Student Handouts

Dig Deep

*Media and the Incarceration of Japanese Americans during World War II*

Essential Question:
How do members of a democracy become fully informed so that they can participate responsibly and effectively?

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Acknowledgments and Notes

The unit *Dig Deep: Media and the Incarceration of Japanese Americans during World War II* is made possible by grants from the Washington Civil Liberties Public Education Program.

This unit is designed to closely align with Washington State’s Essential Academic Learning Requirements (EALRs) as measured by a Social Studies Classroom Based Assessment (CBA) model. The model used for this unit is:

- Category: History
- Level: High School
- Topic: Dig Deep – Analyze Artifacts and Sources

For more information about this Classroom Based Assessment model, go to: [http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/HS-DigDeepAnalyze121203.pdf](http://www.k12.wa.us/assessment/WASL/SocialStudies/CBAs/HS-DigDeepAnalyze121203.pdf)

Densho: the Japanese American Legacy Project developed this unit. Doug Selwyn, Tom Ikeda, and Patricia Kiyono were the primary writers. Densho is a Japanese term meaning "to pass on to the next generation," or to leave a legacy. Our mission is to preserve the testimonies of Japanese Americans who were unjustly incarcerated during World War II. We collect and offer their stories in a manner that reflects our deep regard for who they are and what they endured.

Using digital technology, Densho provides access to personal accounts, historical documents and photographs, and teacher resources to explore principles of democracy and promote equal justice. We seek to educate young people and inspire them to act in defense of liberty and the highest values of our country. Densho presents a thorough accounting of what happened to Japanese Americans during a time of war and in doing so contributes to the current debate about civil liberties during times of national emergency. It is our conviction and hope that an informed citizenry, aware of the human costs and consequences of the violation of the rights of the few, will be better equipped to protect the civil rights of all.

**Feedback and Contact Information**

We are very interested in receiving comments, suggestions and questions about this unit and our materials. You can contact us by:

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Unit Overview and Checklist for Students

**Introduction of the Unit**

This unit is called “Dig Deep,” and that is what we will do over this next three weeks. We will dig deeper, probing beneath the headlines and the surface explanations of events and situations in search of as complete an understanding of historical and current events as we can find. We will at times be working to make sense of contradictory accounts of historical or current events, trying to separate fact from opinion, and searching out voices that have not been a part of the public conversation in order to fully appreciate what has happened, or is happening now. There are many challenges to approaching the world in this way and we will address several of them over the course of this three week unit. We will connect how we gather information about the world with what we know about it, and develop strategies for becoming as informed as we can be about the events and issues that affect us.

This unit sets goals for both skills and content. After successfully completing the requirements of the unit, you should have the ability to:

- Read a variety of materials for understanding
- Identify points of view and bias in a variety of texts and demonstrate an awareness of how this affects the reading and meaning of the texts
- Analyze textbooks for bias and point of view
- Recognize the impact that media consolidation has on our awareness of the world
- Explore particular issues from multiple perspectives
- Locate artifacts, primary source documents, and other resources in libraries, museums, and other collections
- Situate past and current events within a historical context
- Synthesize and organize information from multiple sources
- Write a position paper, using evidence, logic, and reason to support that position
- Demonstrate knowledge of issues affecting those who are being treated unjustly
- Identify voices that have been shut out of the national conversation; who is being allowed to speak for themselves, who are being spoken for, and whose voices are missing entirely from a discussion of issues
- Appreciate the need for an independent and protected press and media
- Respond to the statement that “history belongs to the powerful, to the victors”
- Compare and contrast events from different times and places
- Learn and apply research skills, practices, and habits
- Move from research to action
Checklist of Student Activities

Below is a checklist that summarizes activities during the Dig Deep unit. You can use this checklist to help plan dates for the activities and to keep track of progress.

- History of the Class – in-class on Session 1 **Date __________**
  This exercise is explained in **Handout #1 – History of the Class**
- Family Story – handed out in Session 1, due Session 3 **Date __________**
  This exercise is explained in **Handout #2 – Family Story**
- Reading Critically – in-class on Session 2 **Date __________**
  This exercise is explained in **Handout #3 – Reading Critically**
- Multiple Sources on a Current Event – group assignment **Date __________**
  This exercise is explained in **Handout #4 – Multiple Sources on a Current Event**
- Social Justice Paper and Presentation – end of unit assignment **Date __________**
  This exercise is explained in **Handout #5 – Social Justice Paper and Presentation**
- The Business of Media – in class on Session 4 **Date __________**
  This exercise is explained in **Handout #6 – The Business of Media**
- Monitoring TV and Radio News – group assignment **Date __________**
  This exercise is explained in **Handout #7 – Monitoring TV and Radio News**
- Creating a TV Ad – in-class on Session 5 **Date __________**
  This exercise is explained in **Handout #8 – Creating a TV Ad**
- Finding Resources in the Library – in the library on Session 7 **Date __________**
  This exercise is explained in **Handout #9 – Finding Resources in the Library**
- Analyzing a Newsreel – in-class on Session 8 **Date __________**
  This exercise is explained in **Handout #10 – Analyzing a Newsreel**
- Analyzing Oral Histories – homework for Session 9 **Date __________**
  This exercise is explained in **Handout #11 – Analyzing Oral Histories**
- Analyzing Photographs – in-class on Session 10 **Date __________**
  This exercise is explained in **Handout #12 – Analyzing Photographs**
- Analyzing Newspapers – in-class on Session 11 **Date __________**
  This exercise is explained in **Handout #13 – Analyzing Newspapers**
- Creating Scenes of the Japanese American Incarceration on Session 12 **Date __________**
  This exercise is explained in **Handout #14 – Creating Scenes of the Japanese American Incarceration**
- Presentation Practice on Session 13 **Date __________**
  This exercise is explained in **Handout #15 – Presentation Practice**
- Taking Action – in-class on Session 16 **Date __________**
  This exercise is explained in **Handout #16 – Taking Action**
- Three Week Reflection – homework for end of unit **Date __________**
  This exercise is explained in **Handout #17 – Three Week Reflection**
Handout #1 – History of the Class

Take ten minutes and write a brief history of the class in the space provided below. There is no “right way” to do this exercise. Because of the time limit you might want to focus on the most important aspects of the class to write about. You are also encouraged to write anonymously.

