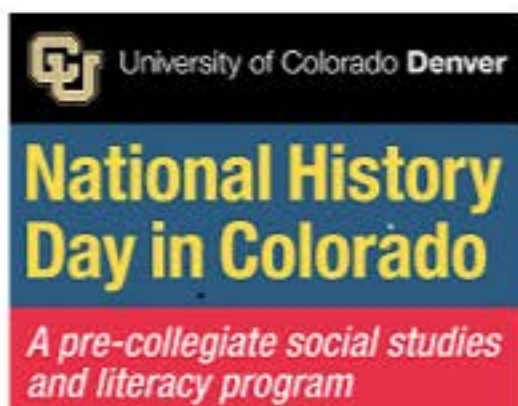




Exploring Historic Places in Colorado: Granada Relocation Center (Amache)

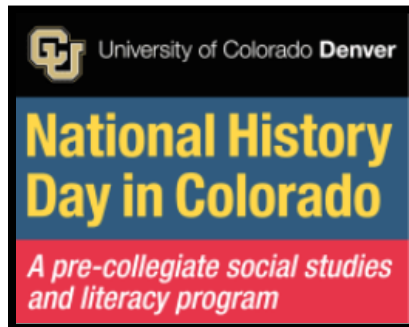
A 6th-12th grade National History Day in Colorado
social studies and literacy curriculum



**Colorado's Shared History:
Understanding the Historical Significance of Amache**

WHO ARE WE & WHERE ARE WE FROM?

A NATIONAL HISTORY DAY COLORADO CURRICULUM



**Exploring the stories of Japanese Americans who lived at the
Granada Relocation Center (Amache Concentration Camp)
through project-based and experiential learning**

**Includes tailored, adaptable lessons for grades
6 through 12**

Understand-Respect-Preserve

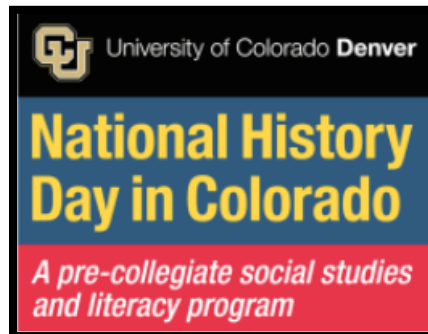
Preserving Places in Colorado's Diverse History



**NATIONAL
ENDOWMENT
FOR THE
HUMANITIES**

With the passage of *House Bill 19-1192* in the Colorado state legislature in 2019, the history, culture, and social contributions of underrepresented populations became a prioritized area of study in all Colorado schools. National History Day in Colorado is a social studies and literacy program that equips students in elementary, middle, and high school with the skills necessary to succeed in college and the real world. Students participate in project-based learning curricula emphasizing critical reading and thinking, research, analysis, and the drawing of meaningful conclusions.

National History Day in Colorado acknowledges the need to preserve the significant contributions of marginalized groups, creating a place-based curriculum series. To highlight the histories of Asian Pacific Americans living in Colorado, National History Day in Colorado seeks to preserve the physical landmarks that tell our history. How did such large populations of Asian Pacific Americans find their way to the western United States? What did they experience once there? Granada Relocation Center, or Amache concentration camp, now a National Historic Site in southeastern Colorado, holds the story of 8,000 Japanese Americans incarcerated there during World War II. Physical artifacts remaining in view at the Amache concentration camp site and the Amache Museum provide the intellectual resources to inspire inquiry and reflection. The concentration camps that imprisoned Japanese Americans are not to be confused with the Nazi death camps or the Soviet labor camps.



CONTACT US

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Any views, findings, conclusions, or recommendations expressed in this curriculum do not necessarily represent those of the National Endowment for the Humanities.

Foreword
Dr. William Wei
Professor of History, University of Colorado at Boulder

It is crucial to learn about the forced removal and imprisonment of over 120,000 Japanese Americans, two-thirds of whom were United States citizens, in the Amache concentration camp and nine others during World War II. Studying what the distinguished cultural historian John M. Blum called the most blatant mass violation of civil liberties in American history is an essential part of our students' education. They acquire a knowledge of how racial prejudice and discrimination can lead to violations of not only universal human rights but such American ideals as racial equality, social justice, and political empowerment. These ideals and our commitment to them make us Americans rather than belonging to a particular racial, ethnic, or religious group.

