

Essential Questions:

- How do individuals develop values and beliefs?
- What happens when the belief systems of societies and individuals come into conflict?
- What rights, protections and guarantees do all persons in the United States have?
- How is standing up for what you believe in a way of showing loyalty?

Subjects

Social Studies
ELA

Grades

5-8

Lesson Objectives:

- Describe and recognize positive and negative types of human behavior.
- Demonstrate an understanding that behavior reflects the choices and decisions that each person makes.
- Analyze and evaluate the influence of our personal values and beliefs on our choices and decisions and the influence of peer pressure on our choices and decisions
- Explain and apply the terms prejudice, discrimination, scapegoating, stereotyping, bigotry, and racism.
- Understand the diversity of historical experiences.
- Explore the concept of loyalty and the varying ways Japanese Americans showed loyalty during WWII.
- Explore the concept of citizenship as it relates to the rights of people living in the United States.

BACKGROUND/CONTEXT FOR THIS LESSON

After the bombing of Pearl Harbor by the Japanese on December 7, 1941, President Franklin D. Roosevelt came under pressure to remove persons of Japanese descent from the west coast, both foreign-born (*issei* – meaning “first generation” of Japanese in the U.S.) and American citizens (*nisei* – the second generation of Japanese in America, U.S. citizens by birthright).

Executive Order 9066, signed by FDR on February 19, 1942, authorized the U.S. military "to prescribe military areas...from which any or all persons may be excluded." Even though the order didn't specifically mention Japanese Americans, over the course of the next 6 months approximately 122,000 Japanese immigrants and their descendants, regardless of American citizenship status or length of residence in the U.S. were forcibly removed from their homes and confined in isolated, fenced, and guarded "relocation centers," also known as "internment camps." They could only take as many possessions as they could carry. All lost their personal liberties; most lost their homes, businesses, and farms as well.

Nearly 70,000 of the evacuees were American citizens. They were never charged with an actual crime, so they could not appeal their incarceration. Although several Japanese Americans challenged the government's actions in court cases, the Supreme Court upheld the legality of the removals.

EXTERNAL LINKS

- Facing History and Ourselves [Preparing Students for Difficult Conversations](#)
- [Densho Teaching Resources](#)
- National Constitution Center [Interactive Constitution](#)

MATERIALS NEEDED

- *They Called Us Enemy* - George Takai (2019)
- Video “[Looking Like the Enemy](#)”
- Copy of the [Loyalty Questionnaire](#)
- Background reading on the [The Loyalty Questionnaire during World War II](#)

LESSON SEQUENCE**WARM-UP &
DISCUSSION**

1. Display the words **loyalty**, **citizen**, and **stereotype**. Ask students to reflect on the questions below. This can be done independently, as a think pair share, or as the basis for a whole class discussion.
 - a. How would you define the terms loyalty, citizen, and stereotype?
 - b. How is standing up for what you believe in a way of showing loyalty?
 - c. What do you think it means to be a loyal citizen? How could you be a disloyal citizen?
 - d. How can stereotypes be dangerous?

**MINI LESSON - WHAT
WAS EXECUTIVE
ORDER 9066**

1. Show students the video "[Looking Like the Enemy](#)" and use this as a jumping-off point to explain to students that shortly after the United States entered World War II, the United States government, under Executive Order 9066, forcibly relocated and incarcerated about 120,000 people of Japanese ancestry in internment camps
2. Have students read and analyze pages 109-123 in which George Takai describes the [Loyalty Questionnaire](#) distributed to all Japanese Americans over the age of 17 incarcerated in the camps and the various ways Japanese Americans demonstrated their loyalty and patriotism during this time
 - a. A background reading on [The Loyalty Questionnaire during World War II](#) can be found [here](#) (this Google doc can be edited).

**THINK/PAIR/SHARE
DISCUSSION
QUESTIONS**

1. Why do you think that the U.S. government targeted Japanese immigrants and Japanese American citizens?
2. Do you think there was an actual cause at that time to think that Japanese Americans posed a legitimate danger?
3. Was it fair to question the loyalty of Japanese Americans? Why or why not?
4. How did the United States military measure the loyalty of Japanese Americans during World War II?

5. Why do you think Japanese Americans who were considered enemies at home enlisted to fight against the United States's enemies abroad?
6. If the United States government did not trust the loyalty of Japanese-Americans during WWII, why did it allow Japanese American men to serve in its military?

INDEPENDENT WORK

Have students look for additional passages in the book about loyalty, patriotism, and civic duty.

**EXTENSION
ACTIVITIES**

- National Archives DocsTeach Lesson - [Japanese American Incarceration During World War II](#) - students will analyze a variety of documents and photographs to learn how the government justified the forced relocation and incarceration of Japanese Americans during World War II, and how civil liberties were denied. This lesson can be used as is, or copied and edited for specific classroom needs
 - FDR Presidential Library - [Images of Internment: The Incarceration of Japanese Americans During World War II](#)
 - [Legal Rights of Undocumented Immigrants](#) Lesson evaluating the different Constitutional guarantees and federal laws giving undocumented immigrants the same legal rights as U.S.
 - [PBS NewsHour - What Constitutional Rights do Undocumented Immigrants Have?](#)
 - [The Office of U.S. Citizenship and Immigration Services - "What Are the Benefits and Responsibilities of Citizenship?"](#)
 - Facing History and Ourselves Lesson "[Do you take the Oath?](#)" - students will analyze the dilemmas many Germans experienced during the first years of Nazi rule and examine how some individuals responded to demands that they take an oath of fidelity to Adolf Hitler and the Nazi government.
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