Welcome to Weber Reads 2016-2017. The theme for our reading program is Literature of the Japanese-American Internment, a compelling topic for several reasons.

First, it is intertwined with Utah history. In 1941, the Topaz Internment Camp was established west of Delta. Now a museum, Topaz features a replica of one of the original barracks, artifacts of the time, and artwork and photographs by internees. If you visit the site itself, you will see lingering reminders of the people who lived there: buttons, pins, shards of pottery, bottle caps, pebbled pathways, and foundations of buildings.

Second, this is a story that has been neglected in our teaching and reading of history. Many people, including descendants of internees and people living in states where the camps were located, do not know what happened to American citizens from 1941 to 1945. History textbooks may mention the camps, but only briefly. The many books that have been written about the camps, most of them for young readers, have helped tell the story, but have not reached wide audiences.

Finally, current events and discussions have once again raised the issue of the denial of human rights to people based on race, religion, or country of origin. Some politicians call for such actions regularly, citing acts of terrorism as justification for such denial. Other commentators point to the internment of Japanese-American citizens and legal aliens as a stark example of what can happen when such steps are taken. The stories of the 120,000 people who lost their homes and livelihoods, places of worship, century-old farms, schools, and neighborhoods, as well as their sense of heritage and belonging, should remind us of the costs
of exclusion, stereotyping, and prejudice.

The Civil Liberties Act of 1988, along with providing financial restitution to internees and apologizing to the internees on behalf of the citizens of the United States for the internment, provided for a public education fund to finance efforts to inform the public about the internment of such individuals so as to prevent the recurrence of any similar event and discourage the occurrence of similar injustices and violations of civil liberties in the future.

In the spirit of the Civil Liberties Act of 1988, we hope the Weber Reads materials for this year will tell the stories of these Americans and will provide ways for you and your students to think and talk and write about how we live together today.

In this box you will find lesson plans written by teachers in the Wasatch Range Writing Project and edited and produced by the staff of the Weber County Library System. As background information, we have included supplemental documents in the box about terminology used to describe internment camps and a timeline of the Japanese-American experience in World War II. You will also find books and a DVD about the Japanese-American Internment that have been selected and purchased by the Friends of the Weber County Library. The books you receive will depend on the grades taught at your school.

Also included is a list of all the lessons written this summer for all grade levels and a bibliography. All lessons can be found on the Weber County Library’s Web site (www.weberpl.org). Likewise, all the books on the bibliography are not in every box as some are for readers in other grades or are supplementary texts. All of the books are, of course, available at your local library.

We have included a list of the teachers who wrote these lessons and their contact information. We welcome your comments, questions, and suggestions for extensions and adaptations. Such collaboration is at the heart of both Weber Reads and the Wasatch Range Writing Project.

Finally, we also include an offer from the youth services librarians at the Weber County Library System to come to your classroom and present a lesson related to the Japanese-American Internment. These lessons are prepared for grades 4-12. We love visiting schools!
Weber Reads is a community organization sponsored by the Weber County Commission, Weber County Library, the Standard Examiner, and Weber State University. Working together, we have previously prepared lessons and purchased books on the following topics:

- Beowulf – 2008
- Frankenstein, by Mary Shelley – 2009
- The Adventures of Tom Sawyer and The Adventures of Huckleberry Finn, by Mark Twain – 2010
- Narrative of the Life of a Slave, by Frederick Douglass and Life of A Slave Girl, by Harriet Jacobs – 2011
- The Founders and Their Documents – 2012
- Emily Dickinson – 2013
- The Odyssey, by Homer – 2014
- E. B. White: Charlotte’s Web and Other Writings – 2015
- Shakespeare – 2016

Materials on these topics may be found on the Weber County Library and Weber State University Web sites.
The Question of Words

The emotional weight of the stories of the Japanese-American Internment is demonstrated in the question of words. Seventy-two years after the last camp closed, those invested in the story still disagree on which words should be used to tell the story.

We have included in our box of materials a pamphlet entitled, *The Power of Words*, from the Japanese-American Citizens League based in Seattle. The goal of the JACL is to begin using more accurate terminology in referring to the incarceration of Japanese-Americans during World War II.

An example of their concerns is that the term *internment* does not accurately describe the camps in question, while *American Concentration* would be more accurate.

Other commentators call such changes radical, divisive, inaccurate.

We have chosen to use the word internment for our lessons, since it is the word commonly used *at the present time*. That may change with time and with further study of the camps. We want to say as well that some of us agree with the pamphlet and think that more accurate words would better tell this powerful story.