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Handout #2 – Family Story

Bring to class a brief written account of a family story, one that is told over and over. It might be about a grandparent, parent, cousin, uncle, or aunt; it might be about a family trip or migration, a trip from one country to another, a war-related experience, or it might even be a story your folks tell about you.

In addition to the written account of a family story, answer (briefly) in writing the following questions:

- What is the story about?

- Who is the story about?

- When and where does it take place?

- What’s going on in the community and/or world at the time the story takes place?

- What does the story say about who the family is, what their values are, what is important, what is worth remembering? Why does the family keep this story alive?

- How might the story be different if someone else told the story? Do other family members ever tell versions of the same story?

- What do you learn from the story? How does it tell you who you are?

- What questions do you have? Are there parts that don’t seem to fit, or that contrast with other things that you’ve heard? How might you find out more?
Handout #3 – Reading Critically

Read the article assigned to your group. Your group’s task is to respond to a series of questions (see below) that provide a summary of the article and the writer’s point of view.

The questions your group should answer about the article are the following:

- What do you know about the topic (before you begin to read the article)?
- What is the title of your article, who wrote it, and where does it come from (what newspaper or journal)?
- What does the writer say about the topic?
- What evidence does he or she provide to support what they are saying?
- Do they provide any sense of historical context in which the event is taking place?
- Are there indications of point of view or bias in their reporting? How do they show their bias, if they do? It might be through the terms they use, word choice to describe or refer to groups, or showing that they agree more with one side than another in a dispute. They might show bias by interviewing someone on only one side of a conflict, or by quoting a person representing one side much more than the other side. Whose point of view do they seem to align with?
• Does the article confirm or challenge what you thought you knew before reading it?

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• What questions do you have about the topic, or about the reporting?

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After 15 minutes your group will report to the whole class. Decide how your group will present your information in a one- to two-minute briefing.

During the presentations, compare what the different journalists say about the topic in question.

• In what ways do they agree and where do they disagree?

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• Do the articles present facts, opinions, or both?

____________________________________________________________________________________

• How strong and consistent is the evidence?

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• Do the authors agree on the basic facts of the situation?

____________________________________________________________________________________

• What role does point of view play in what is reported and how it is reported?

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• What do we know after hearing from all the groups, and what questions are we left with?

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Handout #4 – Multiple Sources on a Current Event

You will work in a group to research a current-event topic of interest to the group. Your task will be to find a range of articles on that topic, to analyze each article with the same questions you used in the classroom exercise, and then to offer an analysis of the issue in light of the five or more articles the group analyzed.

It is important that the group research articles that span the spectrum of political orientation. As a starting point, below is a list of representative journals and newspapers. Your group will make a fifteen-minute presentation on what they found related to their topic. Each group presentation will be offered on a separate day during the last two weeks of the unit.

You might discuss some of the following questions as part of your group’s presentation:

- On what points does there seem to be common agreement?
- On what points are there major disagreements?
- Is there a presentation of the context or history of the situation in these articles, and is there agreement about that?
- What seems most unclear from the collection of articles?
- What would be good areas for further research?
- Where would you go to research these points?
- Whose voices dominate the conversation and whose voices are excluded?

Representative List of Journals and Newspapers
Select articles from across the political and economic spectrum.

Sources from the progressive end of the spectrum include:

- Znet [www.zmag.org](http://www.zmag.org)
- common dreams [www.commondreams.org](http://www.commondreams.org)
- The Progressive [www.theprogressive.org](http://www.theprogressive.org)
- The independent media center [www.indymedia.org](http://www.indymedia.org)
- The Nation [www.thenation.org](http://www.thenation.org)
- alternet [www.alternet.org](http://www.alternet.org)
- Rouge Forum [www.pipeline.com/~rgibson/rouge_forum/](http://www.pipeline.com/~rgibson/rouge_forum/)

More moderate sources include:

- Time [www.time.com/time/](http://www.time.com/time/)
- News pages of the Wall Street Journal [www.wsj.com](http://www.wsj.com) (their editorials are conservative)
- Christian Science Monitor [www.csmonitor.com](http://www.csmonitor.com)

The more conservative sources include

- The American Spectator [www.spectator.org](http://www.spectator.org)
- Forbes [www.forbes.com](http://www.forbes.com)
- The Weekly Standard [www.weeklystandard.com](http://www.weeklystandard.com)
News sources from other countries.

- www.dailyearth.com
- http://newslink.com,
- *The Economist* www.economist.com
- *The International Herald Tribune* www.iht.co

Google news (www.news.google.com) features hundreds, if not thousands, of news stories on various issues, updated throughout the day. Neighborhood journals and papers from various local communities may or may not have a perspective to share on national and international events. This is, of course, a partial list, a starter set of resources until you can find your own favorite sites.
Handout #5 – Social Justice Paper and Presentation

Unit ending assignment – Research paper and oral presentation
You are to research a particular issue that has to do with social justice. It can be a historical issue or current event, but it has to involve people working to bring justice to people, for example, working to bring equal rights to those who have not had them. You will search out the actions of those who have worked for justice and who have challenged the status quo to bring the nation closer to its democratic ideals. The focus of the work is to understand the issue as completely as possible. To help you do this you will develop a research plan that will bring you information from as many relevant points of view as possible, with extra attention paid to locating and including the voices of people and points of view not usually included in discussions of the topic. You will report on your findings via a written report of five to ten pages, and will prepare an oral presentation of five to ten minutes in length, which will be shared the last two days of the unit. The written paper and oral presentations will be organized around the following guidelines:

- Include a brief summary of what the class social studies textbook says about the issue, which could be nothing.
- Identify and analyze five or more written sources, spanning a range of points of view about the topic.
- Incorporate information gathered from at least two artifacts or sources not found in books, magazines, or other standard publications. These might include photographs, paintings, songs, journals, letters, oral histories, political cartoons, documentaries, clothing, pottery, architecture.
- Include a bibliography of sources used in this research project.

Your paper and presentation should respond to some or all of the following questions:

- What is your research topic?
- Why are you interested in it? Why is it important?
- What did you know about it before you began your research?
- What is the historical context for this issue? How long has it been going on, and who has been involved and affected by it?
- Who has benefited from the unjust situation that which you have researched, and who has suffered?
- Whose voices have been heard regarding the issue? Whose voices and points of view have been minimized or shut out entirely? How has this affected what we know about the topic?
- How have things changed over time with regard to your issue? Who has worked for change and what has happened as a result of their actions? Who has resisted efforts at change?
- What is the current state of the situation? What efforts are being made to make change? What efforts are being made to prevent change?

