

**Bringing *Life* to History*****Within the Silence*****Study Guide****ABOUT THE PROGRAM**

[Living Voices](#) combines live performance with archival film to authentically represent diverse perspectives from the past that resonate today.

In 12 different dynamic, original programs, the unique Living Voices signature technique synchronizes historical film footage and photographs with a single live performer. Based on real people and events, each production gives the audience a chance to experience how the world looked, sounded, and felt during a significant time in history, highlighting lesser-known points of view. Pre- and post-show visual aids and discussion extend the learning. All programs are available both in-person and online.

Our mission is to bring life to history: educating and inspiring youth and communities to promote justice, stand up against intolerance, empathize with people different from themselves, understand history through a personal, inclusive lens, and see themselves as part of it.

**SHOW DESCRIPTION**

[Within the Silence](#) demonstrates the impact of Executive Order 9066, which imprisoned thousands of innocent Japanese Americans during World War II, through the experiences of one young, incarcerated citizen. In 1941, Emiko is an ordinary American teenager whose life is changed forever when racism and xenophobia explode against her community after Japan bombs Pearl Harbor, forcing her and every member of her family to find a way to prove their loyalty to a country that sees them as “the face of the enemy.”

Developed in partnership with the [Wing Luke Museum of the Asian Pacific American Experience](#).

Significant historical events and topics include:

- Pre-war anti-Asian sentiment
- Bombing of Pearl Harbor
- United States entry and participation in World War II
- Executive Order 9066
- The 442<sup>nd</sup> Regimental Combat Team
- Japanese American post-war experience

**GRADE LEVEL:** 5<sup>th</sup> and up

## Common Core English Language Arts Standards

### **Speaking & Listening: Comprehension and Collaboration**

[CCSS.ELA-LITERACY.CCRA.SL.1](#): Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-LITERACY.CCRA.SL.2](#): Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

[CCSS.ELA-LITERACY.CCRA.SL.3](#): Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### **Reading: Key Ideas and Details**

[CCSS.ELA-LITERACY.CCRA.R.3](#): Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### **Reading: Integration of Knowledge and Ideas**

[CCSS.ELA-LITERACY.CCRA.R.7](#): Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### **Writing: Research to Build and Present Knowledge**

[CCSS.ELA-LITERACY.CCRA.W.9](#): Draw evidence from literary or informational texts to support analysis, reflection, and research.

## Washington State Social Studies Standards

Social Studies 1: Uses critical reasoning skills to analyze and evaluate claims.

Social Studies 3: Deliberates public issues.

Civics 2: Understands the purposes, organization, and function of governments, laws, and political systems.

Civics 4: Understands civic involvement.

History 2: Understands and analyzes causal factors that have shaped major events in history

History 3: Understands that there are multiple perspectives and interpretations of historical events.

History 4: Understands how historical events inform analysis of contemporary issues and events.

## National Core Arts Standards

Responding: Understanding and evaluating how the arts convey meaning.

7. Perceive and analyze artistic work.

Connecting: Relating artistic ideas and work with personal meaning and external context.

11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## ESSENTIAL QUESTIONS

- What was Executive Order 9066? What were its impact and consequences?
- What was the experience of an individual young Japanese American during World War II?
- How does the anti-Asian sentiment of this era relate to current issues?

## HISTORICAL CONTEXT

Sources: [Resources — JACL](#)

During World War II, from 1942-1946, 120,000 individuals (77,000 American citizens of Japanese ancestry and 43,000 Japanese nationals, most of whom were permanent U.S. residents,) were deprived of liberty and property without criminal charges and without trial of any kind. All persons of Japanese ancestry on the West Coast were expelled from their homes and confined in desolate, inland camps. Citizenship, age, loyalty, and innocence of wrongdoing did not matter. Japanese Americans were the only group singled out for mass incarceration. German and Italian nationals, and American citizens of German and Italian ancestry were not imprisoned even though the U.S. was at war with Germany and Italy. This episode was one of the worst violations to constitutional liberties that the American people have ever sustained.

