



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 6

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 2



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Building Background Knowledge:
The Internment of Japanese-Americans during WWII, Part 2

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1)
I can determine an author’s point of view or purpose in informational text. (RI.8.6)

Supporting Learning Targets

- I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII.
- I can explain how World War II affected American society.
- I can cite evidence to determine an author’s point of view in a primary source.

Ongoing Assessment

- “The Life of Miné Okubo” structured notes, focus question and vocabulary (from homework)
- Primary Sources: Japanese-American Internment during World War II packet



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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: Discussing the Focus Question and Vocabulary (8 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Understanding Primary Sources (34 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (1 minute)4. Homework<ol style="list-style-type: none">A. Finish reading the Primary Sources: Japanese-American Internment during World War II packet. Answer the text-dependent questions for each source.	<ul style="list-style-type: none">• This is the second of four lessons in which students enrich their understanding of <i>Unbroken's</i> historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. Today's lesson focuses on analyzing the points of view in several conflicting primary sources about internment. In Lesson 7, students will analyze these sources for disagreements among them. These primary source documents are rich in language and content. Students will have the opportunity to reread and analyze these texts over the course of several lessons.• Consider collaborating with a social studies teacher to provide deeper study of the primary source documents used in this lesson.• Post: Learning targets



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Lesson Vocabulary	Materials
primary source; sabotage, espionage (Primary Sources: Japanese-American Internment during World War II packet)	<ul style="list-style-type: none">• “The Life of Miné Okubo” Structured Notes Teacher Guide (for teacher reference; from Lesson 4)• Dictionaries (one per pair of students)• Primary Sources: Japanese-American Internment during World War II packet (one per student)• Primary Sources: Japanese-American Internment during World War II packet, Teacher Guide (for teacher reference)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Discussing the Focus Question and Vocabulary (8 minutes)</p> <ul style="list-style-type: none">• Invite students to sit with their Iwo Jima discussion partner. Have them discuss the focus question from Lesson 5 homework (“The Life of Miné Okubo” structured notes).• After 3 minutes, cold call several pairs to share their best ideas and evidence for the focus question. (See “The Life of Miné Okubo” Structured Notes Teacher Guide, from Lesson 4, for more details.)• Next, give students the following directions for sharing their self-selected vocabulary words from “The Life of Miné Okubo” with their partners. (Tell students that the partner whose birthday comes first in the year will share first.)<ol style="list-style-type: none">1. Share one of the vocabulary words you selected from “The Life of Miné Okubo,” and show your partner where the word appears in the text.2. Tell your partner what you think the word means, based on context clues.3. Your partner then looks up the word in the dictionary and reads the definition to you.4. Together, revise your definition if necessary.5. Repeat with the other partner sharing a word. Continue sharing words until the time is up.• As students share words and revise definitions, circulate and monitor. Encourage students to create their own definitions using both context clues and the dictionary definitions.• After a few minutes, refocus students whole group. Cold call several students to share out new vocabulary words and definitions from the text.	<ul style="list-style-type: none">• Giving students time to talk through ideas supports comprehension and builds a strong and positive class culture.



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Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning targets. Read the learning targets aloud: <ul style="list-style-type: none"> * "I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII." * "I can explain how World War II affected American society." * "I can cite evidence to determine an author's point of view in a primary source." • Ask for a volunteer to explain what a <i>primary source</i> is. Listen for: "A primary source is an original text or artifact that was created during the time period you are studying." (If students struggle to remember this definition, remind them that they have already read some primary sources during this module, including the Day of Infamy speech and the Fourteen-Part Message. Prompt them to explain why these two documents are primary sources, while <i>Unbroken</i> is not.) • Tell students they will examine several primary sources created during World War II to learn more about Japanese-American internment and the way that war affected American society. These sources have different points of view on internment, and students should pay close attention to the ways that the authors of the sources disagree. Remind students that they practiced this skill when they prepared for the Fishbowl discussion about the Day of Infamy speech and the Fourteen-Part Message in Unit 1. • Cold call a student to remind the class: <ul style="list-style-type: none"> * "How did these two documents' perspectives differ?" • Listen for the student to explain that both documents were about the escalation of Japanese-American conflict before and during World War II, but they disagreed on which country was primarily responsible for this escalation. • Ask for a volunteer to explain: <ul style="list-style-type: none"> * "How might using these primary sources help us meet the second learning target ('I can explain how World War II affected American society') in a way that <i>Unbroken</i> might not be able to?" • Listen for: "These sources give the perspective of what was happening at home in America while Louie was away at war." 	