Some possible topics include (but are not limited to):

- Native Americans standing against “manifest destiny.”
- Enslaved Africans and abolitionists fighting the institution of slavery
- Union organizers and laborers seeking to improve working conditions in factories, mines, fields, and other work sites
- Women working for equal rights, voting rights, equal pay, access to management and electoral positions, recognition of the work they do in the home
- Students and adults standing up to instances of censorship of student voices in student newspapers and elsewhere
- Peace movements through the twentieth and twenty-first centuries
- Justice movements through the twentieth and twenty-first centuries
- Challengers to discrimination in any area, toward any people
- Supporters of small farmers struggling to survive the growth of agri-business
- Individuals addressing disparities in population health, health care, insurance
- Efforts to end child labor
- Working on behalf of the elderly
- Detainees, past and current
- Environmental activists dealing with nuclear power, toxic waste cleanups and dumps, oil spills and tankers
- Health and safety advocates challenging cigarette companies, car manufacturers
- Lies related to war, for example, in Mexico, Vietnam, Iraq, against Native Americans

Checklist for the Paper

- I organized information from notes, data, and other evidence to develop my position.
- I wrote a draft of my paper, which included:
  - background information on the issue
  - a clear position on the issue
  - accurate supporting details from primary and secondary sources in my writing
  - connections between the sources I researched and the issue
  - an evaluation of various groups’ perspectives on the issue in my paper
- I revised my paper to make my ideas clearer, better organized, more detailed, more accurate, and more convincing.
- I edited my work to improve grammar, punctuation, spelling, and capitalization.
- I used APA or MLA style to give reference to any readings or sources I cited in the body of the paper.
- I included the annotated bibliography to document the sources of my ideas.
Handout #6 - The Business of Media

The World in Eight Seconds
Choose a topic that you know and that matters to you. Your task is to communicate as much information as possible to help the class understand this issue as fully as possible. The only catch is that you only have eight seconds to tell the story.

Take five to ten minutes to prepare your statement. We will then go around the room and hear all the statements.

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Take 45
Now prepare a forty-five-second statement to tell the story.

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Demographics are us
In your group you will receive advertisements from a particular magazine. Try to answer the following questions by examining the ads.

- Who do the advertisers think will be reading the magazine?
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  ________________________________________________________________

- What do they think is true about those readers?
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  ________________________________________________________________

- How are they trying to appeal to those readers?
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Handout #7 – Monitoring TV and Radio News

With a partner you will monitor a news show on television or radio to determine what you would “know” if this were your only source of news and information. Respond to the following questions based on your viewing or listening of a whole TV or radio newscast or program. You can watch or listen on additional nights to make sure you didn’t see an atypical broadcast.

• What is the source? What are you watching, reading, listening to?

• Who are the people presenting the stories? Who are the news hosts or anchors?

• What stories are presented on the broadcast?

• What information is conveyed?

• What history or context for each story is provided?

• Who is quoted, or interviewed? Who defines the issue? Who speaks?
• Are there people involved in the story who are not represented in the news story? Are there people who do not get to speak for themselves, to tell their side of the story?

• What questions are you left with after the story?

• How long was each story on the air?

• What advertisements were aired during the newscast? What does that tell you about who the advertisers think is watching?

This assignment is due during Session 6. You and your partner will share your findings with your classmates and will hand in a written response to the questions. One paper per group is enough.
Handout #8 – Creating a TV Ad

Work together in a small group to create a televised public service announcement (PSA) using one or more of the techniques discussed in the classroom. Possible topics for the public service announcement spots include convincing people: not to smoke; not to force young children to work; not to discriminate based on race, gender, sexual orientation, political views, age, class; to eat healthily, to exercise, etc.

Your group should describe or write out a script for a thirty-second PSA. Then members of the group will act out the PSA spot for the rest of the class.

PSA topic

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Description of the PSA

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Handout #9 – Finding Resources in the Library

Below is a checklist of activities to complete during a library visit.

- Find a nonfiction book related to the topic you are researching. Write down the information on the title page and chapter titles.

- Find a journal or magazine article related to the topic you are researching. Write down the bibliographic information.

- Locate one or two sources from the reference section of the library that may be useful to you in your research. Record the basic location and bibliographic information, and the page number/article title if appropriate.

- Locate a nontext resource the library offers, for example a map, movie, DVD, documentary, CD related to the topic you are researching. Write down the bibliographic information.

- Access a web site that is related to your research project. Record the address of the web site and a brief summary of what is offered there.
Handout #10 – Analyzing a Newsreel

View the nine-minute newsreel *Japanese Relocation* made by the U.S. War Relocation Authority and the Motion Pictures Division of the Department of War during World War II. This newsreel was shown before feature presentations in U.S. movie theatres in 1943. While viewing the newsreel, jot down your thoughts regarding the following questions and topics.

What was the film's central message?

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_____________________________________________________________________________

How did word choice, music and selection of images contribute to the film’s message?

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How were Japanese Americans portrayed?

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_____________________________________________________________________________

What reasons were given for the mass removal and incarceration of Japanese Americans?

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_____________________________________________________________________________

What evidence was used to justify the government’s action?

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_____________________________________________________________________________

After viewing the newsreel, discuss the newsreel in small groups. Share the thoughts you jotted down while watching the newsreel. Below are additional questions for the group to consider with relation to the newsreel. You should discuss those that seem most relevant or important and consider as many as you can.

- Would you consider this film biased? Why or why not?
- Why do you think this film was made?
- Who do you think was the intended audience for this film?
- How were the camps portrayed in this film?
- Based on the film, what adjectives would you use to describe life in the incarceration camps?
- Was the issue of civil rights addressed in the film? If so, how?
Handout #11 – Analyzing Oral Histories

Our knowledge of a historical time period is often limited to major events. We usually don’t understand the everyday experiences or feelings of individuals. An oral history interview is an opportunity to get an individual’s perspective of a historical event. This perspective may or may not be typical of a person from his or her time and culture. Because of the subjective nature of an oral history interview, it should not be used as a substitute for analysis of historical materials like official documents, diaries, letters, newspapers, and books. However, the oral testimony can help illuminate by placing an individual’s experience within a historical period.

