

We Are Not Free Reading Guide

Prepared by Heart Mountain Interpretive Center



Teacher Introduction

In this guide, you will find suggested activities in alignment with Wyoming Department of Education and Common Core literature standards for 9th to 12th grade students. It is divided into six different units. Each unit comes with a summary and comprehensive discussion questions for students, and also includes supplemental reading and activities which may be included or modified based on grade level.

Teachers are encouraged to participate in a tour (in-person or virtual) of the Heart Mountain Interpretive Center. Please visit our website, <https://www.heartmountain.org>, for more resources and information. If you found this guide helpful or wish to provide feedback for improvement, please let us know at educator@heartmountain.org.

How to use this guide

This guide is designed to apply to 9th through 12th grade students, with adjustments according to grade level. Based on your students' ability, assign a unit and any additional background reading or media. In the following class, review the summary and facilitate a discussion about the unit content. Using the lesson guide, provide additional historical context where needed.

Each unit includes an activity which can be implemented in class or as homework. Any additional worksheets for these activities can be found at the end of the guide. Additionally, the guide comes with a vocabulary list of historical terms pertaining to Japanese American incarceration.

There are two concluding activities at the end of the guide which are designed to sum up the entire novel. The resources section at the end of the guide includes content standards and worksheets to accompany unit activities.

Book Units

This book has been broken down into units. Each unit comes with summaries, discussion and comprehension questions, as well as student activities.

Unit Breakdown

1. **The Exclusion Orders Come to San Francisco** (Chapters 1 and 2) - Introduction to the main cast of characters in San Francisco. Description of what happened in 1942 after exclusion orders were given, told through the perspectives of Minoru "Minnow" and Shig Ito.
2. **Life in the Camps** (Chapters 3 and 4) - Amy "Yum-Yum" Oishi describes the move to Tanforan, a temporary detention center in California, and the breakdown of family life inside WRA facilities. Hiromi "Bette" Nakano tells of the move to Topaz, a permanent incarceration center, and life within Topaz.
3. **Divided Loyalties** (Chapters 5, 6, and 7) - Introduction to the loyalty questionnaire and the 442nd Infantry Regiment. Frankie Fujita and Stan Katsumoto provide different perspectives on the choices available to Nisei men in the camps. Aiko Harano describes the unrest at Topaz in the wake of the questionnaire.

4. **Segregation and Tule Lake** (Chapters 8, 9, and 10) - Yuki Nakano recounts how life at Topaz has changed and remained the same since segregation. Mary Katsumoto tells of her family's move to Tule Lake. Kiyoshi "Yosh" Tani describes his experience at Tule Lake, including time imprisoned in the stockade.
5. **The Cost of War** (Chapters 11, 12, and 13) - Mas Ito describes training at Camp Shelby. Keiko Kimura recounts Twitchy's visit back to Topaz before deployment of the 442nd. David "Twitchy" Hashimoto chronicles fighting as a member of the 442nd in Europe.
6. **Picking up the Pieces** (Chapters 14, 15, and 16) - The group collectively struggles with their grief. Tommy Harano wrestles with his own identity as a Japanese American at Tule Lake. Minnow Ito returns to San Francisco and attempts to restart his life.

Vocabulary

- Alien - a foreign-born resident who is not a citizen of the country where they live. In the early 1900s, Japanese people who immigrated to the US could not become citizens and were therefore considered aliens.
- Assembly Center - term used to by the government to describe temporary government facilities used to detain Japanese Americans before they were sent to incarceration camps
- Citizen - a member of a state (country) entitled to certain rights and protections
- Concentration Camp - places used to detain and confine large numbers of people such as refugees, ethnic or religious minorities, or political prisoners under armed guard
- Deportation - the expulsion of a person or a group of people from a place or country
- Executive Order 9066 - An executive order written by President Franklin Roosevelt that granted power to the Secretary of War and his subordinates to exclude "any or all persons" from designated areas
- House Resolution 4103 - Also known as the Renunciation Act of 1944, this law allowed US citizens to renounce their citizenship when the country was in a state of war. The law was repealed in 2013.
- Incarceration - confinement in jail or prison, typically after an individual has been charged with a crime
- Internment - confinement with no formal charges during wartime. In the US, legal internment applies to citizens of nations with which the US is at war.
- Issei - a Japanese term meaning first generation, used to describe the generation of Japanese Americans who immigrated to the US
- Japanese American Citizens League (JACL) - the largest Japanese American organization in the United States, started in 1929
- Nisei - a Japanese term meaning second generation, used to describe the first generation of Japanese Americans born in the US to Issei parents
- Redress Movement - a Japanese American activist movement attempting to gain an apology or restitution payments from the US government for incarceration during WWII
- Relocation Center - a term used by the United States government to describe the camps that held Japanese Americans during World War II
- Sansei - a Japanese term meaning third generation, used to describe the generation of children born to Nisei parents