Building Background Knowledge:
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Work Time	Meeting Students' Needs
<p>A. Understanding Primary Sources (34 minutes)</p> <ul style="list-style-type: none">• Distribute the Primary Sources: Japanese-American Internment during World War II packet, keeping one Primary Sources: Japanese-American Internment during World War II packet, Teacher Guide (for teacher reference). Briefly review the content of the packet with students; point out each source's title, embedded vocabulary words, and the text-dependent questions that follow. Tell students that, even though some of the sources aren't traditional texts, they can still analyze them by looking carefully at their words and images and making inferences about what they see. Tell students that they will spend the rest of today's class, as well as tonight for homework, completing this packet.• Direct students to begin by completing a first read of the packet with their partners, then writing the gist of each source in the margin. Let them know that, when they have finished reading for the gist, they should reread the sources and begin answering the text-dependent questions. Remind students that these are challenging texts, so they will probably need to reread and discuss sections with their partner, and it is okay if they do not finish today.• As students work, circulate and check to be sure they are rereading and citing evidence to support their answers.	<ul style="list-style-type: none">• Consider making a shortened version of this packet for struggling readers or students who need more time to process. This version might include Sources 1, 2, 4, and 6. Pair students using this version of the packet with one another.



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Closing and Assessment	Meeting Students' Needs
<p>A. Preview Homework (1 minute)</p> <ul style="list-style-type: none">• Explain that the next lesson focuses on comparing the sources to each other, so it's important that students understand the gist and point of view of each source. Tell students to finish the packet for tonight's homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish reading the Primary Sources: Japanese-American Internment during World War II packet. Answer the text-dependent questions for each source.	



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Supporting Materials



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Name:

Date:

Historical Context: After the Japanese attack on Pearl Harbor on December 7, 1941, United States President Franklin D. Roosevelt signed an order forcing Japanese-American citizens to relocate to “internment camps.” This internment was designed to prevent Japanese-Americans, considered “enemy aliens” at that time, from attacking the United States from within its own borders. Over 110,000 Japanese-Americans, mostly from the West Coast, were forced to live in internment camps until January 1945, when the order was rescinded and they were allowed to return home.

Source 1

Note: The term “fifth column” refers to people who are spies within their own country.

*The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without... It is a fact that since the outbreak of the Japanese war there has been no important **sabotage** on the Pacific Coast...[T]his is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.*

sabotage: deliberate destruction; an attack

Lippmann, Walter. "Today and Tomorrow: The Fifth Column on the Coast." Washington Post. February 12, 1942. <http://encyclopedia.densho.org/sources/encyclopedia-densho-i67-00001-1/>.



1a. What is Lippman’s point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

1b. Would Lippman have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Source 2

Note: In 1941, Curtis B. Munson investigated the loyalty of Japanese-Americans. The following are excerpts from the report he submitted to President Roosevelt.

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them... There is no Japanese "problem" on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. "Report and Suggestions Regarding Handling the Japanese Question on the Coast." December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.



2a. What is Munson’s point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

2b. Would Munson have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Source 3

Note: The following are excerpts from President Roosevelt's order authorizing Japanese-American internment in 1942.

*[T]he successful prosecution of the war requires every possible protection against **espionage** and against sabotage... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas 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 may impose.*

espionage: spying

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.



3a. What is Roosevelt's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

3b. Based on this source, why did Roosevelt support the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.



Source 4

Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



4a. What do you notice about the location of the relocation centers and internment camps?

4b. Why might the location of these camps be important?