Below are transcripts from four oral history interviews. The transcripts are from short segments of much longer interviews. All four of the narrators, or interviewees, were removed from their homes in Washington State and sent to a remote incarceration camp with their families. The interviews were conducted by Densho: The Japanese American Legacy Project, and all of the interviewers were Japanese American.

Use the following questions to help think about the transcripts.

1. Who is the narrator?
   - What is the narrator's relationship to the events under discussion?
   - What stake might the narrator have in presenting a particular version of events?
2. Who is the interviewer?
   - What background and interests does the interviewer bring to the topic of the interview?
   - How might this affect the interview?
3. What has been said in the interview?
   - How has the narrator structured the interview?
   - What's the plot of the story?
   - What does this tell us about the way the narrator thinks about his or her experience?
4. What differences were there between the government newsreel and the oral histories?

Kara Kondo Interview

Date: December 7 & 8, 2002
Location: Seattle, Washington
Interviewer(s): Alice Ito, Gail Nomura
Interview Length: 5 hours 30 minutes 22 seconds

Nisei female. Born 1916 in the Yakima valley, Washington, and spent childhood in Wapato, Washington. Following the bombing of Pearl Harbor, removed to the North Portland Assembly Center, Oregon, and then to the Heart Mountain incarceration camp, Wyoming. Was on the staff of the camp newspaper, the Heart Mountain Sentinel. Left camp for Chicago, Illinois, and lived in Pennsylvania, Kentucky and Missouri before returning to Yakima, Washington. Became involved in political organization postwar, such as the League of Women Voters. Testified before the Commission on Wartime Relocation and Internment of Civilians during the redress movement, and became actively involved in groups addressing environmental issues. Ms. Kondo passed away in 2005.
Below is a five-minute excerpt from Kara Konda’s interview where she remembers the day of mass removal: helping the GIs with the move, sadness of her father, and the sound of the gate closing upon her arrival at the Portland Assembly Center

**Interview Excerpt**

AI: Well, I think you had mentioned that it was early June when you and your family were finally actually physically going to leave.

KK: Yes.

AI: Could you tell us about those last days?

KK: Yes. It, it had such a feeling of unreality. The contingent of the military that came from, from Fort Lewis to evacuate us, to get our final papers in order and to actually put us on the train, were very kind. They were helpful, and we worked with them for about, close to a week. And they're the ones that had to see that we got on the train. There were two, we had two trains. One left on, I think it was June the 4th, and the other, the 5th. But I think I went on the first one. And to accompany us from Wapato to Portland was another group that stayed on the -- came to escort us to Portland. And I remember that I was, when we approached there I was helping. I helped with name interpretation and pronunciation and with the GIs that were helping us move. And so I was outside helping them with the names of people who were supposed to get on the train, and I heard a scuffle and pretty soon someone was being kicked off, one of the soldiers that were to accompany us was being thrown off the train. And it was very frightening to think, "Oh my goodness. What's going to happen to us?" And those who had been there said, "Don't worry. Nothing is going to happen to you. They had a little leave time in between and they got drunk. And so they were, but we told them that, gave them explicit instructions that nothing was going to happen to you."

So these are the kinds of things that occurred, but I can never, I can always picture the sun was setting and the crowd was gathering where the people -- some of your friends -- and there were hundreds of people there. Some were there to say goodbye, others came just for the curiosity. And it just had sort of a circus feeling about it. And people were looking for their friends to say goodbye to, and, but finally we got on the train. I remember pronouncing the last name and I got help going up the train. And I said, "Thank you for your help." He said, "Forget it. Thank you." And it was such an odd feeling, it just... as we pulled out I can remember my father holding onto the arm of the seat, hard seat. The blinds had been drawn, but you could, before they did that you could see the shadow of Mt. Adams and the sun behind it. And looking at his face I could just feel that he was saying goodbye to the place that he'd known so well. Pictures like that just really, when you think about it, were very sad. But it was... it was such a -- it's hard to explain the kind of feeling, the atmosphere of that time.

But... and we went, traveled through the night with the shades drawn and got to Portland livestock center, our evacuation center about, really about dawn. And I stayed until the last person got in the, into the compound and heard the gate clang behind me. And I think -- when people ask what my memory was about evacuation -- I think I'll always remember the sound of the gate clanging behind you and knowing that you were finally under, you had barbed wires around you, and you were really being interned.

**Kara Konda Interview - Copyright © 2002 Densho. All Rights Reserved.**
George Morihiro Interview

Date: December 15 & 16, 2005
Location: Seattle, Washington
Interviewer(s): Megan Asaka
Length of Interview: 4 hours 43 minutes 38 seconds

Nisei male. Born September 19, 1924, in Tacoma, Washington, and spent childhood in Fife, Washington. Following the bombing of Pearl Harbor, removed to Puyallup Assembly Center and Minidoka incarceration camp, Idaho. Drafted into the army in 1944 and joined the 442nd Regimental Combat Team in Europe. Awarded the Purple Heart for actions in the Battle of the Gothic Line. After the war, briefly resettled in Fife before going to the East Coast to attend photography school. Worked for Tall's Camera in Seattle, Washington for many years. Currently speaks to many school groups and community organizations about wartime experiences.

Below is a four-minute excerpt where George Morihiro talks about entering the Puyallup Assembly Center and how "'the day you walked through that gate, you know you lost something.'"

**Interview Excerpt**

MA: So they had this special graduation ceremony for the, for the Nisei students that were leaving?

GM: They had another --

MA: And then the next day, what happened?

GM: Well, oh, the, that's right. The next day, we were in camp. That was another thing, you know. We graduated that day, the next day we were behind barbed wire fence, and all the students knew that, too. And then we were in camp, of course, I was in Area B, which you could see through because there was nothing but barbed wires and barracks. We waved to our friends passing by to see us. They'd come by and wave at us, and we'd wave at them. So they still came to see us. In fact, at one point during our stay in Puyallup, two of the girls came and saw Bill Mizukami in Area C, and came over to see me in Area B, and they let them into the camp, in a special room to talk to us, and it was a little different from what we were accustomed to, you know, guns pointing at you and stuff like that. But they did let 'em come into the camp.

