



**Choose your Words**  
**Describing the Japanese Experience During WWII**  
Dee Anne Squire, Wasatch Range Writing Project

**Summary:**

Students will use discussion, critical thinking, viewing, research, and writing to study the topic of the Japanese Relocation during WWII. This lesson will focus on the words used to describe this event and the way those words influence opinions about the event.

**Objectives:**

- Students will be able to identify the impact of World War II on the Japanese in America.
- Students will write arguments to support their claims based on valid reasoning and evidence.
- Students will be able to interpret words and phrases within video clips and historical contexts. They will discuss the connotative and denotative meanings of words and how those word choices shaped the opinion of Americans about the Japanese immigrants in America.
- Students will use point of view to shape the content and style of their writing.

**Context:**

Grades 7-12, with the depth of the discussion changing based on age and ability

**Materials:**

- Word strips on cardstock placed around the classroom
- Internet access
- Capability to show YouTube videos

**Time Span:**

Two to three 50-minute class periods depending on your choice of activities. Some time at home for students to do research is a possibility.

**Procedures:**

**Day 1**

1. Post the following words on cardstock strips throughout the room: Relocation, Evacuation, Forced Removal, Internees, Prisoners, Non-Aliens, Citizens, Concentration Camps, Assembly Centers, Pioneer Communities, Relocation Center, and Internment Camp.
2. Organize students into groups of three or four and have each group gather a few words from the walls. Each group, through discussion, will define the words they have gathered. (Connotation) Then students will look up the words in the dictionary. (Denotation)
3. Share the definitions with the class. Also comment on the differences between the connotative meaning and the denotative meaning.





4. As a class, group the words into the following categories based on their definitions: the event, the people, and the location.
5. Give students a short lecture using this timeline of events and/or the introductory materials included in this lesson. Give students an idea of the things that lead up to the movement, the removal process, the conditions in the camps, the process of closing the camps, and the redress given by the American government. Below is a simple timeline. Add or subtract information as needed for your students.

Oct. 14, 1940 – The US Nationality Act requires resident aliens to register annually.

Dec. 7, 1941 – Pearl Harbor bombed.

Dec. 29, 1941 – Enemy aliens in California, Oregon, Washington, Montana, Idaho, Utah, and Nevada ordered to surrender radios, cameras, binoculars, and weapons.

January 29, 1942 – Prohibited Zones established that all German, Italian, and Japanese aliens may not travel more than 5 miles from their homes in these areas.

February 19, 1942 – President Franklin Roosevelt signs *Executive Order 9066* empowering the US Army to designate areas from which “any or all persons may be excluded.”

February 26, 1942 – All people of Japanese ancestry must leave Terminal Island within 48 hours.

March 18, 1942 – *Executive Order 9102* establishes the War Relocation Authority.

May 1942 – Relocation process begins.

June 10, 1942 – 100<sup>th</sup> all Nisei infantry Battalion is activated in Hawaii.

July 20, 1942 – Policy permitting indefinite leave from war relocation centers is established.

August 7, 1942 – “Evacuation” of all persons of Japanese ancestry from the West Coast is complete.

January 28, 1943 – Japanese-Americans may volunteer for military service.

January 20, 1944 – Selective Service induction of Japanese-Americans resumes.

June 30, 1944 – Jerome War Relocation Center in Arkansas is the first of 10 centers to close.

August 14, 1945 – Emperor Hirohito announces Japan’s surrender.

March 20, 1946 – Last relocation center is closed.

July 15, 1946 – 100<sup>th</sup> battalion and 442 is honored with a Presidential Unit Citation.

1988– Redress and reparations given. \$20,000 given to each surviving internee.

6. Return to the words grouped on the board. Ask students, after hearing about the history, to personally choose a word from each category to describe the event, the people, and the location. Students should write a short paragraph about each word defending/rationalizing their choice. This writing assignment may be completed at home





if time is short. (This also gives students time to research more if you or they want to extend the assignment.)

## Day 2

1. Refer to the words on the board. Ask for opinions of which words should be removed and which words should be kept. Allow students with opposing viewpoints equal time to express their opinions and reasoning. Each opinion should be backed up with some reasoning. Remind students to be respectful of one another's opinion. When they struggle with word choice, remind them that currently there is a disagreement in our nation about how to refer to the things that happened to the Japanese. Work on coming to a group consensus if possible.
2. Discuss how the connotation of the words we choose does much to influence how we look at an event in history.
3. In groups, have students work on a letter to the editor proposing the acceptance of their terminology and supporting their opinion. This may be done from their own viewpoint or changed to the viewpoint of the federal government or the Japanese.