Source 5

**WESTERN DEFENSE COMMAND AND FOURTH ARMY
WARTIME CIVIL CONTROL ADMINISTRATION**
Presidio of San Francisco, California
April 1, 1942

**INSTRUCTIONS
TO ALL PERSONS OF
JAPANESE
ANCESTRY**

Living in the Following Area:

All that portion of the City and County of San Francisco, State of California, lying generally west of the north-south line established by Junipero Serra Boulevard, Worcester Avenue, and Nineteenth Avenue, and lying generally north of the east-west line established by California Street, to the intersection of Market Street, and thence on Market Street to San Francisco Bay.

All Japanese persons, both alien and non-alien, will be evacuated from the above designated area by 12:00 o'clock noon Tuesday, April 7, 1942.

No Japanese person will be permitted to enter or leave the above described area after 8:00 a. m., Thursday, April 2, 1942, without obtaining special permission from the Provost Marshal at the Civil Control Station located at:

1701 Van Ness Avenue
San Francisco, California

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property including: real estate, business and professional equipment, buildings, household goods, boats, automobiles, livestock, etc.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence, as specified below.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or between 8:00 a. m. and 5:00 p. m., Friday, April 3, 1942.
2. Evacuees must carry with them on departure for the Reception Center, the following property:
 - (a) Bedding and linens (no mattress) for each member of the family;
 - (b) Toilet articles for each member of the family;
 - (c) Extra clothing for each member of the family;
 - (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
 - (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions received at the Civil Control Station.

The size and number of packages is limited to that which can be carried by the individual or family group.

No contraband items as described in paragraph 6, Public Proclamation No. 3, Headquarters Western Defense Command and Fourth Army, dated March 24, 1942, will be carried.

3. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.
4. Each family, and individual living alone, will be furnished transportation to the Reception Center. Private means of transportation will not be utilized. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station at 1701 Van Ness Avenue, San Francisco, California, between 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or between 8:00 a. m. and 5:00 p. m., Friday, April 3, 1942, to receive further instructions.

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SEE CIVILIAN EXCLUSION ORDER NO. 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.

5a. Based on this source, what is the author's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.



Source 6

Note: Japanese-American internees were assigned identification numbers. These numbers were printed on tags and attached to each internee's clothing and belongings.

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.



6a. Given what you know about Japanese-American internment from the previous sources, why do you think internees were required to wear identification tags during their relocation?

6b. Why do you think the photographer chose to include the family's last name (Mochida) in the picture and in the title?

6c. What do you think is the photographer's point of view on Japanese-American internment? Cite one piece of evidence to support your answer.



Source 7

Note: This cartoon was published in response to Document 1. "TNT" is an explosive.

Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.

Source: <http://dr-hermes.livejournal.com/483824.html>



7a. What is Dr. Seuss's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

7b. Would Dr. Seuss have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Historical Context: After the Japanese attack on Pearl Harbor on December 7, 1941, United States President Franklin D. Roosevelt signed an order forcing Japanese-American citizens to relocate to “internment camps.” This internment was designed to prevent Japanese-Americans, considered “enemy aliens” at that time, from attacking the United States from within its own borders. Over 110,000 Japanese-Americans, mostly from the West Coast, were forced to live in internment camps until January 1945, when the order was rescinded and they were allowed to return home.

Source 1

Note: The term “fifth column” refers to people who are spies within their own country.

The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without.... It is a fact that since the outbreak of the Japanese war there has been no important **sabotage** on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.

sabotage: deliberate destruction; an attack

Lippmann, Walter. “Today and Tomorrow: The Fifth Column on the Coast.” *Washington Post*. February 12, 1942. <http://encyclopedia.densho.org/sources/encyclopedia-densho-i67-00001-1/>.

1a. What is Lippman’s point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Lippman believes that Japanese-Americans are a threat to the United States. He writes, “the Pacific Coast is in danger of a combined attack from within and from without.” He thinks that Japanese-Americans are acting as spies and plan to sabotage the United States.

1b. Would Lippman have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Yes, Lippman would have supported internment camps, because he believed that Japanese-Americans were planning to attack the U.S. He called Japanese-Americans “enemy aliens” and warned that this was a “very serious and ... very special” problem.

Source 2

Note: In 1941, Curtis B. Munson investigated the loyalty of Japanese-Americans. The following are excerpts from the report he submitted to President Roosevelt.

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States.... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized.... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them.... There is no Japanese “problem” on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. “Report and Suggestions Regarding Handling the Japanese Question on the Coast.” December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.