MA: So your friends made an effort to stay in touch with you a little bit?

GM: Uh-huh. Well, up to that point. After that, I never heard from them again. But they did come to see us after we went into Puyallup.

MA: How far away was the Puyallup Assembly Center from your home?

GM: Well, it's about, about six miles away from my home and the school. So that was pretty close, so you didn't feel really lost.

MA: What was your reaction when you kind of got to Puyallup and saw the barbed wire, and yet you were still in your own hometown? What was that like?
GM: That's hard to say because we forget a lot of things, but I guess the Japanese have a word for it: *gaman*, "take it as it comes." But the... but there are some things in your heart that you can't forget, and that is the day you walked through that gate, you know you lost something. Up to that point, it was news or something like that. But when you walk through that gate, you know you lost something. 'Cause, you know, the gate's got guards and barbed-wire fence and everything, and you're walking from a free life into a confined life. And I know one thing, it was hard to explain to somebody what was it like in camp, because we never tell them the truth, what it was like in camp. It was horrible. The idea was horrible. But being Japanese and how we react to those kind of things, because we're trained from our younger childhood days, we took it. It's *gaman*, we took it as it came, and we didn't fight it. But from there on, you're confined in this little boxy area, you could only walk a hundred yards or so, going the longest distance from one end to the other, and you got, soldiers were on you and guns pointed at you, machine guns above you. And you're not even thinking about escaping or anything, that was out of the question. But you're trying to figure out how to make the best of it.

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Frank Yamasaki Interview

**Date:** August 18, 1997

**Location:** Lake Forest Park, Washington

**Interviewer(s):** Lori Hoshino, Stephen Fugita

**Interview Length:** 3 hours 10 minutes 32 seconds


Below is a six-minute interview excerpt where Frank Yamasaki shares some of his memories of the Minidoka incarceration camp.

**Interview Excerpt**

LH: If we could move to the period where you were going to Minidoka, and you said that you had a blank period that it's difficult to recall, but what made the biggest impression on you when you got to Minidoka?

FY: It was very, very dusty. The dust was powdery fine and if I recall, it was about 3 or 4 inches deep. So you just, every time you take a step, you would just have a puff of smoke -- I mean, of dust -- and if you have even the slightest breeze... wow, you're in, like a fog. And when you go to the mess hall to eat, of course, when you chew the food, you can... you can feel the grit of the sand. And it's amazing, even that, you get used to it. I gradually got used to the mixture of sand and food. [Laughs] It was terrible. The camp was really not ready yet. The water, even they had water tanks along the side of the road where you go, very heavily chlorinated water for drinking.

SF: So right before you were gonna go to Minidoka, did you anticipate it as a positive event or a negative event when you were moving from "Camp Harmony" to Minidoka? Was that seen as more hassles or a good thing?
FY: That's the area, that's the area I kind of blanked out. I don't recall at all. I'm sure there must have been some apprehension. But, total blank there. I try to recall several times, but I don't know why.

LH: Now, your family was all reunited at Minidoka.

FY: At Minidoka, yes. We were in Block 41.

LH: What were your living quarters like at Minidoka?

FY: Well, it was, at least it was a lot more substantial than over at the assembly center; but it was still a minimal area. I would say roughly 12 x 15 or so in size, and, or maybe 20 and then the... this was a long barrack that was partitioned off to... terrible memory, five or six units. And in each unit there would be a family. And each unit would have one large pot belly stove, cast iron stove. And the beds I think were more substantial, they were metal bed or rather bunk, or what would you call these, they were collapsible bed. And my father and mother, they combined the three beds with George together so that all three of them could sleep in one area, and I had a bed and my brother had one. So there were five of us in this little room.

LH: And it was one open space?

FY: One open space where you would have a pot belly stove in one corner and the beds around the perimeter, and one entrance and a table in the center.

LH: So, could you hear other people in the adjoining --

FY: No, this was much more substantial. The partition, I think, went all the way to the top, but, of course, you can still, the walls are not insulated so you can hear, but not like before where it was absolutely big cracks on the partitions and knotholes and then above would be open. So, it was much more substantial.

SF: Did your mom and dad put up some temporary blankets or any way try to get some privacy?

FY: I know what you mean, others had. But you know, we were all boys in the family, and I noticed that in some of the family where they would have women, young girls or teenagers or older, they would have drapes running across that they would hang. The period, early stage where the area was undeveloped and very dusty and the toilet facility was still poor. It was bad, but one thing under that type, type of situation, food plays a big part and the cooks they had there were fantastic. Because there were so many Japanese running restaurant business, so every, every mess hall would have one or two or three professional cooks. And they would... oh, it was wonderful. The food was good.

Speaking about food, back in the assembly center, I think if you were to ask a great percentage of the evacuees that were taken to the Puyallup Assembly Center, if you mention the word "Vienna sausage," I think you would get a laugh from them. Because there was a period there where we had Vienna sausage for every single day, and it got so bad that some people had developed diarrhea. And what happened is one evening -- I didn't see it, but I heard about it -- there was a group that just happened to, simultaneously, they all went toward the toilet and the guard on the tower thought there was going to be a riot. [Laughs] I heard that he turned the light on and he swung around and there was a, as you go
up the ladder to this platform, there's a hole there, and I understood he fell down. Fell through there.

[Laughs]

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Masao Watanabe Interview

Date: June 19, 1998
Location: Seattle, Washington
Interviewer(s): Tom Ikeda
Interview Length: 2 hours 56 minutes 34 seconds

Born 1923 in Seattle, Washington. Grew up near Nihonmachi area of Seattle. Incarcerated at Puyallup Assembly Center, Washington, and Minidoka incarceration camp, Idaho. In 1943, volunteered for the army while in camp. Served in Europe with the 442nd Regimental Combat Team, L Company. Returned to Seattle after the war and worked for the U.S. Customs Service. A founding member of the Nisei Veterans Committee (NVC) in Seattle. At the time this interview was taped, Mr. Watanabe was recovering from a recent series of cancer treatments.

Below is a three-minute excerpt where Mas Watanabe talks about his feelings about going into the Puyallup Assembly Center.