- War Relocation Authority (WRA) - the government agency in charge of overseeing the forced removal and detainment of Japanese Americans during World War II

A Note on Terminology

Throughout *We Are Not Free*, characters refer to Tanforan, Topaz, and Tule Lake as “assembly centers,” “relocation centers,” the original War Relocation Authority names for these places, or simply as “camps.” However, the terms “Assembly Center” and “Relocation Center” sugarcoat a devastating history. Internment camps is not an accurate term because in the United States the government cannot legally intern American citizens.

So what should we call these places? In the 1940s, people openly called the camps “concentration camps.” At the time, the term concentration camp did not have the connotation of the death camps in Nazi Germany. Today, people often use the terms “incarceration” or “incarcerees,” but these terms are not totally accurate either. Traci Chee’s author’s note at the end of the novel includes an explanation of terminology used in *We Are Not Free*. For more information on names used for the camps, we recommend Roger Daniels’ essay “Words Do Matter: A Note on Inappropriate Terminology and the Incarceration of the Japanese Americans.”

Before beginning the novel, introduce students to these terms and the controversy surrounding them. Discuss the connotation of each term and ask students which term they think is most accurate.

Unit 1: The Exclusion Orders Come to San Francisco

Introduction: Introduce students to the World War II incarceration of Japanese Americans either by viewing the short film [All We Could Carry](#) or by listening to the first episode of podcast [Order 9066](#). Teachers may choose to supplement this lesson using activities from the Heart Mountain Interpretive Center’s [Classroom Resources](#).

Additionally, introduce students to the character registry at the beginning of the book and explain that each chapter in the novel is told from a different perspective. The registry is modeled after official camp rosters created by the War Relocation Authority. Teachers can show students the [roster from Heart Mountain](#) for comparison. There are fourteen main characters in this novel, so encourage students to refer to the registry if they get confused or keep notes on each character as they go along.

Pre-reading Discussion Questions

1. What do you already know about Japanese American incarceration during World War II?
2. Have you ever read a book told from multiple perspectives before? Why might Traci Chee have chosen to structure the novel in this way?

After introducing the class to the history of Japanese American incarceration, assign chapters 1 and 2 as homework or as silent reading during class. Encourage students to look up and record any unfamiliar vocabulary as they read, including historical terms. Teachers may choose to

assign the vocabulary worksheet (located in the resources section at the end of the reading guide) to keep track of students' understanding of vocabulary.

Unit Summary

In March of 1942, Minoru Ito, known by his nickname "Minnow," walks home from school in San Francisco after missing the bus. As he walks, Minnow thinks about how life has changed since last December, when Pearl Harbor was bombed. He encounters anti-Japanese propaganda and a group of white teenagers who try to beat him up. Minnow is saved by his brothers and their friends, and we are introduced to the Japantown group of boys: Shig, Mas, Twitchy, Tommy, Frankie, and Stan.

In the next chapter, Shigeo "Shig" Ito, Minnow's older brother, narrates the difficulties his family encounters after the exclusion orders are mandated in Japantown. They are forced to sell most of their possessions and Shig struggles with his anger over the situation. Shig's mother tells him to remember "gaman," a Japanese word for persevering or enduring. Shig, Minnow, and their friend Twitchy hand out origami made by Shig's late father as Japanese Americans gather for removal to Tanforan.