2a. What is Munson’s point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Munson believes that Japanese-Americans considered themselves to be American citizens and were not a threat to the United States. He writes, “They are not Japanese in culture. They are foreigners to Japan.” This means that Japanese-Americans were not likely to side with Japan in the war against America.

2b. Would Munson have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

No, Munson would not have supported internment camps, because he did not think Japanese-Americans were a threat to the U.S. He declares, “There is no Japanese ‘problem’ on the Coast. There will be no armed uprising of Japanese,” meaning that there was no reason to lock Japanese-Americans away in internment camps to prevent them from attacking the United States.



Source 3

Note: The following are excerpts from President Roosevelt's order authorizing Japanese-American internment in 1942.

[T]he successful prosecution of the war requires every possible protection against espionage and against sabotage.... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas 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 may impose.

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.

3a. What is Roosevelt's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Roosevelt believes that Japanese-Americans might be a threat to the United States, because he writes that the country has to protect itself "against espionage and against sabotage." Even though he doesn't specifically mention Japanese-Americans, it is clear that he is referring to them, since this is the official document he signed to make internment legal.

3b. Based on this source, why did Roosevelt support the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Roosevelt supported the establishment of internment camps because he thought this was a logical part of protecting the United States against Japan during WWII: "the successful prosecution of the war requires every possible protection against espionage and against sabotage." He thought that putting Japanese-Americans in internment camps was one of these "protections."



Source 4

Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



4a. What do you notice about the location of the relocation centers and internment camps?

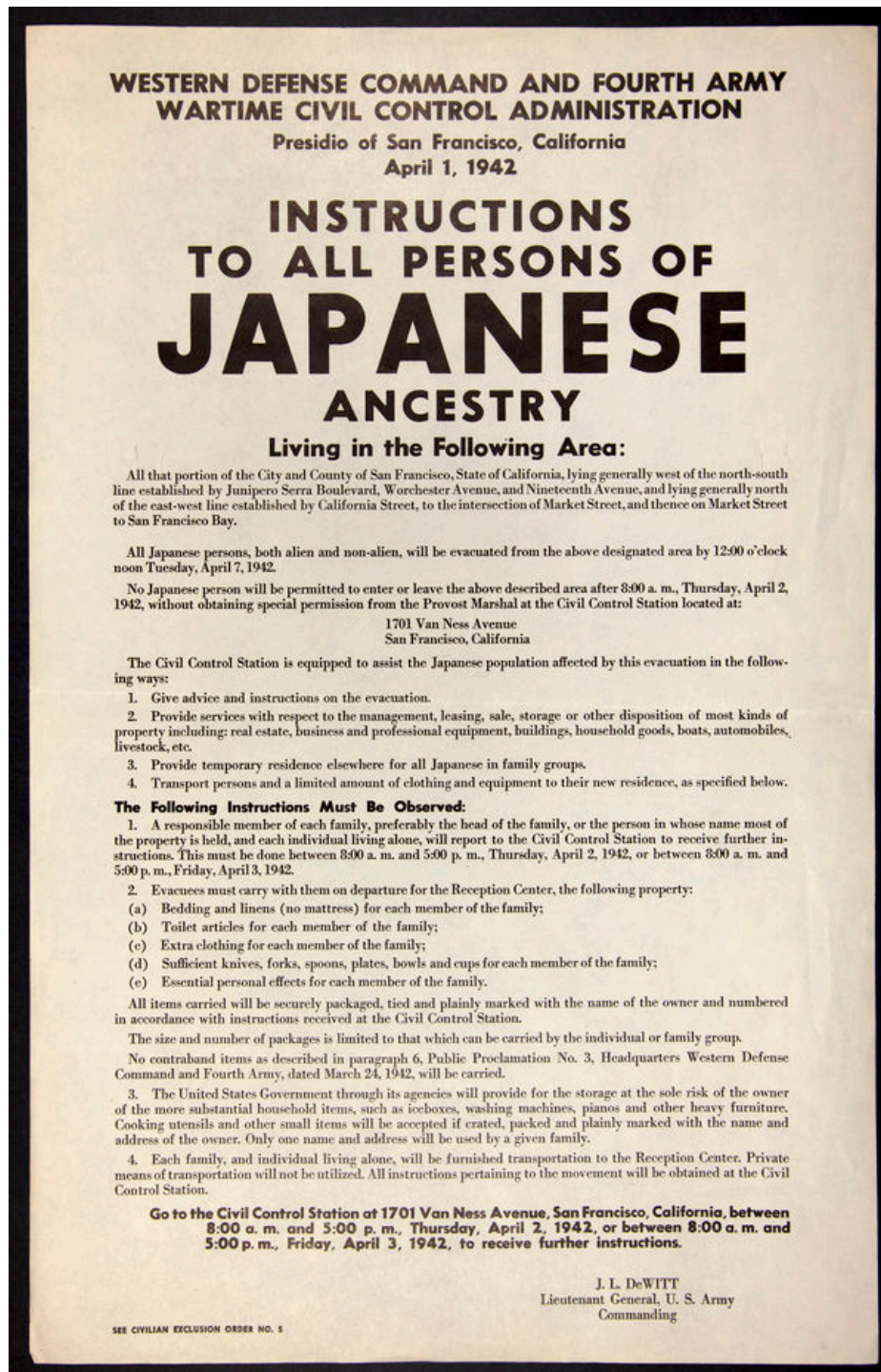
The camps are all on the West Coast. They are spread far apart from each other. Most of them are located in towns I've never heard of before.