### Extensions:

- Remind students of the work they have been doing involving words and how words help us construct the meaning of what happened.
- Have students construct a T-chart to fill in while they watch the following two video clips. Have them write down the words they hear in the clip that construct a picture of the event. Watch the two clips. (The first is just over 9 minutes and the second about 7.)
  - Newsreel on the camps at <https://www.youtube.com/watch?v=k6gSShuQCUE>
  - George Takei on internment at <https://www.youtube.com/watch?v=yogXJI9H9z0>
- At the completion of the clips, have student look over their list of words. Take a vote on which camp the students would like to live in based on the descriptions in the clip. Talk about the similarities or the differences in the words. This is a great time to talk about propaganda and being able to see the truth behind the words of others.
- Ask students to identify propaganda they are exposed to now.
- Ask students to draw one of the camps and its occupants based on the description from one of the clips. Compare and contrast the similarities and differences.

### Rationale:

Propaganda has been used throughout time to help justify events or to promote the ideals of those in power. Propaganda is still used today to influence the way we see the world. Much of propaganda is based on words. Words hold power. This lesson is to help students understand not only the denotation of their words, but the connotation behind the words they choose. Students need to understand the pictures we paint with the words we choose. It attempts to help us see accurately the event of the Japanese movement and choose better words to describe it. It is important for students to know that even today, the nation is still struggling with what to call the Japanese internment. This lesson should also help students to recognize current propaganda, to question the words our leaders use, and to seek to learn the truth about what is happening today as well as the truth about the events of the past.





**Resources:**

Ella's Archives. "Japanese Relocation - 1943 Japanese American Internment & Relocation Centers." Online video clip. *YouTube*. YouTube, 2 Sept. 2012. Web. 12 July 2016.

Japanese American Citizens League. *The Power of Words*. Seattle: Japanese American Citizens League, n.d. Print.

TVLEGENDS. "George Takei on the Japanese internment camps during WWII." Online video clip. *YouTube*. YouTube, 29 Nov. 2011. Web. 12 July 2016.

US Department of the Interior, National Park Service. *Minidoka Internment: Timeline: Japanese Americans during World War II*. *Nps.gov*. National Park Service, 2004. Web. 11 July 2016. <<https://www.nps.gov/miin/learn/upload/WWIIJATimelinemiin.pdf>>.

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**Government: For the People?**  
Gwen Romero, Wasatch Range Writing Project

**Summary:**

Using historical artifacts, this lesson challenges students to analyze the relationship between government and citizens.

**Objectives:**

- Question and discuss the idea of citizenship.
- Utilize first-person accounts to study the Japanese-American incarceration and the denial of specific citizens' rights.
- Analyze historical documents to clarify *citizen* and generate discussion on governmental responsibility.

**Context:**

A seventh- to twelfth-grade class, English/Language Arts, humanities, social studies

**Materials:**

- Copy of Ken Verdoia's *Topaz* (included in Weber Reads box or available at KUED 7)
- Copies of attached handouts on the 14<sup>th</sup> Amendment and Proclamation 4417: An American Promise
- Computer access for research (or project from teacher computer or print summary) and discussion of Immigration (Exclusion) Act of 1924
- Pens/pencils and lined paper

**Time Span:**

Four 50-minute sessions

**Procedures:**

1. **Day 1:** Students complete Free Response #1 to the following prompt:  
*What does it mean to be an American citizen? What rights does a citizen have? What responsibility does the government have for protecting those rights? Under what conditions might a citizen forfeit those rights?*  
Allow about 15 minutes for students to respond, then have them share with a partner, then have several share with the whole class. Encourage students to add details to their own responses as others suggest ideas.
2. View Ken Verdoia's *Topaz*. As students watch the video, have them take notes on specific details of the Japanese-American experience—specific events, first-person quotes, etc. Pause the video when you have 5 minutes remaining and have several students share their observations.





