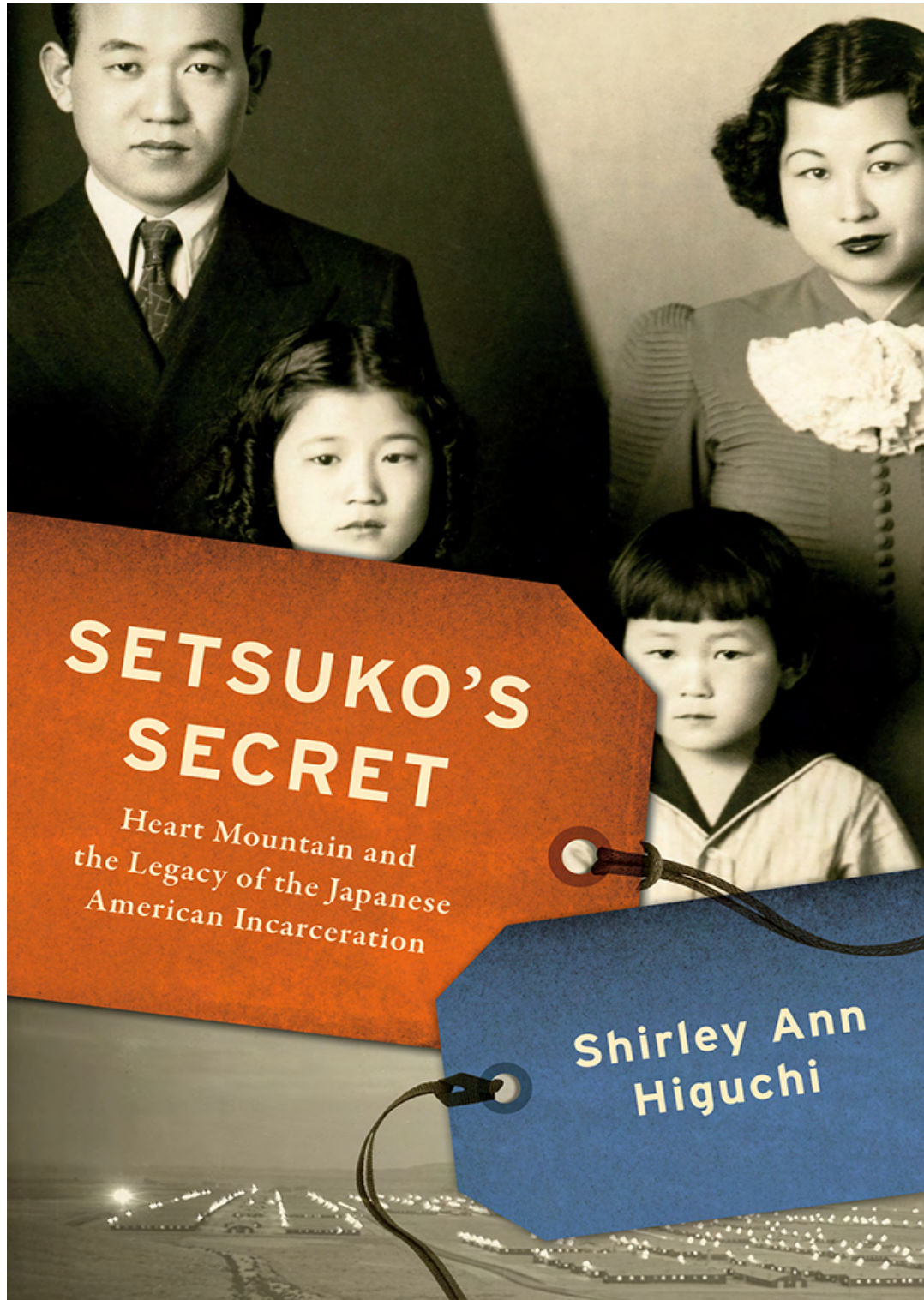


# Setsuko's Secret Reading Guide

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 7 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](mailto: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.