The [Japanese American Citizen League](#) offers excellent, comprehensive curriculum and resource guides. Please consult these for more information:

[The Japanese American Experience](#) contains a summary of the history of Japanese Americans, a chronology of important dates, a resource listing of books, videos, and websites, learning activities for the classroom and an appendix with photos and primary documents from the incarceration era.

Racism and economic interests were among the major causes of the Japanese American incarceration during World War II. The incarceration of persons of Japanese ancestry during World War II raises fundamental questions about democratic values and constitutional law. Under our constitutional system, citizens have the right to be safe from unwarranted searches and seizures. They have the right to life, liberty and property. They cannot be imprisoned for a lengthy period without due process of law. All these constitutional rights and more were violated when all persons of Japanese ancestry were forced from their homes on the West Coast and sent into concentration camps. The U.S. government has acknowledged its failure to protect the constitutional rights of these citizens and began issuing apologies and monetary compensation in 1990. Through this guide, students learn that the decision to incarcerate Japanese Americans was wrong. They learn that the constitution did not properly protect Japanese Americans during World War II. In 1982, the federal Commission on Wartime Relocation and Internment of Civilians found that the broad causes that led to the incarceration were “race prejudice, war hysteria and a failure of political leadership.” This guide addresses these issues and discusses ways to prevent the future recurrence of similar events, and the role of propaganda and emotional arguments during times of crises. When civil liberties are taken from one group or individual, they can be taken from any group or individual.

[The Journey from Gold Mountain: The Asian American Experience](#) covers Asian American history beginning with the immigration of the Chinese in the mid-1800s, including the Japanese American incarceration during WWII through the 2000s. The Asian American experience is often ignored in history curriculum. While some textbooks mention aspects of Asian American history, few cover it in any detail. This guide contains a chronology of important events in history that shaped the Asian American experience, profiles of prominent Asian Americans detailing their important contributions to our society, and resources that provide more insight.

The history of Asian immigration began with the arrival of the Chinese, who were blamed for job shortages and stigmatized as foreigners incapable of assimilating into the American culture. The Japanese and Filipinos who followed were subjected to similar treatment where fear of the mythical “Yellow Peril” stirred public resentment causing their marginalization from the mainstream of society until well into the twentieth century. The advances forged by the Civil Rights Movement during the 1950s and 1960s moderated blatant discrimination, enabling Asian Americans to begin to claim their place in America. The Asian American population increased dramatically from 1970 to 2000 due to immigration policies that removed racial barriers. In recent years, this diverse group of Americans continues to confront the historical challenges of discrimination, while making significant contributions to our society.

[A Troubling Legacy: Anti-Asian Sentiment in America](#) provides a briefer overview of this history.

[Power of Words Handbook: A Guide to Language about Japanese Americans in World War II](#) explains euphemisms surrounding the Japanese American incarceration and provides preferred, more accurate terminology.

Much of the U.S. government activity was shrouded in secrecy during the war. This was implemented in the popular press and media accounts by using euphemistic terms to make these actions more acceptable to the public. In the 1980’s, the release of previously classified documents revealed the scope and breadth of this misleading practice. This guide encourages more accurate discourse on the history of American concentration camps during WWII and its relevance to contemporary events.

## **TIMELINE**

Source: [The Japanese American Experience Curriculum and Resource Guide](#)

### **1941**

November 7: Report submitted to the President, State Department, and Secretary of War certifies that Japanese Americans possess extraordinary degree of loyalty to U.S.

December 7: Japan attacks U.S. military base at Pearl Harbor.

December 8: U.S. Congress declares war on Japan. FBI arrests 736 Japanese resident aliens as security risks in Hawaii and mainland.

December 11: West Coast is declared a theater of war. Over 2000 Issei in Hawaii and mainland imprisoned by the U.S. government.