Discussion Questions

1. The first two chapters are preceded by primary source documents - Minnow's chapter by newspaper headlines about Pearl Harbor and Shig's chapter by an exclusion order. Why do you think Chee included these documents? Why is it important to study primary source documents?
2. On his walk home, Minnow is confronted by racist anti-Japanese propaganda. How does this make him feel? How does the propaganda conflict with Minnow's perception of himself and those in his community?
3. Describe the two signs posted at the Katsumotos' store. What was the intention behind each sign? What do they say about the Katsumotos' relationship with their community, including white customers?
4. Throughout his chapter, Shig keeps lists. What kinds of things does he list? How might this strategy help him deal with the exclusion orders?
5. Shig's mother reminds him of a Japanese concept: gaman. What does gaman mean? Why does Shig find this reminder frustrating at first? How could this concept be useful to Japanese Americans during forced relocation?

Unit Activity - WWII Propaganda

In the first chapter, Minnow encounters a racist anti-Japanese propaganda poster while walking home from school. As a class, view the World War II-era propaganda [presentation](#). For each example of propaganda, discuss who is being portrayed and how they are being portrayed. What kind of effect might these images have had on Japanese Americans after Pearl Harbor? Do you think the attitudes expressed by these examples influence the forced removal of Japanese Americans? Come up with a definition of propaganda as a class.

The presentation also includes a counterargument to this propaganda from the *Pacific Citizen*, the official newspaper of the Japanese American Citizens League. As a class, discuss what rhetoric is used to counter rumors and propaganda. Does this article have a different tone from the propaganda you've discussed? Challenge students to create their own poster countering the anti-Japanese propaganda of World War II. Teachers can use the Create A Poster worksheet as a template if they choose (located in the Resources section at the end of the guide).

Unit 2: Life in the Camps

Introduction: Assign chapters 3 and 4 as homework or as silent reading during class. Teachers can use the [Exclusion and Relocation Map](#) as a visual resource of the Assembly Centers and more permanent camps. Teachers can also assign the second episode of the podcast [Order 9066](#) for further background information about Executive Order 9066 and forced relocation.

Unit Summary

Amy “Yum-Yum” Oishi, Shig’s girlfriend, relates the move to Tanforan Assembly Center, a temporary detention center in California. Yum-yum’s father was arrested for having contacts in Japan earlier in 1942 and is being held at a prisoner-of-war camp in Missoula, Montana. Yum-yum, her mother, and her younger brother Fred move into a horse stall and Yum-yum does her best to take care of the family but soon becomes angry and disillusioned with her situation. After Fred goes missing, Yum-yum is reminded of the importance of her family.

Hiromi Nakano meets a handsome boy on the train to Topaz, a permanent incarceration camp in Utah, and decides to start going by her middle name, “Bette.” Bette is determined to make the best of life at Topaz, flirting and attending dances. She fights with Frankie Fujita, who mocks her positive outlook, but Frankie and Bette eventually reconcile.

Discussion Questions

1. What emotions do Minnow’s drawing of Tanforan evoke? What conflicts exist in the drawing?
2. How does the absence of Yum-yum’s father change the family’s experience in Tanforan? How does this change Yum-yum’s role in her family?
3. How do familial and societal expectations change Yum-yum’s behavior? How do they affect the way she sees herself?
4. Yum-yum and Hiromi try to keep up with school by studying old textbooks. How is the subject matter they learn about ironic? How does Yum-yum’s concept of freedom change over the course of the chapter?
5. Hiromi “Bette” Nakano is determined to have a normal teenage life at Topaz. What are some of the ways she tries to make the best of her situation?
6. How do Bette and Frankie’s perspectives on Topaz clash? Which perspective do you think is better? Are there drawbacks to either outlook?
7. How does Chee structure chapters 3 and 4 in terms of time? How do the structures of these two chapters contrast? How do they work together?

Unit Activity - The Daily News

Instruct students that there were newspapers at all of the camps which alerted residents to camp news, listed activities, and even included editorials from incarcerated. Students can read the following issues of *The Tanforan Totalizer* and *The Topaz Times*. Students can browse the [Densho Digital Repository](#) and Library of Congress [website](#) to find other issues.

The Tanforan Totalizer, June 6, 1942: <https://ddr.densho.org/ddr-densho-149-4/>

The Topaz Times, November 24, 1942:

<https://www.loc.gov/resource/sn85040302/1942-11-24/ed-1/?sp=1>

Direct students to write a mini report about one of the articles from these issues of *The Tanforan Totalizer* and *The Topaz Times*. What is the article about? What does this article tell you about life inside the camp? What values and priorities can you infer from the article? Have students share their findings with the class.

