

TEACHING AMERICAN HISTORY PROJECT

Lesson Title - Executive Order 9066/ Japanese Internment Photos/ Primary Source Analysis *By Spiro Mandes*

Grade – 9-12th

Length of class period – 70 minutes (would also work in a shorter class period with minor modification).

Inquiry – (What essential question are students answering, what problem are they solving, or what decision are they making?)

- What reasons did FDR give to justify Executive Order 9066?
- How were the Japanese treated during this time period?

Objectives (What content and skills do you expect students to learn from this lesson?)

- Working in small groups, students will read and analyze Executive Order 9066 (primary source document) and will demonstrate the ability to analyze a series photos related to Japanese Internment (also primary source).

Materials (What primary sources or local resources are the basis for this lesson?) – (please attach)

- 1). A copy of Executive Order 9066.
- 2). A copy of Japanese Internment Photos
- 3). A copy of the "Written Document Analysis Worksheet" and 6 "Photo Analysis Worksheets."

Activities (What will you and your students do during the lesson to promote learning?)

Step 1: Begin the class by writing the following questions on the board and ask students to write for a few minutes. "Is it fair to punish someone for something that another member of their ethnic, religious, political, etc. group did?" When complete, hold a whole-class discussion.

Step 2: Pass out the packet containing Executive Order 9066, the photos, and the analysis worksheets. Explain that they will be working in small groups (2 or 3 students per group).

Step 3: Place students into small groups (no more than 3 students per group) and have them analyze Executive Order 9066 and 6 of the 8 photos (or more or less, depending on your time/class).

Step 4: Bring the class back together again and discuss what the worksheets revealed.

How will you assess what student learned during this lesson?

Students will be assessed through observation during the lesson and completion of the analysis worksheets.

Connecticut Framework Performance Standards –

- formulate historical questions and hypotheses from multiple perspectives, using multiple sources;
- describe the multiple intersecting causes of events
- Demonstrate an understanding of the ways that cultural encounters and the interactions of people of different cultures in pre-modern as well as modern times have shaped new identities and ways of life.

Japanese American Internment Curriculum**Lesson Plans****Documents****Links**[Acknowledgements](#) | [Survey](#)**EXECUTIVE ORDER NO. 9066**

FEBRUARY 19, 1942

Authorizing the Secretary of War to Prescribe Military Areas

Whereas, The successful prosecution of the war requires every possible protection against espionage and against sabotage to national defense material, national defense premises and national defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533 as amended by the Act of November 30, 1940, 54 Stat. 1220. and the Act of August 21, 1941. 55 Stat. 655 (U.S.C., Title 50, Sec. 104):

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorized and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deem such action necessary or desirable to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom. such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designation of prohibited and restricted areas by the Attorney General under the Proclamation of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamation in respect of such prohibited and restricted areas.