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. Chapters 1-2 Issei, E.O. 9066
2. Chapters 3-4 forced removal, assembly center, life at camp
3. Chapters 5-6 loyalty questionnaire, leaving the camps for relocation
4. Chapter 7-8 draft resisters and 442nd RCT
5. Chapter 9-10 the end of camp and life after
6. Chapter 11-12 creating a memorial, acknowledging wrongs
7. Chapters 13, 14, & 15 preservation, model minority, uncovering Setsuko's secret

## 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

- Authoritarianism - the enforcement or advocacy of strict obedience to authority at the expense of personal freedom.
- Citizen - a member of a state (country) entitled to certain rights and protections
- 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
- Fifth Column - a group of secret sympathizers or supporters of an enemy that engage in espionage or sabotage within defense lines or national borders
- 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
- Nikkei - Japanese emigrants and their descendants living outside Japan.
- Nisei - a Japanese term meaning second generation, used to describe the first generation of Japanese Americans born in the US to Issei parents
- Picture Bride - a practice in the early twentieth century by immigrant workers who married women on the recommendation of a matchmaker who exchanged photographs between the prospective bride and groom.
- Prefecture - a district governed by a prefect. Japan has 47 prefectures.
- 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
- Yonsei - a Japanese term meaning fourth generation, used to describe the generation of children born to Sansei parents

### **A Note on Terminology**

Many words have been used to describe camps like Heart Mountain, from “Relocation Centers” to “Internment Camps.” Internment is inaccurate nomenclature because in the United States, the Federal Government cannot legally intern American citizens. The term “Relocation Center” conceals a devastating history.

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. 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

**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](#).

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

Between 1868 and 1924, 125,000 Japanese immigrated to the United States. These immigrants are known as Issei, a Japanese term meaning first generation. Two months after the bombing of Pearl Harbor, President Roosevelt signed Executive Order 9066. This led to the forced removal of 120,000 Japanese Americans.

### Discussion Questions

1. How did the Alien Land Law affect the Issei generation?
2. How does the author's structure shape the beginning of the book?
3. What are some themes or ideas in this chapter?
4. Why did Japanese immigrate to the U.S.? What were the push and pull factors?
5. Does the government have the right to be authoritarian in time of war?
6. How did fear play into the incarceration of Japanese Americans?
7. What makes a loyal American citizen?
8. What does an All-American home look like?

### Unit Activity

There are many families introduced in this unit. Students will follow these families before, during and after the incarceration. As a class, identify the families and each family member. Have students start the Family Tracker Worksheet. They will be able to fill out the first three spaces for each family.

## Unit 2

**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.

Additionally, introduce students to the [roster from Heart Mountain](#). As a class, look up each of the families on the Family Tracker Worksheet. Use this information to fill out the Family Tracker Worksheet. The column titled Original Entry tells what Assembly Center they went to. KEY: PoAC= Pomona Assembly Center, SAAC= Santa Anita Assembly Center

### **Unit Summary**

Executive Order 9066 created an exclusion zone on the west coast. Evacuation orders were given to Japanese Americans living within the exclusion zone. They had seven to ten days to figure out what to do with their property. Hired by the Western Defense Command, Dorothea Lange documented the evacuation. Racetracks and fair grounds were turned into assembly centers, housing Japanese Americans before they arrived at one of the ten permanent camps.

### **Discussion Questions**

1. What similar events have happened, in the past or today? What was the same and what was different? Why?
2. Executive Order 9066 singled out Japanese Americans without specifically identifying them, was this constitutional?
3. The Higuchi family sold their farm because they didn't know if they would ever return. How can uncertainty affect decisions?
4. Why did the government hide Dorothea Lange's photos?
5. What were the conditions at the assembly centers? What were they at Heart Mountain? Were they livable?