3. **Day 2:** Finish watching *Topaz*. Have students share additional observations, then complete Free Response #2: *Were the rights of the Japanese-Americans violated? Explain your reasoning.* Share.
4. Read and discuss Amendment XIV, Section 1, US Constitution. In pairs or small groups, have students interpret the meaning of the Amendment and apply that meaning to *Topaz*. (Print copies or project from this link: <https://www.law.cornell.edu/constitution/amendmentxiv>). Discuss as a class.
5. **Day 3:** Have students use the following links to research the Immigration (Exclusion) Act of 1924:  
[http://encyclopedia.densho.org/Immigration\\_Act\\_of\\_1924/](http://encyclopedia.densho.org/Immigration_Act_of_1924/) \*  
[http://library.uwb.edu/static/usimmigration/1924\\_immigration\\_act.html](http://library.uwb.edu/static/usimmigration/1924_immigration_act.html)  
Students should take notes that explain the Act, the reasoning behind it, whom it affected and how. Ask students to discuss and write Response #3: *How would the enforcement of this Act impact your family and friends as well as modern American culture?*  
Have pairs discuss and share how this Act contributed to incarceration of West Coast Japanese-Americans.  
\*Enrichment: Have students check the About tab on this website and discuss bias, then have them look for additional sources that validate/invalidate the information on the site.
6. **Day 3 Homework:** Each student is to find and read an article from a credible media source (news or magazine), the content of which suggests bias for or against a particular group of people. The student needs to print, briefly summarize the article, mark key words/phrases/lines that contribute to bias, and explain the bias. Be ready to share for start of class the next day.
7. **Day 4:** Begin by having students share articles: summary, bias, and impact (groups of three or four work well here). Each group selects one to share with the class. After several groups share, have the groups discuss how *citizenship* related to the article **and** predict what would happen to those people if the bias spreads. (Any political or ethnic minority would be a good example.) Share and discuss.
8. Distribute copies of Proclamation 4417: An American Promise. Read as a class. Have students mark key words/phrases/lines and note the significance/meaning/connotation of each. As a class, discuss Ford's meaning and what he suggests about the relationship between citizens and the government. Have students complete Response #4: *Have the government and people kept Ford's promise?* Share and discuss.
9. Each student writes and prepares to share a Formal Response: *What have you learned about the relationship between the government and citizens, what it means to be a citizen, and citizens' rights? Support with specific examples.* This is usually completed as homework to be shared and collected the next day.

**Note:** I collect the article the day it is due and the remainder of the work on the last day with the formal response. I assess points for observations, notes, and free responses, then grade the formal responses for clarity of thought, sufficiency of evidence, thoroughness of explanations, and adherence to standard formal American English. Submissions that are lacking in any of those areas are returned for revision and resubmission.





### Extensions:

1. Have students research specific families who were incarcerated and what happened to them after they were released. Suggested site: [www.tellingstories.org/internment](http://www.tellingstories.org/internment)
2. Clarify that only West Coast Japanese-Americans were incarcerated, not those from Hawaii or farther inland, after they had been told that they could voluntarily migrate inland. Have students research the rationale for this pattern as well as the economic and social implications. What does this reveal about government and citizens? How do we see the same pattern today?
3. Have students research the Fred Korematsu case. After they discuss the key points and their relevance, clarify that during the Jimmy Carter initiated Commission, investigators found documents from the Navy and the FBI asserting that Japanese-Americans were not a significant threat. These documents had been delivered but were suppressed prior to the mass incarceration. (Students can further research and validate this statement.) Discuss the significance of this detail.
4. Research the Commission on Wartime Relocation and Internment of Civilians and the Civil Liberties Act of 1988 and discuss their relevance.

### Rationale:

“Those who don’t know history are doomed to repeat it.” --Edmund Burke

Also, students need strong critical reading, thinking, and questioning skills, as well as the opportunity to discuss ideas with others to become autonomous and good citizens.

And, “In a republican nation, whose citizens are to be led by reason and persuasion and not by force, the art of reasoning becomes of first importance.” --Thomas Jefferson

### Resources:

Ford, Gerald R. "Proclamation 4417 - An American Promise." 19 February 1976. Retrieved from *The American Presidency Project*. Web. 15 July 2016.  
<<http://www.presidency.ucsb.edu/ws/?pid=787>>.

“Immigration Act of 1924.” Densho Encyclopedia, 2016. Web. 16 July 2016.

Legal Information Institute. “14<sup>th</sup> Amendment.” Cornell University Law School, n/d. Web. 16 July 2016.

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**Amendment XIV** US Constitution (Ratified 1868)

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.





## **Proclamation 4417: An American Promise**

19 February 1976

*By the President of the United States of America*  
**A Proclamation**

In this Bicentennial Year, we are commemorating the anniversary dates of many of the great events in American history. An honest reckoning, however, must include a recognition of our national mistakes as well as our national achievements. Learning from our mistakes is not pleasant, but as a great philosopher once admonished, we must do so if we want to avoid repeating them.