Interview Excerpt

TI: Let’s jump now to the Puyallup Assembly Center, or what was called "Camp Harmony."
MW: That was a hell of a good name.
TI: Do you remember going to Puyallup and what it was like?
MW: Hey, I was a high school graduate. I sure remember.
TI: And what was it like?
MW: I had been to Puyallup a few times when it was the fairgrounds of Western Washington. Little did I know that I would replace the pigs and the cows and that type of stuff, you know, 'cause they, they restructured the fairgrounds and the parking lots into these temporary hovels. And they had a hell of a lot of nerve calling it "Camp Harmony." But, anyway, it was... boy, it was a real traumatic type of living, where you're in the former stalls where the pigs and the cows and everything else were. Temporary shacks, just the walls were so many feet off the ground, and families of six and seven were crowded into one little spot. I think intentionally, I forgot a lot of "Camp Harmony." I hate to use the word "harmony," but it was just not a very good experience.

TI: How were you, what were you thinking? I mean, you were a high school graduate and so you had learned a lot in your civics courses and history courses about the United States Constitution and all those things. What was going through your mind as this was happening to you, a United States citizen?

MW: Well, in retrospect I can say a lot about that, but I just... I just felt that all this liberty and crap was all crap. You know, it just, you read so much about democracy and all this and it was a real eye-opener to see what could happen to civilians and what does citizenship mean. 'Cause it just bothered the heck out of me to think that I tried to be a good citizen and, man, they are tossing me into joints like this. I didn't like it. I can't imagine anybody liking it or having positive images of being locked up.

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Handout #12 – Analyzing Photographs

The cliché or adage “a picture is worth a thousand words” is based on a picture’s ability to reach us emotionally, to put us in a scene or to allow us to feel, to relate to what is being portrayed in ways that text sometimes fails to do. Seeing a scene enables us to immediately enter it in an emotional way, which has a powerful impact and, at times, causes us to bypass critical analysis. It is easy to believe that pictures don’t lie, that what we see is a “factual” presentation of the events, people, or place in the photograph. Critically analyzing photographs is very similar to critically analyzing text in terms of basic assumptions:

- No one photograph tells the whole story
- Photographs have a point of view
- Photographers choose what to shoot and what to leave out of the story

The Photographs of Dorothea Lange and Ansel Adams

Two well known photographers were hired to document the round-up and incarceration of Japanese Americans after the attack on Pearl Harbor; Dorothea Lange, best known for her photos of Dust Bowl farm workers, and Ansel Adams, the famous landscape photographer. Two sets of photographs, one from each photographer, are provided for analysis.

Below are some questions to help guide a discussion of each set of photographs.

- What physical objects are in the picture?
- Who are the people in the photograph? Of what gender, what age, are they? What are they doing?
- What context, what setting is presented? What do you see?
- How do the people in the picture appear to relate to each other and to their environment?

Analyze and deconstruct the photograph.

- Where is your eye drawn when you look at the picture?
- What is in the foreground of the picture and what is in the background?
- How is the photograph lit? What is in brighter light and what is in shadow?
- Where was the photographer positioned when he or she took the photograph? How might the scene have looked if he or she were standing somewhere else?
- Does this scene look posed, arranged, or natural?
- What does the photographer not show? What might be situated right beyond the frame of the photograph, or what might have occurred either earlier or later?
- What message or information does the photographer want to communicate? Why did he or she take this picture and what does he or she seem to want you to take from it?

Now bring your own critical thinking to the picture.

- What feeling or emotion is brought up by the photograph?
- What do you know about the subject, issue, or scene depicted?
- How does what you see/feel in the photograph align with what you know from other sources?
- How does the feeling/emotion communicated by the photograph align with the analysis you have just done?
- What questions do you have and how does this photographer’s communication align with, or contradict other information you have on the topic?
- How would you compare the photographs of Ansel Adams and Dorothea Lange’s?
Original Ansel Adams caption: Manzanar street scene, winter, Manzanar Relocation Center
Courtesy of the Library of Congress

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Original Ansel Adams caption: Tom Kobayashi, Landscape, Manzanar Relocation Center, California

Courtesy of the Library of Congress

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Original Ansel Adams caption: Roy Takeno (Editor) and group reading Manzanar paper in front of office, Manzanar Relocation Center, California. Courtesy of the Library of Congress

Notes
Original Dorothea Lange caption: Turlock, California. These young evacuees of Japanese ancestry are awaiting their turn for baggage inspection at this Assembly center. Courtesy of the National Archives and Records Administration

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Original Dorothea Lange caption: Hayward, California. Grandfather of Japanese ancestry waiting at local park for the arrival of evacuation bus which will take him and other evacuees to the Tanforan Assembly Center. He was engaged in the cleaning and Dyeing business in Hayward for many years. Courtesy of the National Archives and Records Administration

Notes
Original Dorothea Lange caption: San Bruno, California. This assembly center has been open for two days. Bus-load after bus-load of evacuated persons of Japanese ancestry are arriving on this day after going through the necessary procedures, they are guided to the quarters assigned to them in the barracks. Only one mess hall was operating today. Photograph shows line-up of newly arrived evacuees outside this mess hall at noon. Note barracks in background, just built, for family units. There are three types of quarters in the center of post office. The wide road which runs diagonally across the photograph is the former racetrack.

Courtesy of the National Archives and Records Administration

Notes
Original Dorothea Lange caption: San Francisco, California. Flag of allegiance pledge at Raphael Weill Public School, Geary and Buchanan Streets. Children in families of Japanese ancestry were evacuated with their parents and will be housed for the duration in War Relocation Authority centers where facilities will be provided for them to continue their education.

Courtesy of the National Archives and Records Administration

Notes
Handout #13 – Analyzing Newspapers

Newspaper readership has declined as more people use television, radio, and the Internet to get their news. However, newspaper articles and editorials are still influential in our society. The newspaper article shapes information about a particular event to create a story that has a beginning and end. Like other forms of media, newspaper articles are crafted to send a specific message about a certain topic.

A newspaper article and an editorial are provided for analysis. For analysis, you can use the same questions from the critical reading exercise we did earlier in the unit.