### **Unit Activity**

Using the A Moment in Time Worksheet, show students photographs of Japanese Americans gathering for forced removal. These photographs were taken by photographer Dorothea Lange, who was hired by the government but actually opposed incarceration. Lange thought that it was important to create a record of forced removal and incarceration. Prompt students to make observations based on the photographs. Build off their observations to lead a discussion about forced removal using the following discussion questions.

1. What can you infer about the people in the photograph? (Prompt students to notice their ages, clothing, etc. What do these attributes mean?)
2. What expressions do you notice on people's faces? What emotions do you think they're feeling?
3. What do you notice around them? What can you infer from the size of their luggage?
4. Who do you think took these photographs? (Share that the photographer was hired by the government.) Why do you think the government wanted someone to photograph forced removal?

## **Unit 3**



**Introduction:** Assign chapters 5 and 6 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**

The government used the loyalty questionnaire to determine the loyalty of Japanese Americans. Questions 27 & 28 were the most problematic, making many people unsure what to answer. Only 38 out of the 7,000 eligible men at HM joined the military. Some felt that joining the military was a way to prove their loyalty, while others felt they would not volunteer to fight for a country that had stripped them of their rights.

### **Discussion Questions**

1. Does not wanting to join the military make an American citizen disloyal?
2. What were some of the factors for the Nisei joining or not joining the military?
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 order?”

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 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. How did rumors and lies affect the treatment of Japanese Americans? How did it spread hatred?
5. In times of war, do you have the right to be violent or mean to people out of fear? Is it a reason to go against what you stand for or believe?
6. Are there different standards for immigrants than American born citizens? Are American born citizens automatically loyal citizens? What makes a citizen loyal?
7. What does Americanization mean? How can someone be un-American?

### **Unit Activity:**

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*, *The Topaz Times* and *The Heart Mountain Sentinel*. 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>

*The Heart Mountain Sentinel*, November 27, 1943:

<https://www.loc.gov/resource/sn84024756/1943-11-27/ed-1/?sp=1&st=image>

Direct students to write a mini report about one of the articles from these issues of *The Tanforan Totalizer*, *The Topaz Times* and *The Heart Mountain Sentinel*. 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.

## Unit 4

**Introduction:** Introduce students to the Fair Play Committee by showing [The Resistance: Fighting the Draft at Heart Mountain](#). Start the video at 27:29. Assign chapter 7 as homework and read chapter 8 in class. As additional homework, have students listen to episode 6, [Organizing Resistance](#) of the podcast *Look Toward the Mountain*.

### Unit Summary

The Heart Mountain camp population split into factions. Some believed in resisting the draft, while others thought military service was the only way to prove their loyalty. The Fair Play Committee was a group of draft resisters at Heart Mountain. It started with Kiyoshi Okamoto, the Fair Play Committee of One and evolved into a group of mostly young nisei men who believed the draft was unconstitutional. Those who enlisted in the army joined the 442nd Regimental Combat Team. This all Japanese American Unit became the most decorated in U.S. military history.

### Discussion Questions

1. Were the demands of the Fair Play Committee within the rights of American citizenship?
  - a. Universal application of the draft
  - b. The ability to join other branches of the military besides the Army
  - c. Return to the West Coast
  - d. Government help to end anti-Japanese propaganda
  - e. The restoration of all civil and inalienable rights
  - f. The end of discrimination against Japanese American soldiers
  - g. Protection of the families in the camps
2. Most of the FPC members had given “yes” to question 27, making them eligible for the draft. By giving “yes”, did that mean they were volunteering for the military?
3. What events caused Takashi Hoshizaki to resist the draft?
4. Describe the different views of the draft resisters and the government, on Nisei military service.
5. Discuss the author’s organization of Chapter 7 Resistance and Chapter 8 The Nisei Units. Does it affect the way you understand the draft resisters and the 442nd RCT? How does the structure contribute to the meaning of the text?