Underlying these American ideals is the rule of law principle. In falsely imprisoning innocent Japanese Americans, the United States government undermined that principle. Even though they had committed no crimes and posed no threat to national security, our political leaders found them guilty because of their race. Learning about this dark chapter in American history teaches students an invaluable lesson. Even in times of crisis, upholding constitutional rights such as due process, equal protection under the law, and freedom from unwarranted detention is imperative. Indeed, it is during such times when the dangers of scapegoating entire communities based on race, ethnicity, or religion are at their highest that it is vitally important to be vigilant in upholding these rights. After all, these constitutional rights distinguish Americans from other people.

Knowing the experiences endured by Japanese Americans who were forcibly removed from their homes, businesses, and communities encourages empathy. It sheds light on the profound psychological injury inflicted upon innocent individuals who suffered post-traumatic stress disorder due to the injustice meted out to them. They were victims of an acute case of post-traumatic stress disorder. Yet, despite their incarceration and the adversities they faced after their release from the concentration camps, they kept their faith in the nation and made significant contributions to America. Their descendants continue to do so today.

By teaching about past injustices against marginalized groups like Japanese Americans during World War II, educators are fostering inclusivity and diversity. They are helping to realize the American ideal of equality for all individuals, regardless of their background. They are preventing discrimination while emphasizing respect for universal human rights that should be upheld even during times of conflict or fear.

Education Program

The **National History Day in Colorado** *WHO ARE WE and WHERE ARE WE FROM?* curriculum is designed for students in grades six through twelfth grade. The curriculum includes lessons, suggested readings, and project-based learning assignments specifically tailored to each grade level and aligned with Colorado Academic Standards in social studies and literacy. The curriculum motivates students to examine the history of Amache concentration camp through the stories of the people interned there, spending years in southeastern Colorado.

After completing a grade-level specific lesson, students then complete the **HIGH SCHOOL CAPSTONE PROJECT**. This sub-lesson asks students to analyze one of the Japanese American concentration camps in the context of American history and create a National History Day project. The National History Day project will focus on an annual theme and three elements: UNDERSTANDING, RESPECTING, and PRESERVING the place-based histories of Asian Americans.

The **National History Day** *WHO ARE WE and WHERE ARE WE FROM* curriculum is designed to be flexible and adaptable for all teachers' schedules. Lessons can be adjusted to be one-day exercises that introduce students to the grade-level specific topics, much longer projects that require in-depth research, and anything in between. No matter which you choose, the ultimate goal of National History Day in Colorado is to educate students on the contributions of Japanese-Americans in Colorado history in a meaningful way, in an effort to UNDERSTAND, RESPECT, and PRESERVE our shared history.



Photos courtesy of National History Day Colorado

Middle School (6th-8th Grade)

WHO ARE WE?

Japanese Americans

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE A JAPANESE AMERICAN?

Students will explore what it means to be a Japanese American citizen living in the United States before and after the bombing of Pearl Harbor and President Franklin D. Roosevelt's signing of *Executive Order 9066*. Students will identify one notable Japanese American family that was imprisoned at the Amache concentration camp in Colorado, researching their journey from freedom to internment.

SUGGESTIONS FOR READING

- *Gasa Gasa Girl Goes to Camp: A Nisei Youth Behind A World War II Fence*, by Lily Yuriko Nakai Havey
- *They Called Us Enemy*, by George Takei, Justin Eisenger, Steven Scott, & Harmony Becker
- *Farewell to Manzanar*, by Jeanne Wakatsuki Houston & James D. Houston
- *The Little Exile*, by Jeanette Arakawa
- *Only What We Could Carry: The Japanese Internment Experience*, by Lawson Fusao Inada, Patricia Wakida, & William Hohri

FURTHER QUESTIONING

1. How much weight does cultural identity hold in society?
2. What does it mean to be free?
3. How does race impact the way people treat each other?
4. Who gets to decide who society labels as an "enemy"?
5. Should individuals be embarrassed, scared, and ashamed of their cultural roots?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will include the works of Japanese-Americans from Colorado, focusing on time spent at Amache concentration camp. Teachers will walk their students through how to find primary and secondary sources, write a process paper, find historical photos, and create either a documentary, exhibit, paper, website, or performance that depicts their journey from freedom to imprisonment. Students can enter their project in a regional contest held annually in Colorado.

