Manzanar: Evacuation or Incarceration:  
A Pictorial Visit of a Japanese Internment Camp

by Melanie A. Mays

Overview:

On February 19, 1942, President Roosevelt signed Executive Order 9066 giving the military authority to relocate those posing a potential threat to national security. This lesson will complement the reading of the novel *Farewell to Manzanar* by Jeanne Wakatsuki Houston, looking at the Japanese Internment Camp, Manzanar, in Owens Valley, California during World War II. Specifically, the lesson will tie the novel (a primary non-fiction source) to two other primary sources, the photos of Ansel Adams and Dorothea Lange.

National Geography Standards:
Geography Standard 13 – Conflict

How the forces of cooperation and conflict among people influence the division and control of Earth's surface.

The geographically informed person must understand how and why different groups of people have divided, organized, and unified areas of Earth's surface. Competing for control of areas of Earth's surface, large and small, is a universal trait among societies and has resulted in both productive cooperation and destructive conflict between groups. Conflicts over trade, human migration and settlement, ideologies and religions, and exploitation of marine and land environments reflect how Earth's surface is divided into fragments controlled by different formal and informal political, economic, and cultural interest groups.
The student knows and understands:

- Conflicts arise when there is disagreement over the division, control, and management of Earth's surface.
- There are multiple sources of conflict resulting from the division of Earth's surface.
- Changes within, between, and among countries regarding division and control of Earth's surface may result in conflicts.

Oregon Geography Content Standards

HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.

HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

Connections to Common Core
Reading Standards for Literacy in History/Social Studies

Key Ideas and Details

9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

9-10.RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Objectives:
In completing this activity, students should be able to:

A. Identify, describe, and analyze examples of disagreements over land.

B. Explain, describe, and analyze how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.

C. Describe, explain, and compare the ways conflict affects the cohesiveness and fragmentation of countries.
Grade Levels: 9th/10th  Time: 3 days/ 60 minute periods

Materials:

- Class set of Novels – *Farewell to Manzanar*
- Vocabulary worksheets
- Note-taking materials
- Ansel Adams/Dorothea Lange Pictures for “Gallery Walk”
- “Think/pair/share” technique (TPS) (a learning strategy where students work together on a problem or a question about an assigned topic. This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.

Background/Context: In order to understand the setting and situation of the novel, students need to start with an idea of the circumstances that form the basis of the main character’s story.

This early lesson in the novel unit will aid in giving students an idea in terms which can be fully understood and assessed. Students will have been assigned the novel and will have read (at least) the first four chapters.

Procedures/Lesson Description:

Day One:

- On the board: **“BIG IDEA”** - Places and Regions: Culture influences people’s perceptions.

- **Driving question**: Japanese Internment Camps – were these Japanese Americans a “potential threat to national security,” or were the internment camps a betrayal of Japanese Americans? Ultimately, this lesson will end with students writing a 1st person narrative about going to and being at Manzanar. (Summative Assessment) Let students know that this will be their culminating activity and to keep that in mind.

- **Vocabulary**: Using a “Vocabulary Predict and Learn” work sheet (attached), students will be introduced to the following vocabulary terms that come directly from historical documents written during the era and in the novel:
  - Enterprise
  - Evacuation
  - Relocation
  - Detainment
  - Internment
  - Incarceration

Discuss student predictions as well as their impressions of the bias behind these words. Talk about the connotation of these words (“good” versus “bad”).
• **Gallery walk:** students will be introduced to the pictures of the Manzanar Internment Camp, taken by the famous photographers, Ansel Adams and Dorothea Lange. Students will move around the room, viewing the photographs – one section for Adams, one for Lange.


students will choose five (or more) of the questions from each of the three categories to answer: what they **observe**, **reflect**, and **question**. Briefly give directions on how to use the form.

• Gather these analysis sheets as exit tickets for the day. These will be used as a formative assessment.

**Day Two:**

• Again on the board: “**BIG IDEA**” - Places and Regions: Culture influences people’s perceptions.

• **Reminder of the Driving question:** Japanese Internment Camps – were these Japanese Americans a “potential threat to national security,” or were the internment camps a betrayal of Japanese Americans?

• Pair students up and hand back analysis sheets.

• Use the “**Think/Pair/Share**” technique (TPS), a learning strategy where students work together on a problem or a question about an assigned topic. This technique requires students to **think** individually about a topic or answer to a question, and **share** ideas with classmates.

• **Class discussion** (share), referring back to the vocabulary list and the assigned reading. This discussion helps to prepare students for the Summative Assessment writing piece. They may take notes.

