report about how and why Japanese Americans were forcibly removed and incarcerated during World War II. The report includes photographs of incarcerated Japanese Americans who look happy while doing different activities and their captions so that the forced removal and incarceration of the Japanese American community appeared successful, rather than unjust.

What questions do you have about any of the photographs and captions from the *Japanese Evacuation from the West Coast, 1942: Final Report*? Write your questions in the space provided or on a separate document.

Source Analysis - Oral History



PART 5 - Densho is a nonprofit organization that has documented the experiences of Japanese Americans who were forcibly removed and incarcerated during World War II through images, oral histories, and other resources. An oral history is another example of a source that you can analyze to learn more about the forced removal and incarceration of the Japanese American community during World War II. An oral history is a recorded interview between an interviewer (who asks questions) and an interviewee (who answers questions). Even though an oral history may have been recorded after the time period being analyzed, an oral history is a primary source because it provides a first-hand account of the past. The interviewee shares their experiences, knowledge, and memories from the past during their oral history. Oral histories can help fill in our understanding of the past.

Densho recorded the oral history of Taneyuki Dan Harada (1923-2020). Taneyuki Dan Harada was in his 80s when his oral history was recorded in November 2010. Even though Taneyuki Dan Harada was a part of the Japanese American community that was forcibly removed and incarcerated during World War II, each person in this community has a different story to tell. Taneyuki Dan Harada's oral history represents his personal story. Watch a segment of Taneyuki Dan Harada's oral history interview to learn more about his incarceration at the Tanforan Assembly Center in Northern California by clicking on the following link: <https://ddr.densho.org/interviews/ddr-densho-1000-306-11/>. A segment transcript (a written version of the interview) can also be found using this link. As you are watching the oral history interview, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

ORAL HISTORY INTERVIEW QUESTIONS	MY ANSWERS
How did Taneyuki Dan Harada and his family prepare for the temporary camp (Tanforan Assembly Center)?	
How did Taneyuki Dan Harada get from Hayward to the Tanforan Assembly Center?	
What type of place did Taneyuki Dan Harada have to stay in at the Tanforan Assembly Center?	
What was the place that Taneyuki Dan Harada stayed in like?	
What type of food did Taneyuki Dan Harada eat at the Tanforan Assembly Center?	
What types of activities did Taneyuki Dan Harada do at the Tanforan Assembly Center?	
What questions do you have about Taneyuki Dan Harada's oral history interview?	

Source Analysis - Artwork



PART 6 - Taneyuki Dan Harada mentioned that he started going to an art school at the Tanforan Assembly Center during the oral history interview you listened to in PART 5. Taneyuki Dan Harada was moved from the Tanforan Assembly Center in Northern California to the Topaz Relocation Center in Utah where he also took art classes. The artwork below is a part of the Autry Museum's collection. Artwork is another type of source that you can analyze to learn more about the forced removal and incarceration of the Japanese American community during World War II. This artwork is a primary source because it was made during the time period being analyzed. It was created by Taneyuki Dan Harada during his incarceration. Look closely at the artwork.



After looking at the artwork, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

ARTWORK ANALYSIS QUESTIONS	MY ANSWERS
What do you see in the artwork?	
Art tells stories. What do you think this artwork is about? Make a hypothesis (educated guess) about what story you think the artist is trying to tell others through this artwork.	
What questions do you have about the artwork?	

Source Analysis - Object Label



PART 6 CONTINUED - The object label below is about the artwork from the previous page. An object label is another example of a source that you can analyze to learn more about the forced removal and incarceration of the Japanese American community during World War II. This object label is a secondary source because it analyzes and explains information about the artwork. Prove or disprove your hypothesis from the previous page by reading the object label.

Object label

M.P. Building - Topaz, Utah — **Artwork's title**

1942 — **Date artwork was created**

Taneyuki Dan Harada — **Artist's name**

Oil on canvas — **Artwork's medium**

Autry Museum of the American West; 99.571 — **Collection information**

Taneyuki Dan Harada took art classes at an art school at the Topaz Relocation Center located in the Utah desert. The art school was located next to a guard tower and across from the camp's Military Police (M.P.) Building. Taneyuki Dan Harada created this painting of the M.P. Building during his incarceration at the Topaz Relocation Center. A fence is prominently featured in the painting.