COLORADO ACADEMIC STANDARDS ALIGNMENT

6th Grade		
Social Studies		
History	<ol style="list-style-type: none"> 1. Analyze primary and secondary sources while formulating historical questions. 2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies. 	<p>*Students evaluate historical sources for purpose, audience, point of view, context, reliability, and authenticity.</p> <p>*Students use primary and secondary sources to develop and evaluate hypotheses and interpretations of historical events and figures that are supported by evidence.</p>
Economics	<ol style="list-style-type: none"> 1. Describe the role of competition in the determination of prices and wages in a market economy. 	<p>*Students demonstrate an understanding of cause and effect related to personal financial decisions.</p>
Civics	<ol style="list-style-type: none"> 1. Describe how groups and individuals influence governments within the Western Hemisphere. 	<p>*Students analyze how the actions of individuals and groups can have a local, national, and international impact, specific to the influence of Japanese Americans in pre-WWII America.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<ol style="list-style-type: none"> 1. Successful group discussions require planning and participation by all. 	<p>*Discussion amongst students about cultural identity and race.</p>
Reading for All Purposes	<ol style="list-style-type: none"> 1. Understanding the meaning within different types of literature depends on properly analyzing literary components. 2. Organizing structure to understand and analyze factual information 3. Word meanings are determined by how they are designed and how they are used in context. 	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students explain the differences between culture and race. How does a person's culture impact their decision-making process?</p>
Writing and Composition	<ol style="list-style-type: none"> 1. Writing literary genres for intended audiences and purposes requires ideas, organization, and voice. 2. Writing informational and persuasive genres for intended audiences and purposes require ideas, organization, and voice development. 3. Specific editing for grammar, usage, mechanics, and clarity gives writing its precision and legitimacy. 	<p>*Students demonstrate professional, informational writing via presentation of their research.</p> <p>*Students use correct grammar and punctuation though both observations of texts and practice in their own work.</p>
Research and	<ol style="list-style-type: none"> 1. Individual and group research projects require 	<p>*Students perform primary source</p>

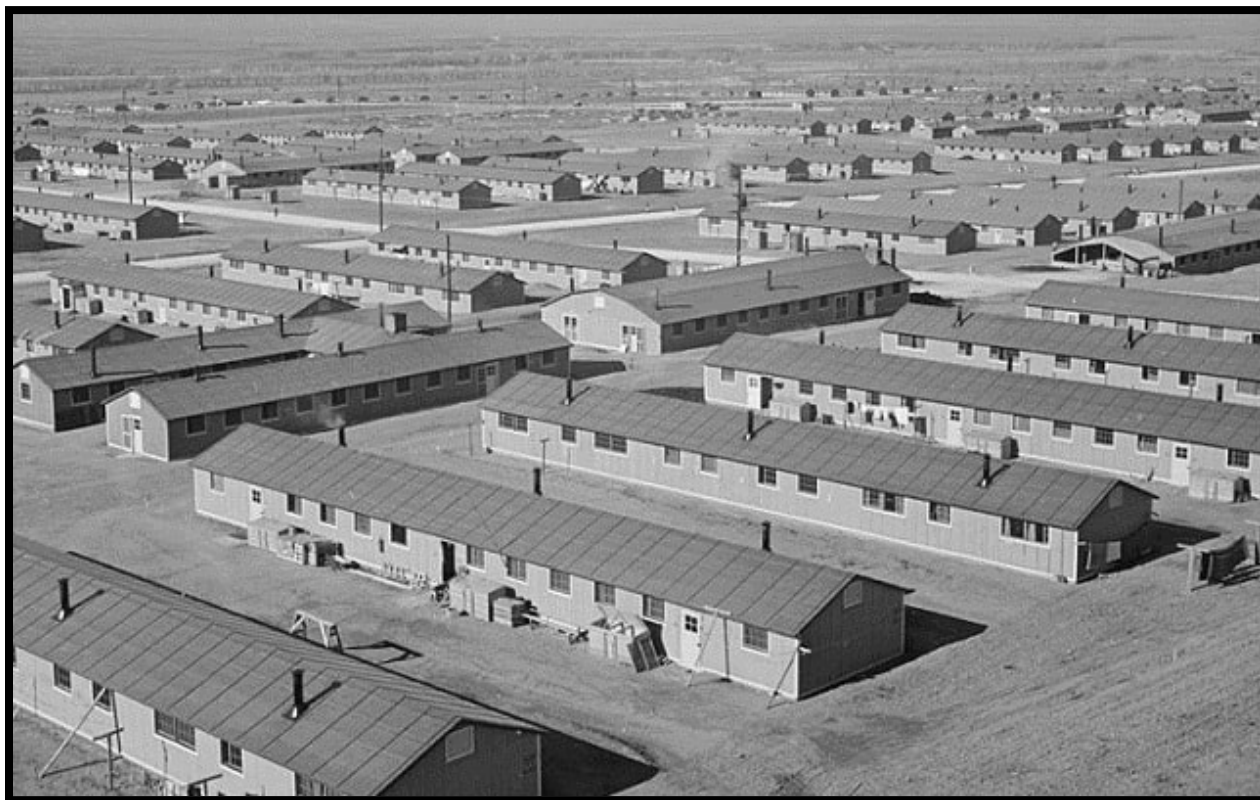
Reasoning	<p>obtaining information on a topic from a variety of sources and organizing it for presentation.</p> <p>2. Assumptions can be concealed, and require identification and evaluation.</p> <p>3. Monitoring the thinking of self and others is a disciplined way to maintain awareness.</p>	<p>research by looking at documents written by Japanese-Americans, discussing them with classmates.</p> <p>Students research and analyze information across sources to construct unbiased questions and hypotheses.</p>
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7th Grade		
Social Studies		
History	1. Examine primary and secondary sources to identify points of view while formulating historical claims and questions.	*Students construct history through the gathering and analysis of historical sources.
Economics	1. Define resources from an economic and personal finance perspective.	*Students understand that competition and wages are not just American concepts. Different career paths come with different financial status.
Civics	1. Identify public problems and research ways in which governments address those problems.	*Students understand the connections and complexities amongst members of society while relating their research to the role of Japanese Americans and their influence in the United States.
Reading, Writing & Communication		
Oral Expression and Listening	<p>1. Formal presentations require preparation and effective delivery</p> <p>2. Small and large group discussions rely on active listening and the effective contributions of all participants.</p>	<p>*Students plan and distribute responsibilities amongst each other in a group.</p> <p>*Discussion amongst students about interconnectedness requires both active listening and thought-out responses.</p>
Reading for All Purposes	<p>1. Literary elements, characteristics, and ideas are interrelated and guide the comprehension of literary and fictional texts</p> <p>2. Informational and persuasive texts are summarized and evaluated.</p> <p>3. Purpose, tone, and meaning in word choices influence literary, persuasive, and informational texts reading.</p>	<p>*Students demonstrate comprehension by deconstructing the meaning of unfamiliar words through context clues.</p> <p>*Students examine the structure of professional organizations that athletes and artists organize around.</p>
Writing and Composition	<p>1. Composing literary and narrative texts that incorporate a range of stylistic devices demonstrates knowledge of genre features.</p> <p>2. Organization is used when composing informational and persuasive texts.</p>	<p>*Students demonstrate professional, information writing via presentations of their research.</p> <p>*Students use correct grammar and punctuation through both observations of</p>