Alternately or as an extension of this activity, share with students that before and during the war, some people used newspaper editorials to argue against the unjust treatment of Japanese Americans. Using what they have read and know about Japanese American incarceration, direct students to write an editorial arguing against incarceration.

Unit 3: Divided Loyalties

Introduction: Assign chapters 5, 6, and 7 as homework or as silent reading during class. For background reading, teachers may assign the following [entry](#) about the loyalty questionnaire from Densho.

Unit Summary

Frankie Fujita reacts angrily to the news of an all-Japanese unit in the army. The loyalty questionnaire arrives at Topaz, leading to intense discussions about how to respond. When Frankie's friend Mas announces his intentions of volunteering for the 442nd, Frankie heads to his barrack with the intention of fighting him but ends up fighting off a group who were going to smash Mas' windows. Frankie decides to do something with his anger and volunteers for the 442nd.

Stan Katsumoto attempts to apply for colleges while at Topaz, but is thwarted by the high number of unreasonable requirements Japanese Americans need to meet in order to be accepted. The loyalty questionnaire continues to wreak havoc in camp. Stan and his father are out walking by the camp fence one night when an elderly Issei, Mr. Uyeda, is shot and killed by one of the guards. Stan decides to answer "No" and "No" to questions 27 and 28.

Aiko Harano just wants to be included with the boys. She trails behind them as they break up fights in the camp, which is filled with unrest because of the loyalty questionnaire. Aiko's father is a "No-no" and reacts with hostility towards "Yes-yes's." Mas, Frankie, and Twitchy leave for

basic training in the 442nd and Bette relocates to New York City. The remaining group stops two men from beating a third man and Aiko stands up to her father.

Discussion Questions

1. How do Frankie's attitudes towards military service change over time? How does this relate to his father's military service?
2. What do horses represent to Frankie? What do you think his dream means?
3. Consider the following questions from the loyalty questionnaire:

Question 27: Are you willing to serve in the armed forces of the United States on combat duty wherever ordered?

Question 28: Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power or organization?

What in the wording of each question made answering each question challenging for Japanese Americans? Be specific and be sure to consider the perspectives of people of different ages, genders, and citizenship status.

4. What kinds of letters does Stan receive from the colleges he applies to? How does he react to these letters?
5. How does Mr. Uyeda's death affect Stan? How does it affect tensions at Topaz?
6. What is the purpose of the editorial article "Words from an Old Issei"? How does the author argue his point? Describe the opposing viewpoint to this editorial. What arguments might be made in a response?
7. Why is Mas nervous about leaving camp? Why does he feel like there's extra pressure on Japanese Americans?
8. How does the symbolism of the baseball bat change based on who is holding it?

Unit Activity - First Hand Perspectives

As a class, discuss the difficult choices Japanese Americans faced in response to the loyalty questionnaire and the draft. Some, like Stan and Tommy, chose to respond no and no to questions 27 and 28 and were sent to Tule Lake in California. Others qualified their responses, and many answered yes to both questions. When faced with the draft, many young men like Mas, Twitchy, and Frankie joined the 442nd Combat Team, eager to prove their loyalty to the US or leave the camps. Others chose to resist the draft, calling for the return of their rights before they would serve.

Explain the importance of eyewitness or primary sources to students. Screen a selection of the following interviews with former incarcerated, directing students to record their questions in the "Questions I Have for You" worksheet (included at the end of the reading guide). Please be aware the following videos include use of a racial slur.

Japanese Americans who answered “No-no”:

- [Taneyuki Dan Harada](#), [transcript](#)
- [Satsuki Ina](#), [transcript](#)
- [K. Morgan Yamanaka](#), [transcript](#)

Japanese Americans who volunteered or were drafted into the military:

- [George T. "Joe" Sakato](#), [transcript](#)
- [Rudy Tokiwa](#), [transcript](#)

Japanese Americans who resisted the draft:

- [Gene Akutsu](#), [transcript](#)
- [Takashi Hoshizaki](#), [transcript](#)
- [Mits Koshiyama](#), [transcript](#)

After watching some or all of the above clips, check for understanding by asking students to identify some of the motivations given in the videos for making particular choices. Then lead students in a discussion of the questions they wrote.