- What do you know about the topic before you begin to read the article?
- What is the title of your article, who wrote it, and what newspaper or journal does it come from?
- What does the writer say about the topic?
- What evidence does he or she provide to support what they are saying?
- Do they provide any sense of historical context in which the event is taking place?
- Are there indications of point of view or bias in the reporting? How does the writer show his or her bias, if they do? It might be through the terms they use, word choice to describe or refer to groups, or showing that they agree with one side of a dispute more than another. They might show bias by only interviewing one side of a conflict, or by quoting a person representing one side much more than someone on the other side. Whose point of view do they seem to align with?
- Does the article confirm or challenge what you thought you knew before reading the article?
- What questions do you have about the topic, or about the reporting?
Disloyal Japs Fed Well, Idle While Nearby Crops Rot

By NICK BOURNE
United Press Staff Correspondent
SAN FRANCISCO, Nov. 6. — Ducks and geese today feasted on unharvested lettuce and barley crops, $250,000 worth of frost-threatened potatoes, and the Army fed 15,000 admittedly disloyal Japanese at the Tule Lake, Calif., segregation center, where the Japs attempted to kidnap Ray R. Best, project director, Thursday night.

The Japanese refuse to harvest the crops, which would be shipped to the nine evacuation camps holding the 95,000 “loyal” United States persons of Japanese ancestry.

Focal point of the trouble which brought troops, tanks, machine-guns and armored cars to take over the camp was 1,200 kibei, unruly young Japs educated in Japan, brought here from Hawaii.

Until the Army took over, white War Relocation Authority employees feared for their lives, after beatings of whites, intimidation and the inadequacy of protection.

While at the camp, I learned how the Japs live. There were many rumors that they dined on T-bone steak, wasted butter and were being “coddled.”

Here is a typical menu for a day:

Breakfast — Fruit, such as stewed prunes or apricots; cooked cereal, tea, bread or rice.

Lunch — Sukiyaki (the Jap version of chop suey), or a stew with some meat, rice, a vegetable, tea or coffee with canned milk.

Dinner — Fish, potatoes or another vegetable, or salad; sometimes dessert such as pudding or stewed fruit; coffee or tea.

The evacuees receive oleomargarine, no butter. They eat all they want; there is no limit on quantity. The food comes from the Army quartermaster and cost the government an average of 38 cents a day for each evacuee for the past three months. Each is rationed about one-half an ounce of sugar a meal.

From the Seattle Times / UP Article, December 28, 1943
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Editorials

To Keep the Record Straight

In recent weeks several residents have suggested that many of us, in letters to friends and even through The Sentinel, have given an overly rosy picture of WRA center life. If this is true, it has been because we have tried to be cheerful and optimistic in keeping with our desire to cooperate with the government and accept this role, since it is deemed necessary, as gracefully as possible.

Be that as it may, a recital of facts will not be out of place for the several thousand Sentinel readers on the other side of the fence whom we are privileged to call friends. Perhaps it will help to restore a more normal perspective, and provide them with the facts.

This barracks city for more than 10,000 men, women and children, was planned and built—from desolate sage country to finished camp—in just slightly more than two months. It was just two months and 15 days between the time the camp was ordered constructed and the first evacuees moved in. One need not be an engineer to realize the impossibility of creating a luxury city in that time.

We were provided only with the barest physical necessities, and perhaps not all of them. Rather than the tile bathrooms so often mentioned as being furnished, they are very ordinary places with a minimum of privacy, and 100 feet and more from the nearest rooms.

What has been built up since is the result of evacuee labor, ingenuity and ambition, guided and assisted by a devoted Caucasian WRA staff. This is the extent of the labor put in: with some 4,000 persons working eight hours daily, approximately 32,000 man-hours per day are being put into project operation and improvement, 176,000 man-hours per week, 704,000 man-hours per month. It is not surprising that the project is somewhat different in appearance, or what might be called visibility, to what it was last August. Much of what has been done will be of permanent value, such as the work on the irrigation canal by the agricultural department. Thanks to these efforts the project soon will be almost self-sufficient with regard to many critical foodstuffs.

All of us and our activities are subject to the same rationing and priorities system prevalent throughout the country. We are carrying on under a $12.10-18 a month pay scale, supplemented by a small clothing allowance. From this income we purchase all necessary toilet goods, newspapers and reading material, laundry soap, clothing, snacks (practically a necessity), keep up our life insurance and pay out for the sundry needs that inevitably arise. Some even manage to buy a few defense savings stamps with the left-over dimes.

Our rations are served in communal mess halls where there can be no catering to individual tastes. WRA regulations stipulate that meals cost no more than 46 cents per person daily. This is considerably less than the cost of fare provided prisoners of war who are guaranteed, under international law, food comparable to that provided men of the armed forces. We are not prisoners. The majority of us happen to be citizens of the United States, or in the case of aliens, legal residents of this nation.

Perhaps we have taken too much for granted in the way we used certain words. When we say "home", we think of a crowded one-room apartment in a tar-paper-covered barracks. Our friends on the outside are likely to have a different mental picture. We refer to the basketball court, but those on the outside do not envision a desolate out-door plot where boys clear off the snow, put on their galoshes, mittens and ear-muffs, and indulge in a game of basketball. And when we write that we have been to church, outsiders do not see a drab barracks-style hall, sometimes so crowded that the congregation brings blankets to sit on the floor.

We have come to take these things for granted. It is not that like we like these privations, it's that we have come to not to mind them so much. It has helped to believe that we were doing our bit for the nation by accepting these things. In a sense we have developed a pride in accomplishment and we are now fiercely proud of knowing how to make the most of little. It was not pleasant to be uprooted from everything dear to us, and transplanted—young and old, men, women and children, citizen and non-citizen—purely on a racial basis and without test of loyalty, to a strange and desolate place.

In some ways it has been fun living the frugal pioneer life. We have smiled and tried to be optimistic because we knew there was nothing to be gained in being morbid or sullen. But not for a minute do we want our friends on the outside, or our persecutors either, to think that we are living in comfort and ease. We would gladly leave the shelter of the paternalistic government today to take our rightful places in the United States as free citizens, and pitch in to do our share toward winning this war as full-fledged Americans.

These are the facts that Senator Chandler and his colleagues of the military affairs sub-committee are beginning to discover, and will continue to discover as their investigation continues.

Editorial from the Heart Mountain Sentinel, Vol. II No. 5, page 4, January 30, 1943

Notes
Handout #14 – Creating Scenes of the Japanese American Incarceration

In small groups of three to four, determine how you would tell the story of the Japanese American incarceration. What would be important to show? What would you show first, second? Your group should identify four to six scenes to explain the story. The group will then create a series of four to six statue scenes; that is, you will “freeze” in positions as if you were statues, portraying a scene. The group then performs its statue scenes to the rest of the class with one student providing narration.