	3.Editing writing for proper grammar, usage, mechanics, and clarity improves written work.	texts in their own work.
Research and Reasoning	1.Answering a research question logically begins with obtaining and analyzing information from a variety of sources 2.Logical information requires documented sources 3.Reasoned material is evaluated for its quality using both its logic and its use of a medium.	*Students perform research by looking at documents written by athletes and artists and discussing them with classmates. *Students research, analyze, and document information across sources to construct unbiased questions and hypotheses.

8th Grade		
Social Studies		
History	1. Construct a written argument supported by evidence demonstrating the use or understanding of primary and secondary sources. 2. Analyze ideas that are critical to the understanding of American history.	*Students interpret history through the use of primary and secondary sources to cite specific evidence to support analysis. *Students use the content and content from the past to make connections to the present.
Economics	1. Analyze the changes in the development of human capital over time.	*Students understand the value of a living wage, addressing the economic impact to Japanese Americans who lost their jobs due to internment.
Civics	1. Examine ways members of society may effectively voice opinions, monitor government, and bring about change nationally.	*Students explain specific roles played by citizens.
Reading, Writing & Communication		
Oral Expression and Listening	1. Communication skills and interviewing are required to gather information and to develop and deliver oral presentations. 2. A variety of response strategies clarifies meaning or messages.	*Discussion amongst students about change and continuity requires both active listening and thought-out answers. *Students exploit different communication strategies to complete research.
Reading for All Purposes	1. Quality comprehension and interpretation of informational, literary, and persuasive texts demand self-monitoring and self-assessment. 2. Context, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.	*Students use their comprehension skills to and context clues to understand complex materials and synthesize across materials. *Students research primary and secondary source documents and draw supported, unbiased conclusions across

		them.
Writing and Composition	<ol style="list-style-type: none"> 1. Stylistic devices and descriptive details in literary and narrative texts are organized for a variety of audiences and purposes and evaluated for quality. 2. Ideas and supporting details in informational and persuasive texts are organized for a variety of audiences and purposes and evaluated for quality. 3. Editing writing for grammar, usage, mechanics, and clarity is an essential trait of a well-written document. 	<p>*Students organize and present their research in a meaningful way.</p> <p>*Students use correct spelling, punctuation, and grammar.</p> <p>*Students compose a persuasive essay that details the argument for and against the internment process.</p>
Research and Reasoning	<ol style="list-style-type: none"> 1. Individual research projects begin with information obtained from a variety of sources, and is organized, documented, and presented using logical procedures. 2. Common fallacies and errors occur in reasoning. 3. Quality reasoning relies on supporting evidence in media 	<p>*Students draw conclusions and analyses across a variety of materials.</p> <p>*Students understand that not all sources are reliable and corroborate questionable information.</p>



Granada Relocation Center-Amache Concentration Camp, 1942, Library of Congress

High School (9th-12th grades)

WHO ARE WE?