Unit 4: Segregation and Tule Lake

Introduction: Assign chapters 8, 9, and 10 as homework or as silent reading during class. Teachers may choose to assign this [article](#) on Tule Lake from Densho as background reading.

Unit Summary

Yuki Nakano, Bette’s younger sister, leaves Topaz for a softball game at the nearby town of Delta, Utah. The Topaz High team roundly defeats the Delta team and Yuki suggests the team stop at the Delta grocery store for ice cream to celebrate. When Yuki and her coach, Miss Jenkins, try to buy ice cream, the clerk screams a slur at Yuki and refuses to serve them. Yuki reflects that not much has actually changed at Topaz since segregation.

Mary Katsumoto, Stan’s sister, and the rest of her family have been moved to Tule Lake in California as a result of Stan and their father’s answers to the loyalty questionnaire. Mary reacts with anger and resentment, and fights with her father frequently. She meets a boy from Los Angeles, Kiyoshi “Yosh” Tano, and slowly learns to like him and forgive her father. Unrest and violence plague Tule Lake.

Kiyoshi is haunted by traumatic memories of his violent stepfather which cause him to freeze in stressful or dangerous situations. The group encounters a disruption while coming home from the movies and Stan is arrested and placed in the stockade. Yosh is eventually arrested for being out after curfew and placed in the stockade, where conditions are terrible. Yosh meets Mr. Morimoto in the stockade, who teaches him about resiliency. Yosh stands up for the men in the stockade in an act of resistance.

Discussion Questions

1. What changes have occurred at Topaz since the No-no's were sent to Tule Lake?
2. What happens at the Delta grocery store? How does this incident change how Yuki views the white adults in her life? How does it change how she views Topaz?
3. Traci Chee writes in the author's note about her decision to include racial slurs in *We Are Not Free*. Why do you think this was a difficult decision for Chee? Why does it matter for authors to think intentionally about using racial slurs in historical fiction?
4. Why does Mary feel bitter and angry about the Katsumoto family's move to Tule Lake? How does her behavior affect her family?
5. Describe the unrest at Tule Lake. What are some of the groups or events which cause disorder?
6. What causes Kiyoshi to freeze in stressful situations? How does this contrast with his actions at the end of Chapter 10?
7. What is Mr. Morimoto's advice for Kiyoshi? How have the characters in *We Are Not Free* worked to retain their dignity throughout the novel?

Unit Activity - Words Matter

In between Chapters 9 and 10, Chee includes a fictional newspaper article about the "uprising" at Tule Lake. As a class, discuss how this article differs in tone from Mary and Kiyoshi's narration of their experiences at Tule Lake. What kind of audience do you think an article like this would have been intended for? What evidence supports your inference?

Outside newspapers often differed greatly in tone from the internal camp newspapers. Even the camp newspapers were under the supervision of the War Relocation Authority and thus subject to varying levels of scrutiny from the government. Compare the language and tone in the following article from *The Heart Mountain Sentinel*, a camp newspaper, to the fictional article about the same event.

- Heart Mountain Sentinel article about Tule Lake "uprising," dated November 13, 1943:
<https://www.loc.gov/resource/sn84024756/1943-11-13/ed-1/?sp=1&r=-0.155,0.347,0.943,0.573,0>

Students can also explore how American newspapers treated the subject of Japanese American incarceration, particularly at the beginning of the war, by exploring the following lists and databases:

- [New York Times Lesson Plan: Teaching Japanese-American Internment Using Primary Resources](#)
- [Database](#) of *The San Francisco News* articles regarding Japanese American incarceration, available via The Museum of the City of San Francisco

Unit 5: The Cost of War

Introduction: Assign chapters 11, 12, and 13 as homework or as silent reading during class.

Unit Summary

Mas Ito writes letters to his late father while in training for the 442nd at Camp Shelby in Mississippi. One of his fellow infantry recruits is killed during a maneuvers drill. He makes friends with a Black soldier from Mississippi and notices the racism and segregation prevalent in the south. The unit receives orders to prepare for overseas movement.