February 19th is the anniversary of a sad day in American history. It was on that date in 1942, in the midst of the response to the hostilities that began on December 7, 1941, that Executive Order No. 9066 was issued, subsequently enforced by the criminal penalties of a statute enacted March 21, 1942, resulting in the uprooting of loyal Americans. Over one hundred thousand persons of Japanese ancestry were removed from their homes, detained in special camps, and eventually relocated.

The tremendous effort by the War Relocation Authority and concerned Americans for the welfare of these Japanese-Americans may add perspective to that story, but it does not erase the setback to fundamental American principles. Fortunately, the Japanese-American community in Hawaii was spared the indignities suffered by those on our mainland.

We now know what we should have known then—not only was that evacuation wrong, but Japanese-Americans were and are loyal Americans. On the battlefield and at home, Japanese-Americans—names like Hamada, Mitsumori, Marimoto, Noguchi, Yamasaki, Kido, Munemori and Miyamura—have been and continue to be written in our history for the sacrifices and the contributions they have made to the well-being and security of this, our common Nation.

The Executive order that was issued on February 19, 1942, was for the sole purpose of prosecuting the war with the Axis Powers, and ceased to be effective with the end of those hostilities. Because there was no formal statement of its termination, however, there is concern among many Japanese-Americans that there may yet be some life in that obsolete document. I think it appropriate, in this our Bicentennial Year, to remove all doubt on that matter, and to make clear our commitment in the future.

*Now, Therefore, I, Gerald R. Ford, President of the United States of America, do hereby proclaim that all the authority conferred by Executive Order No. 9066 terminated upon the issuance of Proclamation No. 2714, which formally proclaimed the cessation of the hostilities of World War II on December 31, 1946.*

I call upon the American people to affirm with me this American Promise—that we have learned from the tragedy of that long-ago experience forever to treasure liberty and justice for each individual American, and resolve that this kind of action shall never again be repeated.

*In Witness Whereof, I have hereunto set my hand this nineteenth day of February in the year of our Lord nineteen hundred seventy-six, and of the Independence of the United States of America the two hundredth.*

GERALD R. FORD





## **Race, Relocation and Citizenship**

Vivian Easton, Wasatch Range Writing Project

### **Summary:**

Students will analyze and define the rights of citizenship as outlined in the Fourteenth Amendment and the limits imposed on the Japanese-American population through the Immigration Act of 1924 and Executive Order 9066.

### **Objectives:**

- Students will understand the complicated nature of immigration and naturalization.
- Students will examine the cause and effect of the Japanese-American forced removal from the West Coast to relocation (concentration) camps during WWII.

### **Context:**

A secondary school social studies class studying WWII; an AP Language class studying the elements of a position paper

### **Materials:**

- Copies of the Fourteenth Amendment and the Immigration Act of 1924 as it pertained to Japanese-Americans (handout)
- Copies of Executive Order 9066 (handout)
- Copies of Written Document Analysis Worksheet (handout)

### **Time Span:**

One class period

### **Procedures:**

1. Explain or have students read/research the events leading up to America's involvement in WWII. Refer to the introductory materials included with this lesson.
2. Discuss the bombing of Pearl Harbor on December 7, 1941, and President Roosevelt's declaration of war to Congress.
3. Review America's citizenship policy regarding Japanese born residents of the United States and native born citizens of Japanese-American ancestry.

### **Task:**

1. Quick Write: Ask students to define what it means to be an American citizen.
2. Discuss responses in small or whole group.
3. Lead the discussion into what a "naturalized" citizen means.
4. Pass out copies of the Fourteenth Amendment and Immigration Act of 1924 handout.
5. Discuss the suspension of citizenship rights justifying internment.
6. Distribute copies of Executive Order 9066 authorizing the internment of Japanese-Americans residing on the West coast of the United States.





7. Distribute copies of the Written Document Analysis Worksheet and allow students sufficient time to complete on their own.
8. Discuss students' responses.
9. Final Assessment: Using the information collected in the Written Document Analysis, write an essay in which you explain the position taken in Executive Order 9066. Be sure to include facts listed in the Order and any necessary historical background.

### **Extensions:**

Divide students into two groups to argue the pros and cons of Executive Order 9066, keeping historical perspective.

For high school, expand the lesson into a unit on constitutional issues regarding citizen rights. A link to such a unit is listed under resources.