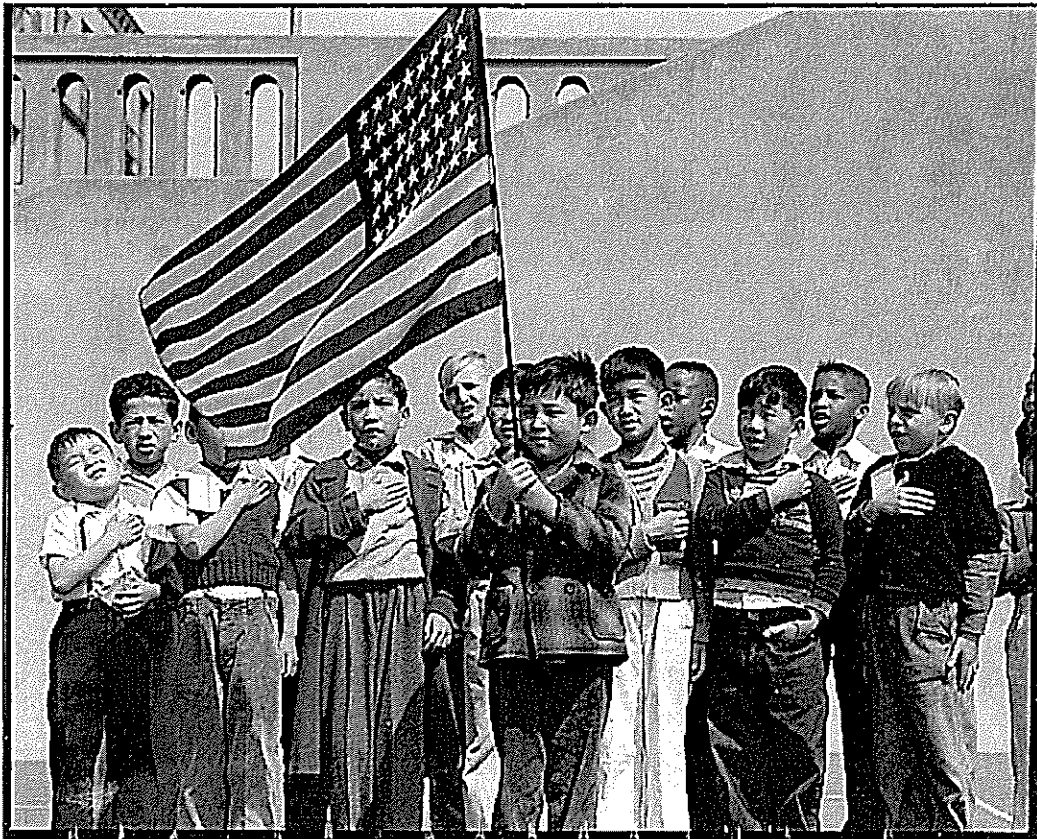
I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area herein above authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Department, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities and service.

This order shall not be construed as modifying or limiting in any way the authority granted under Executive Order 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with response to the investigation of alleged acts of sabotage or duty and responsibility of the Attorney General and the Department of Justice under the Proclamation of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas thereunder.

Franklin D. Roosevelt
The White House, February 19, 1942.

[Home](#) | [Lesson Plans](#) | [Documents](#) | [Links](#) |
[Acknowledgments](#) | [Survey](#)



**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 within the southeast line established by San Francisco Boulevard, West Lake Avenue, and Northwest Avenue, and lying generally east of the east-west line established by California Street, both as shown on the attached map, shall hereinafter be known as the Exclusion Area.

All Japanese persons, both alien and American, will be removed from the above designated Exclusion Area, effective from Tuesday, April 8, 1942.

No Japanese person will be permitted to enter or leave the above designated Exclusion Area, effective Tuesday, April 2, 1942, without obtaining special permission from the Postmaster General at the Civil Control Station located at 421 Van Ness Avenue, San Francisco, California.

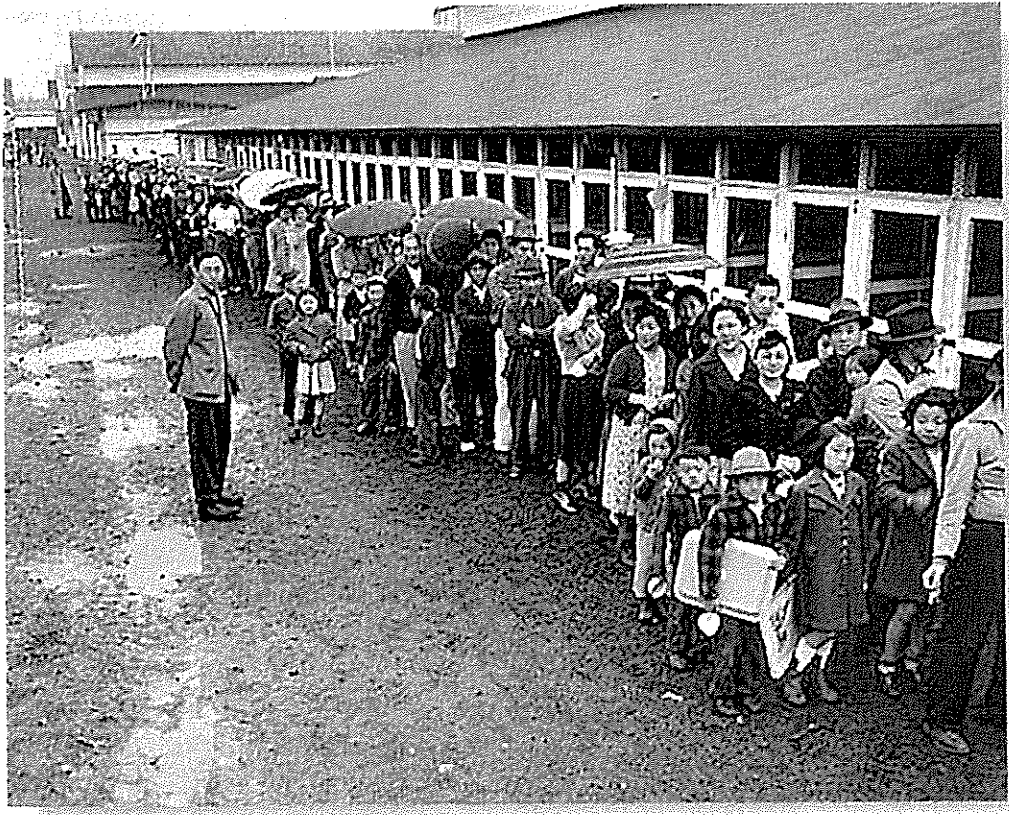
The Civil Control Station is equipped to assist the Japanese population in the following manner:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of real estate and 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.
 1. Transport persons and limited amount of clothing and luggage to other areas as indicated by law.