## **1942**

January 5: War Department classifies Japanese American men of draft age as 4-C, “enemy aliens.”

February 19: President Roosevelt signs Executive Order 9066, giving Secretary of War authority to designate “military areas” from which civilians could be excluded.

February 25: The Navy informs Japanese American residents of Terminal Island near Los Angeles Harbor that they must leave in 48 hours.

March 24: First of a series of exclusion orders issued which would force complete removal of the entire Japanese population from Military Zone 1 (western halves of California, Washington and Oregon and southern third of Arizona).

April 2: California fires all Japanese Americans in state civil service employment.

May 5: University student Gordon Hirabayashi (Seattle) refuses to follow curfew and exclusion orders to test constitutionality of military orders.

June 5: Incarceration of persons of Japanese ancestry from designated military zones is completed.

October 30: U.S. Army completes transfer of Japanese Americans from detention centers to ten permanent War Relocation Authority (WRA) camps.

## **1943**

January 28: War Department announces plans to organize all-Japanese American combat unit.

February 5: Wyoming State Legislature passes law denying American citizens at Heart Mountain camp right to vote. Similar laws are passed by other states where camps are located.

February 8: Loyalty questionnaire administered in all ten camps to men and women over the age of seventeen.

April: 442nd Regimental Combat Team activated. 9,507 Hawaiian Japanese volunteer for special combat unit.

June 21: The U.S. Supreme Court rules on the Hirabayashi case, upholding the constitutionality of the curfew and exclusion orders.

July 15: Tule Lake camp is designated as segregation center for those whose response to “loyalty oath” proves unacceptable to authorities.

**1944**

- January 20: Reinstatement of draft for Japanese Americans.
- March 1: 400 Nisei at Heart Mountain camp vote to resist draft until constitutional rights are restored.
- June 26: 63 men from Heart Mountain convicted for refusing induction. 267 from all ten camps eventually convicted for draft resistance.
- October 30: 100th/442nd combat teams rescue Texas “Lost Battalion” after five days of battle. They suffer 800 casualties, including 184 killed in action, to rescue 211 Texans.
- December 17: War Department announces revocation of the West Coast exclusion order against Japanese Americans, effective on January 2, 1945.

**1945**

- May 7: Germany surrenders to end war in Europe.
- August: U.S. drops atomic bomb on Hiroshima. and Nagasaki.
- August 14: The Pacific war ends.
- September 4: Western Defense Command issues Public Proclamation No. 24, revoking all West Coast exclusion orders against persons of Japanese ancestry.

**1946**

- March 20: Tule Lake, last of ten major American concentration camps, closes.

**GLOSSARY**

Sources: [The Japanese American Experience Curriculum and Resource Guide](#); [Power of Words Handbook: A Guide to Language about Japanese Americans in World War II](#)

**Assembly centers:** a euphemism for guarded temporary detention centers where Japanese Americans were held until the mass permanent camps could be established. *Accurate term:* temporary detention facility.

**Concentration camp:** guarded compound for the imprisonment or detention of aliens, or of groups for political reasons.

**Discrimination:** treatment or consideration of a person or group based on pre-judgment and not merit.

**Euphemism:** a mild word or expression substituted for one considered blunt and embarrassing.

**Evacuation:** a euphemism for the exclusion or forced removal of Japanese American citizens. *Accurate term:* forced removal.

**Internment:** the confinement of enemy aliens in a time of war, an inaccurate euphemism for the War Relocation Authority (WRA) camp experience. *Accurate term:* incarceration.

**Internment camp or relocation center:** a euphemism for a guarded compound for the confinement of aliens or groups for political reasons. *Accurate terms:* American concentration camp, incarceration camp, illegal detention center.

**Issei:** (ee-say) first generation Japanese immigrants to U.S.

**Nisei:** (nee-say) second generation, U.S. born children of the Issei.

**Non-aliens:** a euphemism for U.S. citizens of Japanese ancestry.

**Prejudice:** an unfavorable opinion or feeling formed without reason, knowledge or thought.

**Redress:** compensation or satisfaction for a wrong or an injury, used to describe the remedies sought by Japanese Americans for their wrongful treatment during World War II.