  First discuss the three sections under the Image Analysis Tool Sheet (Observe/Reflect/Question), and more specifically the questions each student chose.

  Next, move the discussion to a deeper level with such motivating questions as:

  How/why are these words used to describe the Japanese in the novel?  
  How do others refer to them?  
  How do they refer to themselves, including Jeanne and her family?  
  Why do you think there are these differences in the choice of terms?  
  How did the experience of internment shape Japanese Americans’ identity as Americans?
How did/could internment affect their views on American democracy?
How did the concept of loyalty shape Japanese Americans’ experiences during and after internment?

Day Three:

• Culminating Activity -- 1st person narrative. Students will write a story from the first-person perspective: the viewpoint of a character writing or speaking directly about themselves. The student will ‘become’ one of the characters in the novel, exploring what it would be like going to and living at Manzanar. Students might consider writing their pieces as if a journal, diary, or series of letters. Refer students back to those questions discussed earlier in the lesson.

Today will be a working day on rough drafts. The final draft will be due in one week, with one or two work check days. This assessment will be scored using the using the Writing Scoring Rubric for Essential Skills Samples (attached).

Assessments:

Formative –
• Vocabulary Predict and Learn worksheet
• Gallery walk of Adams/Lange pictures with analysis sheets
• Think/Pair/Share (Exit Ticket)
• Class Discussion, using critical thinking, comparison contrast.

Summative –

• First Person Narrative: This assessment will be scored using the using the Writing Scoring Rubric for Essential Skills Samples. There is also the opportunity for this writing piece to meet requirements for graduation.
Image (Photo, Print, Painting, etc.) Analysis Tool with a Geographic Lens

Teachers should select the questions that best fit their reasons for geographically analyzing this image.

Students should cite evidence as they answer the questions.

<table>
<thead>
<tr>
<th>OBSERVE</th>
<th>REFLECT</th>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the form of the image (painting, print, photograph, drawing)?</td>
<td>What languages do the words represent?</td>
<td>How do the clothing, buildings, transportation and/or landscape</td>
</tr>
<tr>
<td>Can you determine who created the image?</td>
<td>If there is no date, when do you think the image was made?</td>
<td>reflect the economic, political, or societal conditions for the time</td>
</tr>
<tr>
<td>What words are on the image?</td>
<td>What place or region does this image show?</td>
<td>when the image was created?</td>
</tr>
<tr>
<td>What dates are on the image?</td>
<td>Can you identify a geographic theme (region, place, movement, physical</td>
<td>What was the likely motivation of the creator of the image?</td>
</tr>
<tr>
<td>Is the image black and white or in color?</td>
<td>system, human environment interaction, etc.) for this image?</td>
<td></td>
</tr>
<tr>
<td>Describe who is in the image.</td>
<td>Describe the spatial patterns illustrated in this image. These patterns</td>
<td>What is the bias or point of view of this image?</td>
</tr>
<tr>
<td>What types of buildings are in the image?</td>
<td>might be in the people, transportation, buildings, or landscape.</td>
<td>How is this image connected to other documents, maps, recordings, images,</td>
</tr>
<tr>
<td>What types of transportation are in the image?</td>
<td>What is the most likely purpose (audience) for this image?</td>
<td>or artifacts?</td>
</tr>
<tr>
<td>Are there objects in the image? Do you recognize them? What are they</td>
<td>How does this image compare to current image on the same topic?</td>
<td>Why is this image significant?</td>
</tr>
<tr>
<td>used for?</td>
<td></td>
<td>Why would certain people or characteristics of the landscape be</td>
</tr>
<tr>
<td>Describe the landscape and physical features in the image.</td>
<td></td>
<td>missing from this image?</td>
</tr>
<tr>
<td>What geographic event / issue / problem does this image illustrate?</td>
<td>What seems to be missing from the image?</td>
<td>What geographic questions would you like to ask the creator of this</td>
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<td></td>
<td></td>
<td>image?</td>
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<tr>
<td></td>
<td></td>
<td>Would it be difficult to find the location of this image? Explain why</td>
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<tr>
<td></td>
<td></td>
<td>or why not.</td>
</tr>
</tbody>
</table>
While this tool encompasses many aspects for analyzing primary sources through a geographic lens, the creators do not intend to limit its usage by teachers; however, these are some suggestions:

1. It is understood that the use of this tool may seem overwhelming to a student.
2. Teachers may select 3-5 questions from each column that would best fit the purpose for using the chosen primary source.
3. The teacher should create a separate assignment sheet for the students.
4. The teacher can manipulate these questions into any format (graphic organizer, worksheet, PowerPoint, etc.). It is suggested that the questions be kept intact as to the three general categories since these mirror the headings: Observe, Reflect, and Question.
5. Some vocabulary development may need to occur to use this tool effectively. Close reading strategies applied before using this tool will greatly increase student achievement.
6. This tool can serve as formative or summative assessment.
7. Please think of this tool as a skeleton on which to hang additional materials or resources that the teacher or student may discover.