Keiko Kimura counts down the hours as Twitchy visits camp before deployment. They spend time with Yum-Yum and Shig, who is packing to relocate to Chicago. Keiko refuses to admit that she has feelings for Twitchy but they kiss. She makes him promise to write as he leaves Topaz.

David “Twitchy” Hashimoto and the King Company of the 442nd make their way through Italy and France, fighting the German army. Twitchy reflects on the tenacity of Nisei soldiers and the irony of fighting for a country which has imprisoned you without evidence. His friend Bill is killed while saving him from enemy fire. While the company tries to save the stranded 141st battalion, Twitchy is shot and dies.

Discussion Questions

1. How is Mas’ chapter structured? Why does he write to his father? How did his role in his family change after his father died?
2. How does Leonard’s experience compare to Mas’?
3. How does Chee create a sense of urgency in Keiko’s chapter?
4. From Keiko’s perspective, how is caring for another person detrimental? How has her situation influenced this outlook?
5. Mas and Twitchy both mention the pressure they feel to represent the Japanese American community while fighting in the 442nd. Why do you think this extra pressure exists?
6. How does Twitchy’s perspective on war change during his time in Europe?
7. What do the soldiers yell as they charge the hill? What are they fighting for?
8. What does Twitchy remember as he is dying? Why do you think he remembers these specific memories?

Unit Activity - Depicting War

Take time to check in with students and ask them to share how this unit and Twitchy’s chapter in particular made them feel.

Traci Chee created a series of videos about the research she conducted to write *We Are Not Free*. Screen her fourth video, [Best Surprise from a Primary Source](#), in which she shares how finding her Great Uncle’s name in a primary source document helped her feel connected to the stories of the 442nd soldiers. Sometimes it can be easy to learn about history or read historical fiction without realizing that these events happened to real people. Ask students whether they’ve experienced this in history class in the past. Do they have any ideas for how to avoid apathy about the past?

Share several of the primary sources about the 442nd from the list below with the class. Discuss how reading primary sources can make history more compelling. How did reading or watching each source make students feel?

- Chaplain Hiro Higuchi volunteered to serve with the 442nd. His letters home are preserved at the University of Hawaii at Manoa's Library [here](#). His letter from [July 8th, 1944](#) describes his first experience in battle.
- The Go For Broke National Education Center includes a number of oral histories from 442nd and 100th battalion members [here](#).

Unit 6: Picking Up the Pieces

Introduction: Assign chapters 14, 15, and 16 as homework or as silent reading during class. For more context, teachers may choose to assign episode 7 of the [Order 9066](#) podcast.

Unit Summary

The group grieves Twitchy's death. After time, each of them begins to move on, supported by the others.

In Tule Lake, Tommy Harano has been persuaded by his parents to join the Hokoku Seinen Dan, a pro-Japanese group. He exercises with the group every morning, but internally struggles to reconcile his American and Japanese identities. His parents pressure him to renounce his citizenship and come with the family to Japan but Tommy decides to stay in America.

Minnow and his mother return to San Francisco, which no longer feels like home. They cannot find housing and face racial discrimination. Minnow meets Stan, and they are surprised by Shig, who has decided to move back to San Francisco. The Katsumotos and Itos move into an apartment building owned by Mr Oishi. San Francisco is slowly beginning to feel like home again.

Discussion Questions

1. Why do you think Chee chose to employ a collective voice in Chapter 14? What effect does this have in contrast to every other chapter?
2. Despite scattering across the US and Europe, the Japantown group remains connected through their friendship. How does this friendship manifest across distance? How does grief play into their relationships to each other?
3. How is Tommy's chapter structured? How does the structure reinforce Tommy's struggle with identity?
4. What kinds of pressure does Tommy face from his parents? How has this pressure been evident in earlier chapters? What is Tommy's ultimate response to this pressure?
5. What were some of the major themes in the novel? How did these themes develop as the novel progressed?
6. Now that you have finished the novel, why do you think Chee introduced the characters in the order she did? Why did she use Minnow's perspective twice, but not anyone else?

Unit Activity - Mapping a Community

Use the Resettlement and Camp Closure Google Earth [presentation](#) to explain where many Japanese Americans went after the war. While many returned to the west coast, others chose to stay in eastern cities where they had relocated during the war or move east for employment. For many Japanese Americans, returning home was impossible, as they either lost property during forced removal or struggled to find jobs.