**Relocation:** a euphemism for incarceration in camps; also used after release from camp. *Accurate term:* forced removal.

**Sansei:** (sahn-say) third generation Japanese Americans.

## BIBLIOGRAPHY

Many of the following websites contain and/or lead to additional links. Please consider this list as a starting point for your own research and exploration.

### Museums & organizations

[Wing Luke Museum of the Asian Pacific American Experience](#)

[Japanese American Citizens League](#)

[Go For Broke National Education Center - Preserving the Legacy of the Japanese American Veterans of World War II](#)

[National Japanese American Historical Society \(nikkeiheritage.org\)](#)

[Japanese American Veterans Association](#)

[National Japanese American Memorial Foundation](#)

[Asian American Legal Defense and Education Fund](#)

## **Teacher Resources**

[Japanese American Internment | Classroom Materials at the Library of Congress](#)

[A History Bursting With Telling: Asian Americans in Washington State – Center for the Study of the Pacific Northwest](#)

[Voices of Japanese American Internees \(adl.org\)](#)

[We Rule: Civics for All of US | National Archives](#)

## **History & research resources**

[Densho: Japanese American Incarceration](#)

[442nd Regimental Combat Team Legacy Website](#)

[Japanese American Exhibit & Access Project — UW Libraries](#)

[Discover Nikkei](#)

[A More Perfect Union: Japanese Americans and the U.S. Constitution](#)

[Japanese American Internment Camps During WWII Marriott Library](#)

[National Park Service: Confinement and Ethnicity](#)

[Masumi Hayashi Photography : American Concentration Camps](#)

[RESISTERS.COM: Japanese American Resistance to Wartime Incarceration | The history and literature of Japanese American resistance to wartime incarceration](#)

[The Columbia River Basin Ethnic History Archives](#)

[A Troubling Legacy: Anti-Asian Sentiment in America](#)

## **Camps**

[Friends of Minidoka](#)

[Home | Tule Lake](#)

[Manzanar Committee](#)

[Home of the Topaz Internment Camp Museum in Delta, Utah \(topazmuseum.org\)](#)



[National Historic Landmark - Heart Mountain WWII Japanese American](#)

[Amache | Archives \(colorado.gov\)](#)

[War Relocation Authority | Through Our Parents' Eyes \(arizona.edu\)](#)

## **Film & video**

[Children of the Camps: the Japanese American WWII internment camp experience \(children-of-the-camps.org\)](#)

[Rabbit in the Moon | POV | PBS](#)

[Japanese Immigration and Internment at Angel Island - YouTube](#)

[Of Civil Wrongs and Rights: The Fred Korematsu Story – CAAM Home \(caamedia.org\)](#)

[Films | Stourwater Pictures](#): My Friends Behind Barbed Wire, The Woman Behind the Symbol, The Red Pines, Honor & Sacrifice, Proof of Loyalty

## **Audio**

[Order 9066 | Podcast | APM Reports](#)

[From Wrong To Right: A U.S. Apology For Japanese Internment : Code Switch : NPR](#)

[Once Lost, Internment Camp In Hawaii Now A National Monument : Code Switch : NPR](#)

## **Books**

[AACP, Inc. - AsianAmericanBooks.com Home Page](#)

[Ken Mochizuki](#)

[Mapping Literary Utah - Yoshiko Uchida](#)

[A Different Mirror for Young People teaching guide](#)

[Muller, Free to Die for their Country: The Story of the Japanese American Draft Resisters in World War II](#)

## **WORKSHOPS**

[Book a post-show workshop](#) to supplement your program:

- explore the issues, historical events, and their relevance through interactive drama techniques with a Living Voices performer
- address additional [Arts Standards](#)
- available for groups of 30 or less
- can be scheduled as part of a 3-show day or separately

## EXTENSION & INTEGRATION ACTIVITIES

Adaptable for students of all levels, these activities can be used as tools for assessment or reflection, and provide deeper exploration of the essential questions, topics, and themes.