### **Rationale:**

America has a schizophrenic relationship with immigration. Our “nation of immigrants” has a history of passing exclusionary laws regarding immigration and citizens’ rights based on race, ethnicity, and culture. The legal internment of Japanese-American during WWII was an example of that prejudice.

### **Resources:**

- Andersen, RaDon G. “Japanese American Experience: Constitutional Issues and Connections to Today.” *Japanese American National Museum*, 2009. Web. 20 July 2016.  
<[www.janm.org/projects/ec/curricula/ut/andersen/](http://www.janm.org/projects/ec/curricula/ut/andersen/)>.
- Teaching with Documents: Documents and Photographs Related to Japanese Relocation during WWII.* The National Archives and Records Administration, n.d. Web. 20 July 2016.  
<[www.archives.gov/education/lessons/japanese-relocation/#documents](http://www.archives.gov/education/lessons/japanese-relocation/#documents)>.

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## AMENDMENT XIV

*Passed by Congress June 13, 1866. Ratified July 9, 1868.*

### **Section 1.**

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

### Immigration Act of 1924 (Johnson-Reed Act)

The Immigration Act of 1924 placed quotas on the number of immigrants allowed into the United States. It also prohibited immigration from groups ineligible to apply for citizenship. Since prior naturalization laws of 1790 and 1870 excluded Asian immigrants including those from Japan from becoming citizens, the Immigration Act of 1924 prohibited any further immigration.





Executive Order No. 9066

The President

Executive Order

### 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 authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems 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 restrictions 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 designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations 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 hereinabove 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 Departments, 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 services.

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 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 respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations 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 hereunder.

Franklin D. Roosevelt

The White House,

February 19, 1942





## Written Document Analysis Worksheet

1 TYPE OF DOCUMENT (Check one):

- |                                     |  |   |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper  | <input type="checkbox"/> Map           | <input type="checkbox"/> Advertisement        |
| <input type="checkbox"/> Letter     | <input type="checkbox"/> Telegram      | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent     | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report        |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report        | <input type="checkbox"/> Other                |

2 UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <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                  |   |

3 DATE(S) OF DOCUMENT:

\_\_\_\_\_

4 AUTHOR (OR CREATOR) OF THE DOCUMENT:

\_\_\_\_\_

POSITION (TITLE):

\_\_\_\_\_

5 FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

\_\_\_\_\_

6 DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. Why do you think this document was written?

\_\_\_\_\_  
\_\_\_\_\_

C. What evidence in the document helps you know why it was written? Quote from the document.

\_\_\_\_\_  
\_\_\_\_\_

D. List two things the document tells you about life in the United States at the time it was written:

\_\_\_\_\_  
\_\_\_\_\_





E. Write a question to the author that is left unanswered by the document:

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**Designed and developed by the  
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## The Role of Propaganda in the Japanese-American Internment

Paula Simonson, Wasatch Range Writing Project

### Summary:

Students will analyze various pieces of historical anti-Japanese propaganda to gain the skills to effectively identify the role of propaganda in the Japanese-American Internment during WWII.

### Objectives:

- Understand the definition of propaganda and its influence in culture
- Analyze various forms of propaganda and explore the use of emotion and cultural values to impact a particular audience
- Gain important background knowledge to prepare for a unit on the Japanese Internment

### Context:

This lesson is appropriate for secondary language arts and social studies classrooms. Due to the negative use of stereotypes, please preview all materials to determine age-appropriateness before showing them to students.

### Materials:

- Overhead projector/computer to project images and videos
- Whiteboard for brainstorming session
- Handout: [Types of Propaganda Techniques](#)
- Classroom copies of propaganda posters found at: <http://j387mediahistory.weebly.com/anti-japanese-propaganda-in-wwii.html>
- Writing journal, loose paper, and pencil
- Video: *Topaz*

### Time Span:

This lesson can be done in shorter or partial stand-alone chunks. Allow two to three class periods, depending upon the extensiveness of the assigned task.

### Procedures:

#### Session 1

1. Begin by writing the word **propaganda** on the board and ask the class to do a quick-write about everything they know or think about the word in journals. Also encourage students to write down any questions they may have about the word.
2. Pair students up for a short discussion and then allow time for the whole group to share, writing responses on the board. Consider having students create a list as they are shared.
3. Be sure to guide the discussion in a way that helps students understand that “propaganda is a form of biased communication, aimed at promoting or demoting certain views, perceptions or agendas.” Many governments, particularly during WWII, used propaganda to effectively spread an agenda through deliberately misleading information.