Concluding Activities

To sum up the entire novel, teachers may choose to assign a concluding activity from the following list of suggestions.

- ❖ **Artistic Expression**: As a class, discuss how Minnow uses drawing as a form of catharsis and memory. When do his drawings appear? How do they influence the plot or give insight into his character? Do you think art making has a purpose beyond enjoyment or recreation? Many Japanese Americans made art while in the camps to decorate their barrack rooms, give to friends, or record their experiences. Teachers can share examples from the list below. Challenge students to create a work of art inspired by what they have learned about Japanese American incarceration from reading *We Are Not Free*. Alternatively, have students create a work of art depicting a place which had a significant impact on their lives.
 - [Photographs](#) of the Allen Hendershott Eaton Collection of Japanese American art and artifacts
 - [Drawings](#) by Estelle Ishigo of the Pomona detention center and the Heart Mountain camp

In the past, art created in Japanese American concentration camps has been used as evidence that conditions in these camps were not that bad. Others have assumed that Japanese Americans were able to create art because of ample leisure time in the camps. In fact, neither of these arguments are true. Teachers should be aware of these attitudes before teaching about art in the camps. For more information about art made in the camps and historical attitudes towards art made in the camps, we recommend reading the introduction to *Artifacts of Loss: Crafting Survival in Japanese American Concentration Camps* by Jane E. Dusselier.

- ❖ **Many Forms of Resistance**: In *We Are Not Free*, Mr. Morimoto reminds Kiyoshi of the importance of acting with honesty and dignity even under difficult circumstances, which can be an act of resistance. Japanese Americans resisted their unfair treatment by the US government in a number of ways. A few outside individuals, such as Wayne Collins, worked to right the wrongs inflicted on Japanese Americans. Brainstorm ways that characters in *We Are Not Free* resisted their incarceration in different ways. To delve deeper into this topic, assign students to complete short reports on the individuals and topics listed below.
 - Gordon Hirabayashi
 - Fred Korematsu

- Minoru Yasui
- Mitsuye Endo
- The Heart Mountain Fair Play Committee
- The Mothers of Topaz, the Blue Star Mothers of Amache, and the Mothers Society of Minidoka
- Wayne Collins and the Northern California office of the ACLU
- The Japanese American Redress Movement

Resources

The resources found in this section of the guide include student worksheets, teacher answer keys, maps, and content standards for this guide. For additional resources, please visit Heart Mountain Interpretive Center's [virtual tour resources](#) or [educational resources](#) page.

Table of contents

- ❖ Content Standards
- ❖ Create A Poster Worksheet
- ❖ Questions I Have for You Worksheet
- ❖ Vocabulary Worksheet

Content Standards

This reading guide has been designed to align with the following Common Core and State of Wyoming standards.

Language Arts Standards

Grades 9-10	Grades 11-12
<p>Reading for Literature - Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 	<p>Reading for Literature - Key Ideas and Details</p> <ol style="list-style-type: none"> 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
<p>Reading for Literature - Craft and Structure</p> <ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). 2. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 	<p>Reading for Literature - Craft and Structure</p> <ol style="list-style-type: none"> 1. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) 2. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
<p>Writing - Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 2. Write narratives to develop real or imagined experiences or events 	<p>Writing - Text Types and Purposes</p> <ol style="list-style-type: none"> 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>
<p>Speaking and Listening - Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Speaking and Listening - Comprehension and Collaboration</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

Create a Poster

Directions: Create a political cartoon, poster, or news article countering the anti-Japanese propaganda of World War II. After you have created your work, write 1-2 paragraphs explaining your work.

Questions I Have for You

Directions: While watching interviews with former incarcerated, record any questions you have from the videos.

1. List any questions for Japanese Americans who answered “no-no” on the loyalty questionnaire.

2. List any questions you would like to ask Japanese Americans who volunteered for military service or were drafted.

3. List any questions you would like to ask Japanese Americans who resisted the draft.

Vocabulary Worksheet

Directions: Write down any words you had to look up in this unit. After you write the word down, write its definition. Write down the page number in *We Are Not Free* where the new word was used.

1. _____

2. _____

3. _____

4. _____

5. _____