Students may respond through any artistic medium, such as:

**Writing:** write a story, poem, article, caption, monologue, scene, play, graphic novel, diary, speech

**Media/Visual Arts:** take a photograph; make a video; draw or paint a picture; create a collage, sculpture or comic strip

**Drama/Movement:** create a frozen image or series of images; plan or improvise a monologue, scene or play; choreograph a dance or movement

**Music:** write a song (vocal or instrumental); create a soundtrack

- Supplement a specific scene in the play with work in another medium; for example: illustrate it, act it out, etc.
- Re-create a scene from the play from another character's point of view.
- Imagine you could contact the main character from the play. What would you want to tell or show them about the present?
- What connections can you make between the historical events of the play and what's happening now—in your own life, your community, the country, the world?
- Research historical documents for a real person's first-person account of an event portrayed in the play. How is it similar or different to the perspective in the play?
- Research another event or movement in history or from current events. How is it similar or different to the event or movement in the play?

### Drama Activities

Please click on the hyperlinked text for more information on a specific activity, where available.

[Role-on-the-wall](#): a character is represented as an outline of a person on a large piece of paper. On the inside of the figure, write or draw what the character thinks and feels about themselves; on the outside, write or draw how they appear or how others perceive them. This activity can be used or repeated for any character in the play, and/or other fictional or historical figures. Students may work independently or collaboratively. For more information: [Arts-Integration Role-on-the-Wall](#).

[Voices in the Head](#): Students form two lines facing each other to make a path for the Living Voices character, representing their journey in the play. As one participant representing the character passes through the created path, other students speak to the character as the character's

family & friends, as the character's own inner thoughts and feelings, or as themselves. Students may offer advice, ask questions, or share other perspectives.

Hot seating: Interview a character from the play, portrayed by teacher, student, or group.

Statues/Tableau: Students work individually, in pairs or small groups to create a frozen picture of a specific place, situation, event, idea or topic related to the play. Each participant uses face and body to create a statue of a character within the picture, working together in pairs or groups to present a cohesive image. A tableau can be literal or symbolic. Extensions:

- Hot seat characters from the tableau
- Add voice and/or movement to the tableau
- Create a series of statues or tableaux to present a story or sequence

Sculpting: Brainstorm a list of words in response to the themes and story of the play. Guide students into pairs. One partner starts as the sculptor and the other as clay. For each round of sculpting, prompt sculptors with a word from the brainstorm list. Sculptors show a pose to reflect the given word to their partner, and the clay partner mirrors the statue. Sculptors step away from their frozen partners so the group can view the sculpture gallery. Invite sculptors to describe what they see and make inferences and connections between the sculptures and the word. Repeat the process, with partners switching back and forth between the roles of sculptor and clay. Prompt with a new word for each round.

Persuasion Improvisation: Choose a moment from the play in which 2 characters have opposing points of view or objectives. Guide students into pairs. One partner starts as Character 1 and the other as Character 2. Prompt all pairs simultaneously to improvise the conversation between the 2 characters, in which each tries to convince the other to see their point of view. Participants should share their own perspective, listen to their partner, and respond to what they hear as their character. Repeat multiple times by switching partners or changing characters.

Make your own Living Voices program: Every Living Voices character shares an important time in history through their own personal experience. They start by introducing themselves, so the audience will understand their point of view. We are living through history right now. What do you want to communicate about your own experience during this time? Create your own short video to introduce yourself. What's important to you in this moment? Who or what makes you who you are? If you want, you may use video or images. Get creative—make your voice a Living Voice, and please share your work with us at [livingvoices@livingvoices.org](mailto:livingvoices@livingvoices.org)!