Artwork's description

Now that you have learned more about what this artwork is about by reading the object label, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

OBJECT LABEL QUESTIONS	MY ANSWERS
Who is the artist?	
What is the title of the artwork?	
What year was the artwork created?	
What is the artwork's medium? Medium means the materials used to create the artwork or the various types of artistic expression.	
What story is the artist telling others through this artwork? What is this artwork about?	
What questions do you have about the object label?	

Source Analysis - Oral History



PART 7 - The War Relocation Authority issued a questionnaire with questions for incarcerated Japanese Americans to answer in order to determine who was loyal and who was disloyal to the United States starting in 1943. This questionnaire eventually became known as the “loyalty questionnaire.” Loyalty was determined by the answers to two questions on the “loyalty questionnaire.” The way these questions were worded was confusing to many people. Those who answered “yes” to these questions were considered loyal to the United States. These Japanese Americans were allowed to join the United States Army or leave the concentration camps and move to areas outside of the West Coast. Those who answered “no” to these questions or refused to complete the questionnaire were considered disloyal to the United States. They were incarcerated at the Tule Lake Segregation Center in Northern California.

Watch another segment of Taneyuki Dan Harada’s oral history interview to learn more about whether he signed “yes” or “no” to the two questions on the “loyalty questionnaire” during his incarceration at the Topaz Relocation Center in Utah by clicking on the following link: <https://ddr.densho.org/interviews/ddr-densho-1000-306-15/>. A segment transcript can also be found using this link. As you are watching the oral history interview, answer the questions below. Write your answers in the space provided or on a separate document.

Did Taneyuki Dan Harada sign either “yes” or “no” to the two questions on the “loyalty questionnaire”? _____

Why did Taneyuki Dan Harada sign “yes” or “no” to the two questions on the “loyalty questionnaire”? _____

Based on Taneyuki Dan Harada’s “yes” or “no” response to the two questions on the “loyalty questionnaire,” what do you think happened to Taneyuki Dan Harada? (Hint: look for the answer in the first paragraph of this page.)

What questions do you have about Taneyuki Dan Harada’s oral history interview? _____

Source Analysis - Oral History



PART 7 CONTINUED - Japanese Americans, such as Taneyuki Dan Harada, who answered “no” to the two questions on the “loyalty questionnaire” were incarcerated at the Tule Lake Segregation Center in Northern California. Many Japanese Americans answered “no” to the two questions on the “loyalty questionnaire” or refused to complete the questionnaire as a form of protest. In addition to other forms of resistance, some other ways that Japanese Americans fought against their forced removal and incarceration during World War II included **draft resistance**, **renunciation** of United States citizenship, **repatriation** to Japan, and court cases. In one of the court cases, Mitsuye Endo fought her incarceration during World War II. The United States Supreme Court ruled in favor of Mitsuye Endo in December 1944. This eventually led to Japanese Americans being allowed to return to the West Coast and the closing of the concentration camps.

Watch another segment of Taneyuki Dan Harada’s oral history interview to learn more about what life was like for him after leaving the Tule Lake Segregation Center in Northern California by clicking on the following link: <https://ddr.densho.org/interviews/ddr-densho-1000-306-24/?tableleft=segments>. A segment transcript can also be found using this link. As you are watching the oral history interview, answer the questions below. Write your answers in the space provided or on a separate document.

How did Taneyuki Dan Harada feel about leaving the Tule Lake Segregation Center in 1946? Why? _____

Where did Taneyuki Dan Harada and his family go in Northern California after leaving the Tule Lake Segregation Center?

Was life easy or hard for Taneyuki Dan Harada after leaving the Tule Lake Segregation Center? Why? _____

What types of activities did Taneyuki Dan Harada do after leaving the Tule Lake Segregation Center? _____

What questions do you have about Taneyuki Dan Harada’s oral history interview? _____

Glossary

Draft resistance: refusing to join the United States Army after being selected to do so

Renunciation: the process of giving up

Repatriation: the process of returning to a country

Source Analysis - Video

D

PART 8 - While some Japanese Americans such as Taneyuki Dan Harada returned to the West Coast after their incarceration, others moved to areas outside of the West Coast. Find out what life was like for Japanese Americans once World War II ended and the concentration camps closed by watching a Densho video. A video is another type of source that you can analyze to learn more about the Japanese American community. This video is a secondary source because it analyzes and explains information about what happened to Japanese Americans after their incarceration during World War II. Watch this video titled *Righting a Wrong* by clicking on the following link: https://www.youtube.com/watch?v=UoF8L_bFYxw. As you are watching the video, answer the questions in the chart below. Write your answers in the space provided or on a separate document.