Advocates & Public Historians

WHERE ARE WE FROM?

Colorado

WHAT DOES IT MEAN TO BE AN ADVOCATE AND PUBLIC HISTORIAN?

Students will explore what it means to be an advocate as it relates to the preservation of our shared history. Students will investigate what public historians do to protect and preserve our past, focusing on a commitment to make history relevant outside of a brick-and-mortar classroom. Finally, students will identify current preservation efforts taking place at the Amache concentration camp.

SUGGESTIONS FOR READING

- *Place, Race, and Story: Essays on the Past and Future of Historic Preservation*, by Ned Kaufman
- *Amache: The Story of Japanese Internment in Colorado during World War II*, by Robert Harvey
- *Tallgrass: A Novel*, by Sandra Dallas
- *Amache Remembered : An American Concentration Camp 1942-1945*, by Robert Fuchigami
- *Historic Preservation in Colorado: The Annual Preservation Program*, by the State Historical Society of Colorado

FURTHER QUESTIONING

- Why is it important to preserve history?
- Why should we pay respect to and understand the wrongs of the past?
- What is the importance of advocating for an individual's past experience?
- How should we preserve historic artifacts, including historic places?

PROJECT-BASED LEARNING ACTIVITY

Students will create a National History Day (NHD) project based on the annual theme. The NHD project will include the preservation achievements of a Colorado advocate or public historian and their efforts to save a piece of the Amache concentration camp. Teachers will walk their students through how to find primary and secondary sources, write a process paper, find historical photos, and create a documentary, exhibit, website, or performance that depicts the contributions of a Colorado professional. Students can enter their project in a regional contest held annually in Colorado.

Examples of preservation efforts at the Amache concentration camp:

- Suitcases left behind
- Guard and water tower
- Tea crate used to store Japanese tea
- Barracks building

COLORADO ACADEMIC STANDARDS ALIGNMENT

High School		
Social Studies		
History	<ol style="list-style-type: none"> 1. Gather and analyze information from a range of qualitative and quantitative sources. 2. Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing and synthesizing evidence from a full range of relevant historical sources. 3. Examine and evaluate issues of unity and diversity throughout world history. 	<p>*Students evaluate historical sources for audience, purpose, point of view, context, and authenticity.</p> <p>*Students understand that the ability to negotiate the complex relationships among change, diversity and unity throughout world history is an essential attribute for professional success in a more interconnected world.</p> <p>*Students use primary and secondary sources to evaluate and develop hypotheses and diverse interpretations of historical events and figures and patterns and trends.</p>
Geography	<ol style="list-style-type: none"> 1. Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. 	<p>*Students will understand how advocates and public historians can use their resources to impact issues in their community.</p>
Civics	<ol style="list-style-type: none"> 1. Explain the roles and influence of individuals, groups, and the press as checks on government practices. 2. Assess how members of a civil society can impact public policy on local, state, tribal, national, or international issues. 	<p>*Students analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>
Economics	<ol style="list-style-type: none"> 1. Analyze how positive and negative incentives influence the choices made by individuals, households, businesses, government and nonprofits. 	<p>*Students apply the economic way of thinking. We assume that people make particular choices because they are responding to the underlying incentives.</p>
Reading, Writing & Communication		
Oral Expression and Listening	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Oral presentations require effective preparation strategies. 	<p>*Students organize and present information regarding the role of advocates and public historians in</p>