### Unit Activity- Firsthand account

As a class, take a look at the reasoning behind incarcerated resisters resisting the draft and joining the army. Watch interviews of [Takashi Hoshizaki](#), [Gene Akutsu](#), [Mits Koshiyama](#), [Rudy Tokiwa](#), and [George T. “Joe” Sakato](#). Have students complete the Questions I Have for You Worksheet at the end of the reading guide. Discuss the worksheet as well as additional questions.

Additional Questions:

Why did Takashi, Gene and Mits resist the draft? Why did Rudy and George join the army?

## Unit 5

**Introduction:** Assign chapters 9 and 10 as homework or as silent reading during class. Teachers may also choose to assign selected background reading from the list below to supplement this unit.

Suggested background reading:

- Heart Mountain Sentinel [December 23, 1944](#)
- Heart Mountain Sentinel [February 10, 1945](#)
- Densho- [Terrorist incident against West Coast returnees](#)

### Unit Summary

The exclusion order ended with Public Proclamation No. 21. Japanese Americans were now free to move throughout the United States. Many worried about what awaited them when they returned home. The *Sentinel* reported the Doi family had been harassed by local white men after returning to California. The WRA wanted incarcerated to leave as soon as possible, but limited options made it difficult for many. After camp, the Higuchis rented a farm. A year later they bought a twenty-acre farm in San Jose.

### Discussion Questions (Discuss topics and issues building on other ideas)

1. Did the War Relocation Authority take into consideration what Japanese Americans had lost and how hard it would be for them to resettle after camp? How did the WRA think it was going to go? Did it go that way?
2. Though Japanese Americans were leaving the camps, it created new problems and stress of replacing what they once had. Discuss the challenges of finding new jobs and places to live. Think about their decision to go back to their homes on the West Coast or find new homes somewhere else. What were the different challenges between adults and children?
3. What did Sumi Kiba mean by being “spoon fed” propaganda?

### Unit Activity

Approximately 110,000 to 120,000 Japanese Americans were incarcerated during WWII. All of these people had different experiences and stories. Ask students to compare and contrast the experiences of the families as they left Heart Mountain and resettled. What issues did they face? Were they able to stay together as a family? Did they return to their homes? What did they have when they left camp?

## Unit 6

**Introduction:** Read chapter 11 in class and assign chapter 12 as homework. To prepare students for the class discussion, have them answer the discussion questions as they read. Additionally, have students listen to bonus episode 2, [Something Lost and Something Found](#) of the podcast *Look Toward the Mountain*.

### Unit Summary

After the camp closed, the government opened the lands to veterans for homesteading. Life was hard. Those who could not succeed sold their land and moved. Years later, homesteaders noticed Japanese Americans driving around the former campsite. They soon realized the need for a permanent marker.



A group from Powell wanted to restore the site to attract visitors and tourists. Out of this, Heart Mountain Wyoming Foundation was born.

### **Discussion Questions**

1. California Democrats killed the bill that would authorize redress payments to incarcerated, because they thought they would lose seats in the 1946 midterm elections. How did politics affect Japanese Americans during and after WW2?
2. What two events triggered a reaction from the Sansei? Why?
3. Should the American Government right the wrongs they do against American citizens?
4. Compare and contrast the ways other countries acknowledge their wrong doings.

### **Unit Activity**

Choose an activity from [What Does It Mean To Be An American?](#) An online curriculum developed by SPICE and the Mineta Legacy Project, this curriculum contains several themes: Immigration, Civil Liberties and Equity, Civic Engagement, Justice and Reconciliation, Leadership, and U.S.-Japan Relations. Students can do the activity together or on their own.

How to get started:

1. Click on the What Does It Mean To Be An American? link above.
2. Click get started
3. Click student
4. Click on a topic
5. Click on an assignment, activity or video

## **Unit 7**

**Introduction:** Assign chapters 13, 14 and 15 as homework or as silent reading during class. Take students on a [virtual tour](#) of Heart Mountain Interpretive Center. To further explore HMIC, show students other [onsite tour videos](#). Additionally, have students listen to bonus episode 3, [Who We Are Today](#) from the podcast *Look Toward the Mountain*.