4b. Why might the location of these camps be important?

The U.S. government might have wanted to keep the Japanese-Americans as far away from each other and as far away from big, important cities as possible. They might have kept them on the West Coast because there were more of them living in that part of the country at that time, or because they were scared that was where an attack might come from (since the West Coast is the part of the country closest to Japan).



Source 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.



5a. Based on this source, what is the author's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

The author of this poster thinks that Japanese-Americans are not really American citizens, because he or she put the word "JAPANESE" in big letters at the top of the poster and refers to Japanese-Americans as just "Japanese" or "persons" throughout the text.



Source 6

Note: Japanese-American internees were assigned identification numbers. These numbers were printed on tags and attached to each internee's clothing and belongings.

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.

6a. Given what you know about Japanese-American internment from the previous sources, why do you think internees were required to wear identification tags during their relocation?

People who supported internment thought that Japanese-Americans were a threat to the country, so they wanted an easy way to keep track of them at all times. Another reason could be because there were so many people being forced to move all at once; giving them tags could help prevent people and belongings from being mixed up. Finally, people who supported internment wanted Japanese-Americans to be separated from the rest of the country. Taking away their names and making them go by identification numbers could have been one way to send the message that they were no longer considered full citizens.



6b. Why do you think the photographer chose to include the family's last name (Mochida) in the picture and in the title?

The photographer wanted people who saw this picture to know that the family in the picture had a name and an identity, even though the government made them wear a number, instead.

6c. What do you think is the photographer's point of view on Japanese-American internment? Cite one piece of evidence to support your answer.

The photographer included the family's name (Mochida) in the photograph and in the title of the picture. This could mean that he or she did not support internment and wanted Japanese-Americans to be seen as individuals, rather than as numbers or people who didn't deserve to have rights.



Source 7

Note: This cartoon was published in response to Document 1. “TNT” is an explosive.

Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.

Source: <http://dr-hermes.livejournal.com/483824.html>



7a. What is Dr. Seuss's point of view on Japanese-Americans? Cite one piece of evidence to support your answer.

Dr. Seuss believes that all Japanese-Americans are the same, because every person in his cartoon looks exactly the same except for a few differences in their clothing. He doesn't see them as having individual identities. He also thinks that Japanese-Americans are a threat to the United States, because he shows them picking up TNT from their leaders, which means they are going to go attack the United States.

7b. Would Dr. Seuss have supported the establishment of Japanese-American internment camps during WWII? Cite one piece of evidence to support your answer.

Yes, he would have supported internment because he believed Japanese-Americans were planning to work together to attack the United States. He uses the term "Fifth Column" in his cartoon, which was a phrase that implied the Japanese-Americans were working against America and planning to sabotage it from within. He would have thought that putting Japanese-Americans into internment camps would help keep America safe.