	<p>2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention.</p> <p>Tenth Grade</p> <p>1. Content that is gathered carefully and organized well successfully influences an audience</p> <p>2. Effectively operating in small and large groups to accomplish a goal requires active listening.</p> <p>Eleventh Grade</p> <p>1. Verbal and nonverbal cues impact the intent of communication.</p> <p>2. Validity of a message is determined by its accuracy and relevance.</p> <p>Twelfth Grade</p> <p>1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</p> <p>2. Effective collaborative groups accomplish goals</p>	<p>a meaningful way with both verbal and nonverbal cues.</p> <p>*Students collaborate with classmates on ideas through both verbal communication and active listening.</p> <p>*Students create small groups that present the resumes of public historians, listing their educational, accomplishments, and future goals.</p> <p>*Students collectively discuss what qualifications exist to be labeled as a public historian.</p>
Reading for All Purposes	<p>Ninth Grade</p> <p>1. Increasingly complex literary elements in traditional and contemporary works of literature require scrutiny and comparison.</p> <p>2. Increasingly complex informational texts require mature interpretation and study.</p> <p>Tenth Grade</p> <p>1. Literary and historical influences determine the meaning of traditional and contemporary literary texts</p> <p>2. The development of new ideas and concepts within informational and persuasive manuscripts.</p> <p>3. Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.</p> <p>Eleventh Grade</p> <p>1. Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning.</p> <p>2. Ideas synthesized from informational texts serve a specific purpose</p> <p>3. Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts.</p> <p>Twelfth Grade</p> <p>1. Literary criticism of complex text requires the use of analysis, interpretative, and evaluative strategies.</p> <p>2. Interpreting and evaluating complex</p>	<p>*Students read both primary and secondary source documents in order to draw conclusions about the role of public historians in American society.</p> <p>*Students use age-appropriate grammar, vocabulary, and punctuation to articulate their arguments.</p> <p>*Students research and develop arguments and counter claims related to the role of advocates and public historians and the jobs that they do in American society.</p> <p>*Students form an understanding of why preserving history is important to our nation’s future.</p>

	informational texts require the understanding of rhetoric, critical reading, and analysis skills.	
Writing and Composition	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Literary and narrative texts develop a controlling idea or theme with descriptive and expressive language. 2. Informational and persuasive texts develop a topic and establish a controlling idea or thesis with relevant support. 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions. <p><i>Tenth Grade</i></p> <ol style="list-style-type: none"> 1. Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience. 2. Organizational writing patterns inform or persuade an audience. 3. Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process. <p><i>Eleventh Grade</i></p> <ol style="list-style-type: none"> 1. Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience. 2. Elements of informational and persuasive texts can be refined to inform or influence an audience. 3. Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity. <p><i>Twelfth Grade</i></p> <ol style="list-style-type: none"> 1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purposes. 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes. 3. Standard English conventions effectively communicate to targeted audiences and purposes. 	<p>*Students research and synthesize ideas across a number of primary and secondary resources in order to develop a well-supported argument.</p> <p>*Students use their research to construct an organized, well-thought out argumentative essay.</p> <p>*Students use examples of public historians to prove their written thesis in an argumentative essay.</p>
Research and Reasoning	<p><i>Ninth Grade</i></p> <ol style="list-style-type: none"> 1. Informational materials, including electronic sources, need to be collected, evaluated, and analyzed for accuracy, relevance, and effectiveness for answering research questions. 2. Effective problem-solving strategies require 	<p>*Students conduct independent research regarding the professional responsibilities of public historians by analyzing and synthesizing across multiple primary and secondary sources.</p>

	<p>high-quality reasoning.</p> <p>Tenth Grade</p> <ol style="list-style-type: none"> 1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions. 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy <p>Eleventh Grade</p> <ol style="list-style-type: none"> 1. Self-designed research provides insightful information, conclusions, and possible solutions. 2. Complex situations require critical thinking across multiple disciplines. 3. Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence. <p>Twelfth Grade</p> <ol style="list-style-type: none"> 1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes. 2. Logical arguments distinguish facts from opinions, and evidence defines reasoned judgment. 	<p>*Students use primary and secondary sources of multiple mediums such as pictures, charts, graphs, newspaper clippings, and political cartoons.</p> <p>*Students distinguish facts about professional jobs in history (such as hours worked, and the difference between salaried position versus hourly positions) from opinions, but use source-materials and evidence to support their own opinions.</p> <p>*Students reflect, refine, and articulate their knowledge and beliefs on what it means to be a professional.</p>
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Barracks at Amache Concentration Camp, 1942, Library of Congress

High School Extension Capstone Project

In 2020, the Colorado Department of Education mandated that all graduating seniors earn the newly required Graduation Capstone. Fulfilling this component requires 9th to 12th-grade students to research a specific topic, interview specialists in the field, and create a project outside the confines of a traditional classroom assignment presented to a wider audience. To fulfill this requirement, high school students in grades 9th-12th can choose **ONE** of the following Japanese American concentration camp sites to research and present in a paper format:

1. Tule Lake, California
2. Minidoka, Idaho
3. Manzanar, California
4. Topaz, Utah
5. Jerome, Arkansas
6. Heart Mountain, Wyoming
7. Poston, Arizona
8. Granada, Colorado
9. Rohwer, Arkansas
10. Phoenix, Arizona



Internees outside Camp Amache, 1942, Denver Public Library

Capstone Project:

1. Creation of a Capstone Project that includes the following requirements:
 - a. Annotated Bibliography
 - b. Primary and secondary sources
 - c. Process Paper that discusses the project timeline from creation to completion
 - d. An interview or multiple interviews of professionals in the field, to also include historians, judges, persons holding a PhD, or an eye witness of an event.
 - e. A project panel of judges that assesses the student and their project based on a formal rubric.
 - f. A passing grade of a “C” or higher in the literacy capstone course.

Student and Teacher Resources
Provided by: Dr. Kelly Cvanciger & Dr. William Wei

Websites:

<https://www.history.com/topics/world-war-ii/japanese-american-relocation>

History Channel, Japanese Concentration Camps website

<https://www.nps.gov/articles/japanese-american-internment-archeology.htm>

National Park Service, Japanese Concentration Camp website

<https://densho.org/>

Densho, Collections and Research on Japanese Internment

<https://www.nationalww2museum.org/war/articles/japanese-american-incarceration>

The World War II Museum, Japanese Internment website

<https://www.archives.gov/education/lessons/japanese-relocation>

The National Archives, Japanese American Incarceration during WWII

<https://www.pbs.org/childofcamp/history/>

Rocky Mountain PBS, Children of the Camps Series

<https://www.archives.gov/research/japanese-americans/wra>

Database of Japanese American Internees

<https://library.csun.edu/SCA/Peek-in-the-Stacks/japanese-internment>

California State University-Northridge, Japanese American Civil Rights

<https://amache.org/amache-preservation-society/>

Amache Preservation Society

<https://histories.hoover.org/Japanese-American-Internment/>

Hoover Institution Library and Archives

<https://amache.org/amache-museum/>

Amache Museum

Books:

Daniels, Roger. *Prisoners Without Trial: Japanese Americans in World War II*. Hill and Wang, 2004.

Harvey, Robert. *Amache: The Story of Japanese Internment in Colorado During World War II*. Hawes & Jenkins, 2023.

Reeves, Richard. *Infamy: The Shocking Story of the Japanese American Internment in World War II*. Picador, 2016.

Schrager, Adam. *The Principled Politician: Governor Ralph Carr and the Fight against Japanese American Internment*. Fulcrum Publishing, 2009.

Takahara, Kumiko. *Off the Fat of the Land: The Denver Post's Story of the Japanese American Internment in World War II*. Western History Publications, 2003.

Wei, William. *Asians in Colorado: A History of Persecution and Perseverance in the Centennial State*. University of Washington Press, 2018.

Articles:

Wei, William. "'Simply a Question of Patriotism': Governor Ralph L. Carr and the Japanese-Americans," *Colorado Heritage* (Winter 2002): 3-15.

_____. "The Internment of Japanese Americans in the United States," *Everyone's War*, no. 8 (Autumn/Winter 2003): 52-58.

_____. "'The Strangest City in Colorado': The Amache Concentration Camp" and "Americans First: Colorado's Japanese American Community during World War II" (An interview with Dick and Chizuko Momii), *Colorado Heritage* (Winter 2005): 2-21.

_____. "Sex, Race, and the Fate of Three Nisei Sisters," *Colorado Heritage* (Autumn 2007): 2-17.

Lesson Plan Resource Packet



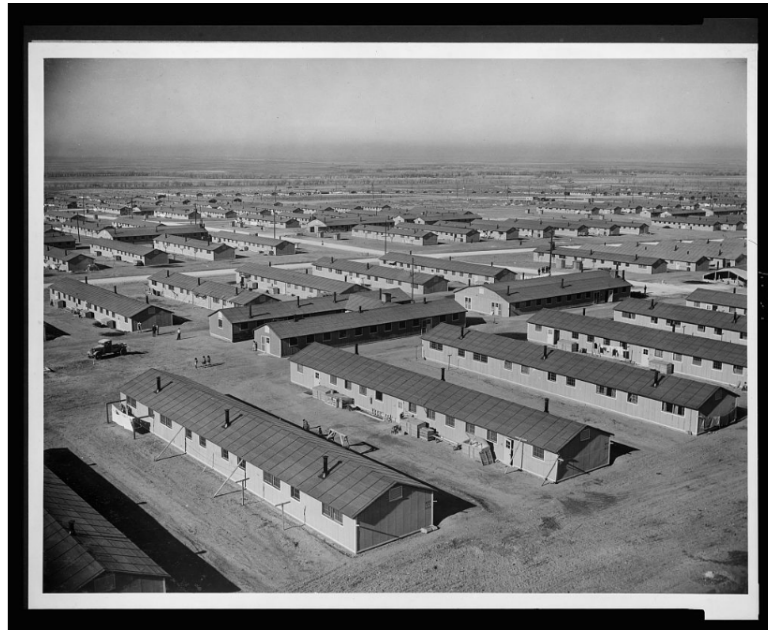
Amache Honor Roll, photo courtesy of National History Day Colorado