Answer the questions below to help create the statue scenes.

When should the story begin?

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When should it end?

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What images are important in explaining what happened to Japanese Americans?

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How would you arrange the sequence of images?

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Handout #15 – Presentation Practice

Student presentations are due during sessions 14 and 15, so this session is devoted to having you work in small groups to practice your presentations, to offer feedback to each other, and to work on completing your presentations.

Each student presents his or her research to other members of the group, who listen without comment while the presentation is going on. Then the other group members respond in a structured way to what they have heard, according to the following categories:

- What was the strongest part of the presentation?
- Why do you say this?
- What part of the presentation, if any, seemed unclear, or incomplete? What did you want clarified, or to know more about?
- What questions do you have about the topic at this point?
- Did you have confidence that the presenter knew his or her subject matter? Why or why not?
- Do you have suggestions for the presenter about how he or she can strengthen the presentation?
- What do you now know about the topic?

The focus of these sessions is to offer support. Since the presentations are to happen at the beginning of the next session, suggestions that the presenter should start over, or develop new, stunning technology for the presentation are not helpful because they are not realistic. Offering specific areas that might be made a bit more clear, or that might be filled in a bit is more helpful to the presenter (“I’d like to know more about a particular section of the report…”). This is an opportunity to practice positive communication skills; the more you help each other to prepare, the more the whole group learns, since the reports will be stronger due to the feedback.

Here are a few suggestions for presenters:

- Practice your presentation at home. Don’t assume you can just stand up and wing it. A few people can, but most of us can’t.
- Practice with a watch or timer; it won’t do you or your audience any good if you have an excellent presentation that takes thirty minutes if you are only allotted five or ten minutes. Make sure that what you have to say fits within the time allowed for reports, and make sure you say the most important things within that time.
- You have sat through presentations before. Think about what people have done that have bored you, and don’t do that in your presentation.
- If you have technology, make sure you know how to work it. Make sure your equipment is ready to go, and that it connects with equipment at school if you are hooking a computer up to a projector, for example. There is nothing worse for an audience than waiting around for a presenter to get the technology working. Telling your restless audience “it worked at home” doesn’t help.
- Remember that the focus of your presentation is to help your audience members about your topic. Don’t assume they know what you know. You have to make sure that what you present will make sense to them. Finally, make sure you are communicating with your audience. Don’t hold your paper in front of your face. Be sure to use a loud enough voice to reach the back of
the room. Focus on helping your audience understand what is significant about the issue you’ve researched. You have chosen this issue because it is important, because it matters to you. Help them appreciate the issue, and understand why it is important. You’ve done good work; now’s the time to share it.

**Ground Rules for Audience members:**
Your tasks as audience members are to learn as much as you can from each presentation and to support your classmates as they present. It can be nerve wracking to present in front of your friends and classmates, and there are things you can do as audience members that will help them to feel as relaxed as possible, which will help them to offer the strongest presentation they can. There are some obvious audience behaviors that lead to stronger presentations.

- Pay attention to the presenter: look at them, listen to them.
- This is not a time for conversation, for reading magazines, for fiddling with papers, or for working on your own report, even if you present next.
- Write down your questions rather than interrupting in the middle of the presentation.
- If you are bored by a presentation, be kind and discreet. Notice what is boring about the presentation and think about how you can make sure you don’t repeat such behaviors in your own work. Focus on the content (if the presenter is not yet skilled); what is the issue and what can you learn about it?
- Remember that you are learning to present, and learning takes time and practice. You want to help each other to learn, both content, and presentation skills. You learn best when you feel safe, so help the room to be a safe place to present.
Handout #16 – Taking Action

You have carried out research on an issue of injustice for this unit. What would be your next steps should you wish to act based on what you have found? How might you strategize actions that could lead to the change you desire?

Below are some questions that might help you to think through your next steps. Write down the answers to the questions.

- What is the issue of injustice you are concerned with? Who is suffering from the current situation? Who is benefiting from the current situation?
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- Upon what are you basing your understanding? What evidence is there and what is the source for that evidence? What has convinced you that it is solid evidence?
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- Is there any compelling evidence that offers another conclusion?
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- What kind of change do you think would make the situation better?
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- What resources and allies would help you to bring about change?
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• To whom do you wish to communicate, and why? Who should know about this and how might they help to bring change?

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• How might you make contact with your desired audience?

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• What might you say to them to help them to understand why they should be concerned and why they should act?

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Resources and Models
There are students around the world who are digging deeper, beneath the headlines to learn of instances of injustice, and are working to make change. Here are a few web sites that have information on what is happening on college campuses and at schools.

• [http://www.civilrights.org/campaigns/student_activist/learn_more.html](http://www.civilrights.org/campaigns/student_activist/learn_more.html)
  Student activist network on college campuses; work towards civil rights related issues and issues of injustice

• [http://www.studentpeaceaction.org/Organize/ally.html](http://www.studentpeaceaction.org/Organize/ally.html)
  Student organization geared towards taking action against military recruiting in schools, and towards peace

• [http://www.csun.edu/eop/htdocs/studentactivismbook.pdf](http://www.csun.edu/eop/htdocs/studentactivismbook.pdf)
  Student Activism Resource Handbook, including Web Resources

• [www.rethinkingschools.org](http://www.rethinkingschools.org)
  Rethinking schools is an organization that features articles about education with a focus on social justice. They frequently highlight student and community efforts at bringing change to their schools and communities.
Handout #17 – Three-Week Reflection

Write a page on what you have learned in this unit. What was the most significant learning for you? Below are some questions to help you with some ideas.

Reflect on an issue discussed during the unit

- Why is increasing media conglomerate a threat to democracy?
- What is the relationship between advertising and decisions made about what is shown on TV?
- What are the two contradictory responsibilities placed on media, and how does this affect us as members of a democracy?
- How did media influence the decision to incarcerate Japanese Americans during World War II?

Reflect on your efforts as a learner

- How did you serve yourself well as a learner these past three weeks?
- What would you do differently as a learner if you were to encounter this material again?
- In what ways did you help others in our class to learn?
- In what ways did others in the class help you to learn?