4. Ask students to think about examples of propaganda they may have seen recently and write a summary explaining what it was and where it was seen. Be sure they understand the difference between advertising and propaganda as responses are shared.
5. Use the following questions for continued discussion:
  - Why do you think governments use propaganda, particularly during wartime?
  - Do you think propaganda has a strong influence on the opinions of people?
  - Do you think most people can recognize propaganda when they see it?

## Session 2

1. Begin class with a short review and then give each student a copy of the handout: Types of Propaganda Techniques.
2. Project the anti-Japanese image, “Warning! Our Homes in Danger Now.” ([http://www.archives.gov/exhibits/powers\\_of\\_persuasion/warning/images\\_html/images/our\\_homes\\_in\\_danger.jpg](http://www.archives.gov/exhibits/powers_of_persuasion/warning/images_html/images/our_homes_in_danger.jpg)).
3. Give students a couple of minutes to view the image and ask questions. Now have students refer to the Types of Propaganda Techniques and determine which technique is being used in the image.
4. Lead a discussion about the image using the type of propaganda students selected from the list on the handout. Ask students to determine the country of origin and what message was being sent and if it is an effective piece of propaganda.
5. Next, give each student a copy of a poster selected from the website on the materials list. Give out duplicates, which will be used to group students together for discussion. Let students have five to ten minutes to work alone and to answer the following questions on a separate paper:
  - What propaganda technique/techniques are being utilized in your poster?
  - What evidence can you point out to support your answer?
  - Who are the major characters in your poster?
  - What message do you think is being portrayed?
  - In your opinion, is this an effective piece of propaganda? Give an explanation for your answer.

## Sessions 3 & 4

1. Choose between showing the DVD, *Topaz*, included in your Weber Reads collection, or select a piece of text from one of the books also included in the collection. Plan time accordingly and stop frequently for discussions along the way.
2. Ask students to write a summary of the video/passage, including how these depictions differed from the previous propaganda posters that they analyzed.
3. Wrap up by having students revisit the posters and answer the questions again, noting any differences.

## Extensions:

- Have students create a piece of propaganda that takes a different and more realistic point of view about the Japanese-American Internment.
- Show students a collection of photos taken by Ansel Adams, Dorothea Lange, and Toyo Miyatake. This would be a great lesson for teaching point of view in ELA classes. There is a great audio broadcast that you can play while sharing the photos.  
<http://www.npr.org/programs/all-things-considered/2016/02/17/467042308>





**Rationale:**

In order to understand the role of propaganda as it relates to political agendas, students must be able to have appreciation for multiple points of view before making decisions about the message being sent.

**Resources:**

Florida, Adrian. "Photos: 3 Very Different Views of Japanese Internment." *Code Switch Race and Identity, Remixed*. All Things Considered, Feb. 27, 2016. Web. 15 July 2016.

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## Types of Propaganda Techniques

**Emotional appeal** (e.g., fear): Appealing to the emotions of your audience. For example, when a propagandist warns members of her audience that disaster will result if they do not follow a particular course of action, she is using fear appeal.

**Glittering generalities:** A glittering generality device seeks to make us approve and accept without examining the evidence. Glittering generalities include phrases such as: “We believe in,” “fight for,” and “live by virtue.” Also included are words referring to deep-set ideas, such as civilization, Christianity, good, proper, right, democracy, patriotism, motherhood, fatherhood, science, medicine, health, and love.

**Testimonials:** Famous people or figures that appear trustworthy, speak to the audience.

**Bandwagon:** The basic theme of the bandwagon appeal is that, “everyone else is doing it, and so should you.”

**Plain-folks:** By using the plain-folks technique, speakers attempt to convince their audience that they, and their ideas, are “of the people.”

**Scientific approach:** Using scientific jargon (e.g., numbers, statistics, data, etc.) to convince your audience.

**Snob appeal:** Giving the impression that people of wealth and prestige are on board.

**Card stacking:** Only presenting one side of the issue/situation.

**Transfer:** Transfer is a device by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he would have us accept.

**Name-calling:** The name-calling technique links a person, or idea, to a negative symbol. Use of this technique leads the audience to reject a person or idea on the basis of the negative symbol, instead of looking at the available evidence.

**Euphemisms:** The propagandist attempts to pacify the audience in order to make an unpleasant reality more palatable. This is accomplished by using words that are bland and euphemistic. For example, during wartime, military discourse is full of euphemisms. In the 1940s, America changed the name of the War Department to the Department of Defense.

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