

## **Camp Life Module**

**Learning Objectives:** In this module students will learn about life at an American Incarceration camp. They will explore the various aspects of daily life and what adjustments Japanese Americans had to make once at the camp. This module places emphasis on historical analysis and community building. Several educational standards will be met through this module. Wyoming Department of Education Social Studies content standard 4, the analysis of events, people, problems, and ideas within their historical context, with a special emphasis on benchmark 4, the identification and description of historical interactions between people, groups, and institutions as well as their impact on historical events. (SS8.4.4 and SS12.4.4) The Wyoming Department of Education Social Studies content standard 1, students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility, with a special emphasis on benchmark 3, explaining the development of the United States Constitution and treaties and how they have shaped the US and Wyoming. It will also address CCRL Standard 3 and CCW standard 1.

**Introduction:** After arriving at Heart Mountain many Japanese Americans found their accommodations to be sparse and unwelcoming. In an effort to make their barracks a home and create a new life for themselves, the residents of Heart Mountain made a community. The relocation center, for all intents and purposes, was a city and functioned as such. There were schools for children. A hospital for the sick. Farmland to grow produce and other amenities and activities such as a swimming hole and boy and girl scouts for children. Though Japanese Americans made the most out of what was available to them, life at camp was not easy.

### **Video:**

1. Kids Meet a Survivor of the Japanese American Internment  
<https://www.youtube.com/watch?v=e1s2kwSPwU>
2. Pre-Recorded video of sections of museum about life at the camp (camp map, festivals, hospital, camp government, and barracks)
  - a. Highlight Norman Mineta and Bill Munbo

### **Activity:**

- Art and History: How Historians use art to understand the past
  - Have students look over excerpts from Estelle Ishigo's work. Ask what they see? Who do they think drew it? Where do you think the pictures are from? Who were the pictures for? After students have assessed the excerpt explain who Estelle Ishigo was and why she sketched pictures of the life on the camp. Tell students that her work is considered a primary source because she lived here at the camp (SS5.1.5 and RI.4.1)
  - Bill Manbo photo analysis
    - Make a selection of photos from the collection and have students analyze them. You may utilize the photo analysis form from the National Archives or use the following discussion questions  
[https://www.archives.gov/files/education/lessons/worksheets/photo\\_analysis\\_worksheet\\_former.pdf](https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet_former.pdf)
    - [Bill Manbo Photo Collection](#)

- Discussion Questions
  - What do you notice first about the photograph?
  - Who is in the photograph?
  - Where are they?
  - What kind of photographs are they? (black & white or color)
  - Who do you think was the intended audience? Who were these photographs for?
  - How do they shape our understanding of life at Heart Mountain? How is life portrayed?
  - What makes a photographic source different from a written source? Do we view the information differently? Does it give us a better understanding of the past?

**Suggested Readings** (RL.11.3, RI.9.3, RI.12.3, W.9.1, W.12.1)

- They Called Us Enemy *recommended for 7-12 students*
  - [Teacher's Guide](#) created by the National Japanese American History Museum
- The War Outside *recommended for 9-12 students*
- Citizen 13660 *recommended for 11-12 students*
  - Questions to ask about the readings
    - How did the forced removal of Japanese Americans impact their community? In what ways did camp life alter Japanese American culture? Analyze the author's method of conveying this.
    - Have students assess the story. Point out relevant literary methods used to convey a historical period. Does the author's use of literary devices detract or add to the story? Analyze the differences between the story written by the author and historical events. Do authors have a right to take artistic liberty when telling a historical story?
- Boy of Heart Mountain *recommended for 3-5 students*
- Hello Maggie *Recommended for elementary students.*
  - *This reading suggestion comes with the option of having book reading and discussion with the author. Must be scheduled at least **2 weeks in advance.***

**Film Suggestions**

- Norman Mineta and His Legacy: An American story
- Legacy of Heart Mountain