Blank Student Answer Form:

http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
Writing Scoring Rubric

http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_worksample_feedback-form-writing.pdf

Essential Skills

Writing Work Sample Scoring/Feedback Form
High School: Use with Oregon's Official Writing Scoring Guide.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Teacher Name</th>
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Essential Skills:

- **READS AND CONTENT**: The student responses show:
  1. The purpose is clear.
  2. Main ideas are stated and easy to understand.
  3. There are enough specific details.
  4. Ideas are connected and related to the main ideas.
  5. Possible conclusions are added, they are stated clearly.

- **ORGANIZATION**: The student responses show:
  1. The ideas are developed.
  2. The main points are stated.
  3. The writing is well-organized.
  4. The writing is easy to follow.
  5. The paragraphs have clear transitions.

- **SENTENCE FLUENCY**: The student responses show:
  1. The thinking is clearly written.
  2. The flow of ideas is clear.
  3. Sentences are well-constructed.
  4. Sentences are varied.
  5. Sentences are logical.

- **CONVENTIONS**: The student responses show:
  1. The text is free from spelling errors.
  2. The text is free from grammar errors.
  3. The text is free from punctuation errors.
  4. The text is free from other errors.

- **VOICE**: Not required for diorama.
  1. The student responds:
  2. Voice is appropriate.

- **WORD CHOICE**: Not required for diorama.
  1. The student responds:
  2. Vocabulary is used appropriately.

- **Final Score**: Name, Date, Initials, or Other
Vocabulary Predict & Learn Worksheet

<table>
<thead>
<tr>
<th>WORD</th>
<th>PREDICTED DEFINITION</th>
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Source: Author
Pictures for Gallery Walk

Ansel Adams Pictures:

[Image]

https://www.loc.gov/item/2002695960/


[Image]

https://www.loc.gov/item/2002695985/


[Image]

https://www.loc.gov/item/2002695961/

https://www.loc.gov/item/2002696030/


https://www.loc.gov/item/2002697878/


https://www.loc.gov/item/2002695134/


Dorothea Lange Pictures:

http://www.npr.org/sections/codeswitch/2016/02/17/466453528/photos-three-very-different-views-of-japanese-internment

Dorothea Lange/Courtesy The Bancroft Library, University of California, Berkeley

https://catalog.archives.gov/search?q=dorothea%20lange%20manzanar&highlight=true


Extensions and/or Adaptations:

- Lower Reading Level Alternative Novel – *Sylvia and Aki* (6th grade lexile level)
- T.A.G. – Ansel Adams novel – *Born Free & Equal*  
- For younger grades, teachers are recommended to choose and limit the number of questions used from the Photo Analysis Tool Worksheet.

Sources:


*Using Primary Sources*. N.p.: Library of Congress, n.d. PDF.


*Work Sample Feedback Form - Writing*. N.p.: Oregon Department of Education, n.d. PDF.
Other Resources:

This is a list of other related resources which may enhance/extend/enrich this lesson:

World Digital Library


National Park Site

https://www.nps.gov/manz/index.htm

Information on War Relocation Authority

https://en.wikipedia.org/wiki/War_Relocation_Authority

Summary of novel

https://en.wikipedia.org/wiki/Farewell_to_Manzanar

Further lessons/information on Manzanar

http://oregonhistoryproject.org/articles/teachers/lesson-plans/high-school/japanese-internment/#.V2nC_k32bL8

Oregon Nikkei Legacy Center Japanese American History Museum -- A project of Oregon Nikkei Endowment

http://www.oregonnikkei.org/

An organization dedicated to preserving, educating, and sharing the story of World War II-era incarceration of Japanese Americans

http://www.densho.org

List of Detention Camps, Temporary Detention Centers, and Department of Justice Internment Camps

http://www.momomedia.com/CLPEF/camps.html

Pearl Harbor summary with pictures

http://www.historyplace.com/worldwar2/timeline/pearl.htm
Political Cartoons from *Dr. Seuss Went to War*

![Political Cartoon](http://libraries.ucsd.edu/speccoll/dspolitic/Frame.htm)

“Dr. Seuss Went to War: A Catalog of Political Cartoons by Dr. Seuss.” Mandeville Special Collections, University of California San Diego

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