We invite you to read the pamphlet, to discuss the issue with your students, if possible, and to use the words that work for you in your classroom community. In our box, we have a lesson devoted to this issue.
Timeline of the Japanese-American Experience in World War II

**October 14, 1940**  
The US Nationality Act of 1940 requires that resident aliens register annually at post offices and keep the government apprised of any address changes. 91,858 Japanese aliens registered.

**December 7, 1941**  
Forces of the Empire of Japan attack American soil at Pearl Harbor, Hawaii. “All natives, citizens, or subjects of the Empire of Japan,” living in the United States and not naturalized can be “apprehended, restrained, secured and removed as alien enemies.” (Presidential Proclamation #2525)

**December 8, 1941**  
The United States declares war on the Empire of Japan.

**December 11, 1941**  
The West Coast of the United States is declared a “theater of war” and Lt. General John DeWitt is named commander of the Western Defense Command.

**December 29, 1941**  
All enemy aliens in California, Oregon, Washington, Montana, Idaho, Utah and Nevada are ordered to surrender all contraband, including short-wave radios, cameras, binoculars and weapons.

**January 5, 1942**  
All Japanese-American selective service registrants are reclassified as IV-C (enemy aliens).

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

**February 26, 1942**  
A naval order requires all people of Japanese ancestry on Terminal Island, California, to evacuate their homes and businesses in 48 hours.

**March 2, 1941**  
General DeWitt designates military areas in Washington, Oregon, California and Arizona from which certain persons or classes of persons may be excluded.

**March 18, 1942**  
Executive Order 9102 establishes the War Relocation Authority (WRA).

**March 23, 1942**  
In the first Civilian Exclusion Order issued by General DeWitt, all persons of Japanese ancestry are required to evacuate Bainbridge Island, Washington, in seven days.

**June 10, 1942**  
The 100th Battalion, an all-Nisei infantry battalion, is activated in Hawaii.

**July 20, 1942**  
WRA adopts the first policy permitting indefinite leave from war relocation camps.

**August 7, 1942**  
General DeWitt announces that the evacuation of all persons of Japanese ancestry from the West Coast is complete.
January 28, 1943  The US Army restores the right of Japanese-Americans to volunteer for military service.

January 29, 1943  The War Department announces the registration program, a loyalty questionnaire for all internees over 17 years of age.

February 1, 1943  The 442nd Regimental Combat Team, made up of the 100th Battalion from Hawaii and Japanese-American volunteers from the mainland, is activated.

July 15, 1943  The WRA announces that all persons who have shown their loyalty lies with Japan through refusing to answer or answering no to the loyalty questionnaire will be segregated.

July 22, 1943  The Women’s Auxiliary Army Corps (WAAC) begins accepting Japanese-Americans.

July 31, 1943  Tule Lake War Relocation Camp is designated as a segregation center for “disloyal” internees.

December 17, 1944  Proclamation by the Western Defense Command lists the West Coast exclusion orders and restores the right of Japanese-Americans to return to their former communities.

August 6, 1945  The atomic bomb is dropped on the city of Hiroshima, Japan.

August 9, 1945  A second bomb is dropped on the city of Nagasaki, Japan.

August 14, 1945  Emperor Hirohito announces Japan’s surrender. The surrender is signed on September 2nd aboard the battleship Missouri in Tokyo Bay.

September 4, 1945  The Western Defense Command revokes all restrictions against Japanese-Americans.

March 20, 1946  The last relocation camp is closed.

July 15, 1946  The 100th Battalion/442nd Regimental Combat Team is honored with the Presidential Unit Citation, presented by President Harry S. Truman.

August 10, 1988  Congress passes the Civil Liberties Act of 1988, which provides restitution for World War II internment of Japanese-Americans and Aleuts, “and acknowledges the fundamental injustice of the evacuation, relocation, and internment of United States citizens and permanent resident aliens of Japanese ancestry during World War II; and apologizes on behalf of the people of the United States for the evacuation, relocation, and internment of ...citizens and permanent resident aliens.”
## Weber Reads: Literature of the Japanese-American Internment

### The Lessons

**Elementary and Secondary**

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<th>Title</th>
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<td>Image Journal</td>
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<td>The Japanese-American Experience WWII</td>
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**Secondary Only**

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<td>Choose Your Words: Describing the Japanese Experience During WWII</td>
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<td>The Role of Propaganda in the Japanese-American Internment</td>
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