### **Unit Summary**

Decades after the closing of Heart Mountain, incarcerated still carried their experience with them. This trauma was passed down to the next generation creating the Sansei effect. Most incarcerated never talked about their time in camp, including Setsuko Higuchi. After Setsuko's death, her daughter Shirley discovered her dream of making the Heart Mountain Interpretive Center a reality. This began Shirley's involvement in the foundation and led to her becoming the Chair of the Heart Mountain Wyoming Foundation Board.

### **Discussion Questions**

1. What were the reasons that drove Japanese Americans to become the "model minority?" How does this contribute to identity?
2. What were the long-term effects of the incarceration on the lives of those who experienced it?
3. What is the Sansei effect? How is it influenced by the Nisei?

4. How did the treatment of Japanese Americans during WW2 impact the treatment of Muslim Americans during 9/11?
5. What are some ways you can spot bigotry and racism? What can you do to stop it from spreading?

### **Unit Activity**

Individually or as a class, explore the online exhibit [History Often Rhymes: Covid-19 and the Racialization of Disease](#). Start with “Fear of the Foreign” and work your way through all 6 sections. Discuss and analyze the topics in each section. When you reach the last section “What Can I Do?”, talk through the ways to be part of the solution with students.

Additionally, have students complete the Family Tracker Worksheet.

## **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.

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## 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"><li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li><li>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.</li></ol>	<p>Reading for Literature - Key Ideas and Details</p> <ol style="list-style-type: none"><li>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.</li><li>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.</li><li>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).</li></ol>
<p>Reading for Literature - Craft and Structure</p> <ol style="list-style-type: none"><li>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).</li><li>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.</li></ol>	<p>Reading for Literature - Craft and Structure</p> <ol style="list-style-type: none"><li>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.)</li><li>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.</li></ol>

<p>Writing - Text Types and Purposes</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>	<p>Writing - Text Types and Purposes</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol>
<p>Speaking and Listening - Comprehension and Collaboration</p> <ol style="list-style-type: none"> <li>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.</li> </ol>	<p>Speaking and Listening - Comprehension and Collaboration</p> <ol style="list-style-type: none"> <li>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.</li> </ol>

## Social Studies

Upon Graduation Grade 12	Upon Graduation Grade 12	Upon Graduation Grade 12
Social Studies Content Standard 1 - Citizenship, Government and Democracy	Social Studies Content Standard 2 - Culture and Cultural Diversity	Social Studies Content Standard 3 - Production, Distribution and Consumption
SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.	SS12.2.1 Analyze and evaluate the ways various groups (e.g. social, political and cultural) meet human needs and concerns (e.g. individual needs and common good) and contribute to identity (e.g.	SS12.3.1 Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.

	group, national, and global), situations, and events.	
SS12.1.2 Explain and/or demonstrate how to participate in the political process and form personal opinions.	SS12.2.2 Analyze human experience and cultural expression (e.g. language, literature, arts, traditions, beliefs, spirituality, values and behavior) and illustrate integrated views of a specific culture.	SS12.3.2 Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g. capitalism, communism, and socialism).
SS12.1.3 Analyze the historical development of the United States Constitution and treaties (e.g. 1868 Fort Bridger Treaty) and how they have shaped the United States and Wyoming Government. (tribal, local, state, federal)	SS12.2.3 Evaluate how the unique characteristics of cultural groups, including Indigeniuos tribes of Wyoming, have contributed to and continue to influence Wyoming's history and contemporary life (e.g. tribes, explorers, early settlers, and immigrants).	SS12.3.3 Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g. jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.1.4 Distinguish the difference between civil and criminal legal systems and how they apply at the federal, state, and tribal levels.	SS12.2.4 Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the world (e.g. racial, ethnic, social, and institutional).	SS12.3.4 Explain how financial and government institutions make economic decisions (e.g. banking, investment, credit, regulation, and debt).