The Following Instructions Must Be Observed:

1. A responsible member of each family, generally the head of the family, in the person whose name is on the property title and who is authorized to sign a report to the War Relocation Authority in connection with the evacuation, has until the day before 5:00 a. m. on Tuesday, April 2, 1942, or before 1:00 a. m. and 5:00 p. m. on Wednesday, April 3, 1942.

NOTICE
Headquarters
Western Defense
Command and Fourth
Army
Presidio of San Francisco
April 1, 1942
Civilian Exclusion







Written Document Analysis Worksheet

1.	<p>TYPE OF DOCUMENT (Check one):</p> <table><tr><td><input type="radio"/> Newspaper</td><td><input type="radio"/> Map</td><td><input type="radio"/> Advertisement</td></tr><tr><td><input type="radio"/> Letter</td><td><input type="radio"/> Telegram</td><td><input type="radio"/> Congressional Record</td></tr><tr><td><input type="radio"/> Patent</td><td><input type="radio"/> Press Release</td><td><input type="radio"/> Census Report</td></tr><tr><td><input type="radio"/> Memorandum</td><td><input type="radio"/> Report</td><td><input type="radio"/> Other</td></tr></table>	<input type="radio"/> Newspaper	<input type="radio"/> Map	<input type="radio"/> Advertisement	<input type="radio"/> Letter	<input type="radio"/> Telegram	<input type="radio"/> Congressional Record	<input type="radio"/> Patent	<input type="radio"/> Press Release	<input type="radio"/> Census Report	<input type="radio"/> Memorandum	<input type="radio"/> Report	<input type="radio"/> Other
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2.	<p>UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):</p> <table><tr><td><input type="checkbox"/> Interesting Letterhead</td><td><input type="checkbox"/> Notations</td></tr><tr><td><input type="checkbox"/> Handwritten</td><td><input type="checkbox"/> "RECEIVED" stamp</td></tr><tr><td><input type="checkbox"/> Typed</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Seals</td><td></td></tr></table>	<input type="checkbox"/> Interesting Letterhead	<input type="checkbox"/> Notations	<input type="checkbox"/> Handwritten	<input type="checkbox"/> "RECEIVED" stamp	<input type="checkbox"/> Typed	<input type="checkbox"/> Other	<input type="checkbox"/> Seals					
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3.	<p>DATE(S) OF DOCUMENT:</p>												
4.	<p>AUTHOR (OR CREATOR) OF THE DOCUMENT:</p> <p>POSITION (TITLE):</p>												
5.	<p>FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?</p>												
6.	<p>DOCUMENT INFORMATION (There are many possible ways to answer A-E.)</p> <p>A. List three things the author said that you think are important:</p> <p>B. Why do you think this document was written?</p> <p>C. What evidence in the document helps you know why it was written? Quote from the document.</p> <p>D. List two things the document tells you about life in the United States at the time it was written.</p> <p>E. Write a question to the author that is left unanswered by the document:</p>												

Photo Analysis Worksheet

Step 1. Observation

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

People	Objects	Activities

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

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