VIDEO QUESTIONS	MY ANSWERS
What was life like after Japanese Americans left the concentration camps?	
What happened starting in the 1960s?	
What did the Japanese American community learn from examining government intelligence (information) and military documents?	
What was the commission created by Congress formed to do?	
What did the commission find were the real reasons for the forced removal and incarceration of Japanese Americans during World War II?	
After Congress passed the Civil Liberties Act of 1988, what was offered to Japanese Americans who were incarcerated during World War II?	
What did 82,000 Japanese Americans eventually receive?	
How can learning about the past inspire our present and future?	
What questions do you have about the video?	

Glossary

Commission: a group of people who come together to complete a specific task

Research and Reflect



PART 9 - Review the questions that you wrote down throughout this lesson. Do you have any additional questions? Research the answers to your questions by using online sources (e.g. images, texts, videos, etc.) or print sources (e.g. books, magazines, newspapers, etc.). Write any answers that you find to your questions in the space provided or on a separate document. Please also include the names of the sources that you use throughout your research process.

After researching the answers to your questions, reflect on what you have learned throughout this lesson about the forced removal and incarceration of the Japanese American community during World War II. Then answer the following question: *What can multiple sources teach us about the past?* Write your answer in the space provided or on a separate document.

Plan Your Own Source



PART 10 - Sources tell stories about events, people, places, and time periods. Analyzing multiple sources helps you learn about the past from different perspectives (points of view). Now it is your turn to create a source that tells a story about an event, person/people, place, or time period that is important to you. Plan your source before creating it by answering the questions in the chart below. Write detailed answers in the space provided or on a separate document.

PLAN QUESTIONS	ANSWER EXAMPLES	MY PLAN ANSWERS
<p>What do you want to tell a story about? Think about something that is important to you.</p>	<p>Event Person People Place Time period Something else</p>	
<p>What story do you want to tell about this important thing?</p>	<p>Injustice (unfair treatment) Protest Resistance Other story</p>	
<p>What type of source will you create to tell this story?</p>	<p>Artwork Autobiography Diary Map Object label Oral history Photograph Poster Report Textbook Video Other source</p>	
<p>What materials will you use to create your source?</p>	<p>Art materials Camera Paper Recording device Writing materials Other materials</p>	

Create, Write, and Share



PART 10 CONTINUED - Create your source using your plan from the previous page. After creating your source, write a detailed description about the source that you created in the space provided or on a separate document. Your written description should include the information listed below. After writing about your source, share the source that you created and your written description with others.

- a title.
- the event, person/people, place, or time period that is important to you.
- why this event, person/people, place, or time period is important to you.
- the story you want to tell about this event, person/people, place, or time period.
- the type of source you created to tell this story.
- the date(s) you created the source.
- the materials you used to create the source.
- why you chose to create the source that you did to tell this story.
- other important information that you want to include.

Title:

Extension Activity



PART A - In addition to Taneyuki Dan Harada's oral history, Densho has documented the oral histories of many other interviewees. Each interviewee has a different story to tell. Find the oral histories of these interviewees by clicking on the following link: <https://ddr.densho.org/narrators/>. Look at the photographs of the different interviewees. Hover your cursor over the photographs to read the interviewees' names. Select one of the interviewees to learn more about by clicking on their photograph. Read the information about the interviewee and watch their oral history interview segments. Then answer the questions below. Write your answers in the space provided or on a separate document.

What is the name of the interviewee you selected? _____

What did you learn about this interviewee? _____

Did you notice any similarities between this interviewee's story and Taneyuki Dan Harada's story? If so, explain.

Did you notice any differences between this interviewee's story and Taneyuki Dan Harada's story? If so, explain.

PART B - Share what you learned in PART A with others.