SS12.1.5 Demonstrate an understanding of the structures of both the United States and Wyoming Constitutions.		SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.
SS12.1.6 Compare and contrast various world political systems (e.g ideologies, structures, and institutions) with that of the United States.		

Upon Graduation Grade 12	Upon Graduation Grade 12	Upon Graduation Grade 12
Social Studies Content 4 -Time, Continuity, and Change	Social Studies Content 5 - People, Places, and Environments	Social Studies Content Standard 6 - Technology, Literacy, and Global Connections
SS12.4.1 Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.	SS12.5.1 Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographical data to demonstrate an understanding of global patterns and interconnectedness.	SS12.6.1 Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.

SS12.4.2 Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.	SS12.5.2 Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.	SS12.6.2 Assess the extent to which the reasoning and evidence in a text supports the author's claim.
SS12.4.3 Given a significant current event, critique the actions of the people or group involved; hypothesis how this event would have played out in another country.	SS12.5.3 Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.	SS12.6.3 Use digital tools to research, design, and present social studies concepts (e.g. understand how individual responsibility applies in usage of digital media).
SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g. family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.	SS12.5.4 Analyze how environmental changes and modifications positively and negatively affect communities, tribes, and the world both economically and socially.	SS12.6.4 Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing.
SS12.4.5 using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.		

## Family Tracker Worksheet

#1

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

\_\_\_\_\_

#2

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

\_\_\_\_\_

#3

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

\_\_\_\_\_

#4

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

#5

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

#6

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

#7

Family: \_\_\_\_\_

Family Members: \_\_\_\_\_

Where did they live before the exclusion order? \_\_\_\_\_

Assembly Center: \_\_\_\_\_

Incarceration Camp: \_\_\_\_\_

Where did they go after camp? \_\_\_\_\_

What did they do? \_\_\_\_\_

How did the incarceration affect their lives? \_\_\_\_\_

## A Moment in Time Worksheet

In the spring of 1942, signs went up all over the west coast ordering Japanese Americans to show up on an assigned date and time for forced removal. Most people only had 7 to 10 days to pack, figure out what to do with the things they could not take, and say goodbye to their homes.

Take a minute to observe each photograph of Japanese Americans reporting for forced removal. What do you see? Write down your observations.



Courtesy of the National Archives and Records Administration

My observations:

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Courtesy of the National Archives and Records Administration

My observations:

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## 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.

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

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

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## 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 *Setsuko's Secret* where the new word was used.

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

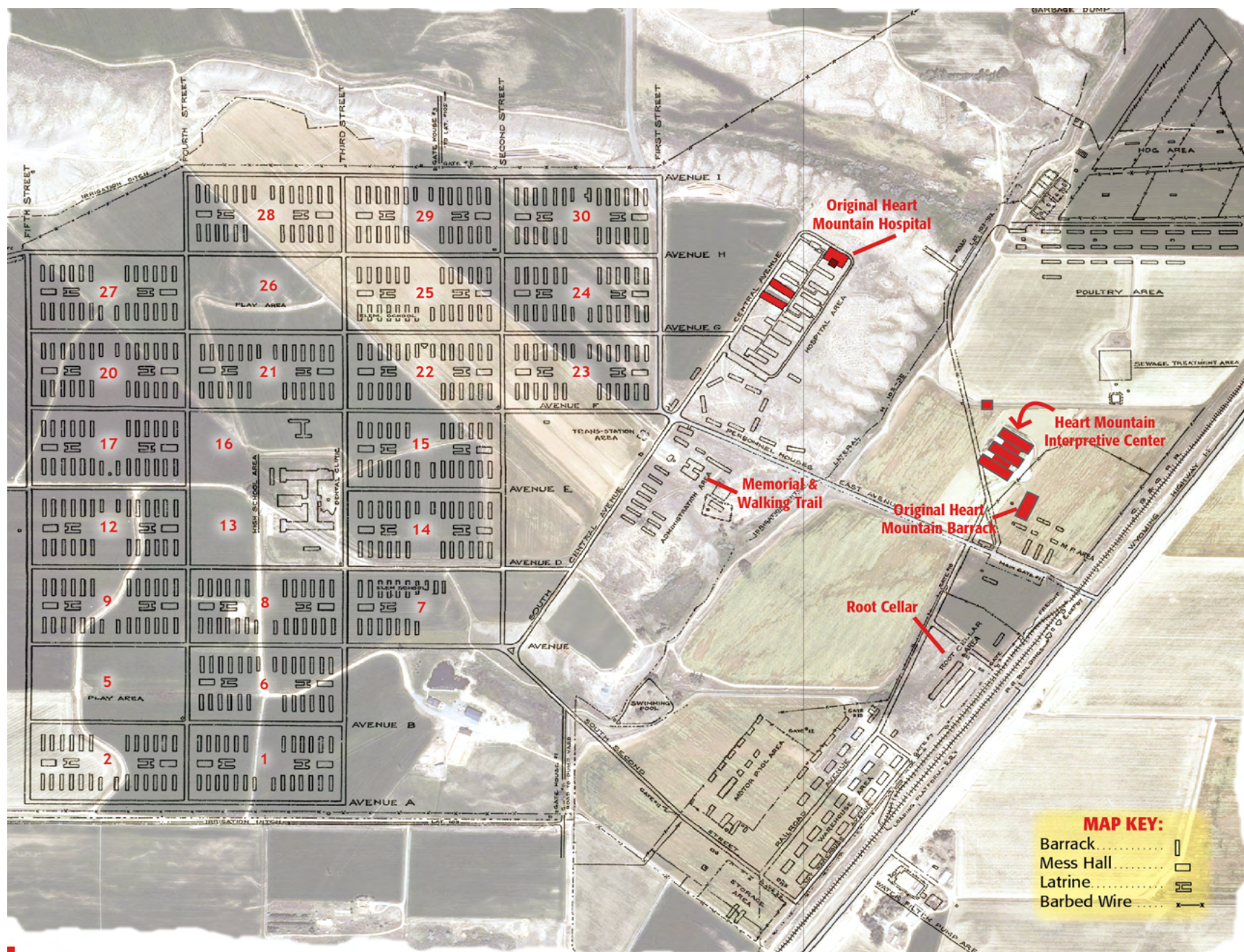
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## Reference Links

Heart Mountain Interpretive Center <https://www.heartmountain.org>

Museum Educator email [educator@heartmountain.org](mailto:educator@heartmountain.org)

Short Film [All We Could Carry](#)

Podcast [Order 9066](#)

Podcast [Look Toward the Mountain](#)

[Classroom Resources](#)

[Exclusion and Relocation Map](#)

[roster from Heart Mountain](#)

Densho Loyalty Questionnaire [entry](#)

[Densho Digital Repository](#)

Library of Congress [website](#)

*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>

*The Heart Mountain Sentinel*, November 27, 1943: <https://www.loc.gov/resource/sn84024756/1943-11-27/ed-1/?sp=1&st=image>

[The Resistance: Fighting the Draft at Heart Mountain](#)

Interviews of [Takashi Hoshizaki](#), [Gene Akutsu](#), [Mits Koshiyama](#), [Rudy Tokiwa](#), and [George T. "Joe" Sakato](#)

Heart Mountain Sentinel [December 23, 1944](#)

Heart Mountain Sentinel [February 10, 1945](#)

Densho- [Terrorist incident against West Coast returnees](#)

[What Does It Mean To Be An American?](#)

[virtual tour](#) of Heart Mountain Interpretive Center

[onsite tour videos](#)

[History Often Rhymes: Covid-19 and the Racialization of Disease](#)

[virtual tour resources](#)

[educational resources](#)