Guided Primary Source Activity

Using the photographs on pages 18-23 of this resource packet, students will be able to complete the following graphic organizer.

Photo	What do you see in the photo? Make a list!	What did you learn from the caption and summary?	How does this help you understand Japanese internment?
Photo #1			
Photo #2			
Photo #3			
Photo #4			
Photo #5			
Photo #6			

Photo #1:



Panorama of Granada Relocation Center, Amache, Colorado

In the foreground is a typical barracks unit consisting of 12 six-room apartment barrack buildings, a recreation hall, laundry and bathhouse, and the mess hall, constructed by Army Engineers. The Center is made up of 30 such blocks, complemented by hospital buildings, administrative office buildings, living quarters, general warehouse structures and Military Police quarters.

Source:

United States War Relocation Authority. Panorama of Granada Relocation Center, Amache, Colorado, showing in the foreground a typical barracks unit consisting of 12 six-room apartment barrack buildings, a recreation hall, laundry and bathhouse, and the mess hall, constructed by Army Engineers. The Center is made up of 30 such blocks, complemented by hospital buildings, administrative office buildings, living quarters, general warehouse structures and Military Police quarters. Amache Colorado, 1942. Photograph. <https://www.loc.gov/item/2003689106/>.

Photo #2:



The Ninomiya family in their barracks room at the Amache Center

The mother's handiwork in preparing drapes, and fashioning furniture out of scrap material, plus the boy's ingenuity in preparing double deck bunks have made this bare brick floored barracks home-like.

Source:

United States War Relocation Authority, Parker, Thomas W, photographer. The Ninomiya family in their barracks room at the Amache Center / Tom Parker. Amache Colorado, 1942.

[12/9/42 9 December] Photograph. <https://www.loc.gov/item/2023632674/>.

Photo #3:



Civilian exclusion order #5 posted in San Francisco

Executive Order 9066, signed by President Franklin Roosevelt was posted at First and Front Streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation.

Source:

Civilian exclusion order #5, posted at First and Front streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation. San Francisco California, 1942. April. Photograph.

<https://www.loc.gov/item/2001705937/>

AMACHE JAPANESE RELOCATION CAMP

The drawing of this map was originally drawn by Sadie Kubota, who was a high school student at Amache.

AMACHE JAPANESE RELOCATION CAMP
1942-1945

Map of Amache Japanese Relocation Camp

1. Main Gate
2. Main Entrance
3. Main Office
4. Main Hall
5. Main Dining Hall
6. Main Kitchen
7. Main Bath
8. Main Laundry
9. Main Storage
10. Main Warehouse
11. Main Workshop
12. Main Garage
13. Main Shop
14. Main Post Office
15. Main School
16. Main Church
17. Main Hospital
18. Main Jail
19. Main Prison
20. Main Cemetery
21. Main Crematorium
22. Main Funeral Home
23. Main Undertaker
24. Main Barber
25. Main Tailor
26. Main Shoemaker
27. Main Blacksmith
28. Main Carpenter
29. Main Painter
30. Main Electrician
31. Main Plumber
32. Main Mechanic
33. Main Farmer
34. Main Rancher
35. Main Miner
36. Main Merchant

An etched wooden sign "Amache Japanese Relocation Camp," complete with outlines of buildings, one of the only remnants, save for a few cement foundations a little nearby graveyard, of the Amache Camp, where Japanese and Japanese-Americans were interned during World War Two near the town of Granada in Prowers County, Colorado.

Highsmith, Carol M, photographer. An etched wooden sign "Amache Japanese Relocation Camp," complete with outlines of buildings, one of the only remnants, save for a few cement foundations a little nearby graveyard, of the Amache Camp, where Japanese and Japanese-Americans were interned during World War Two near the town of Granada in Prowers County, Colorado. Prowers County United States Colorado, 2015. -05-20. Photograph. <https://www.loc.gov/item/2015632197/>

Photo #5:



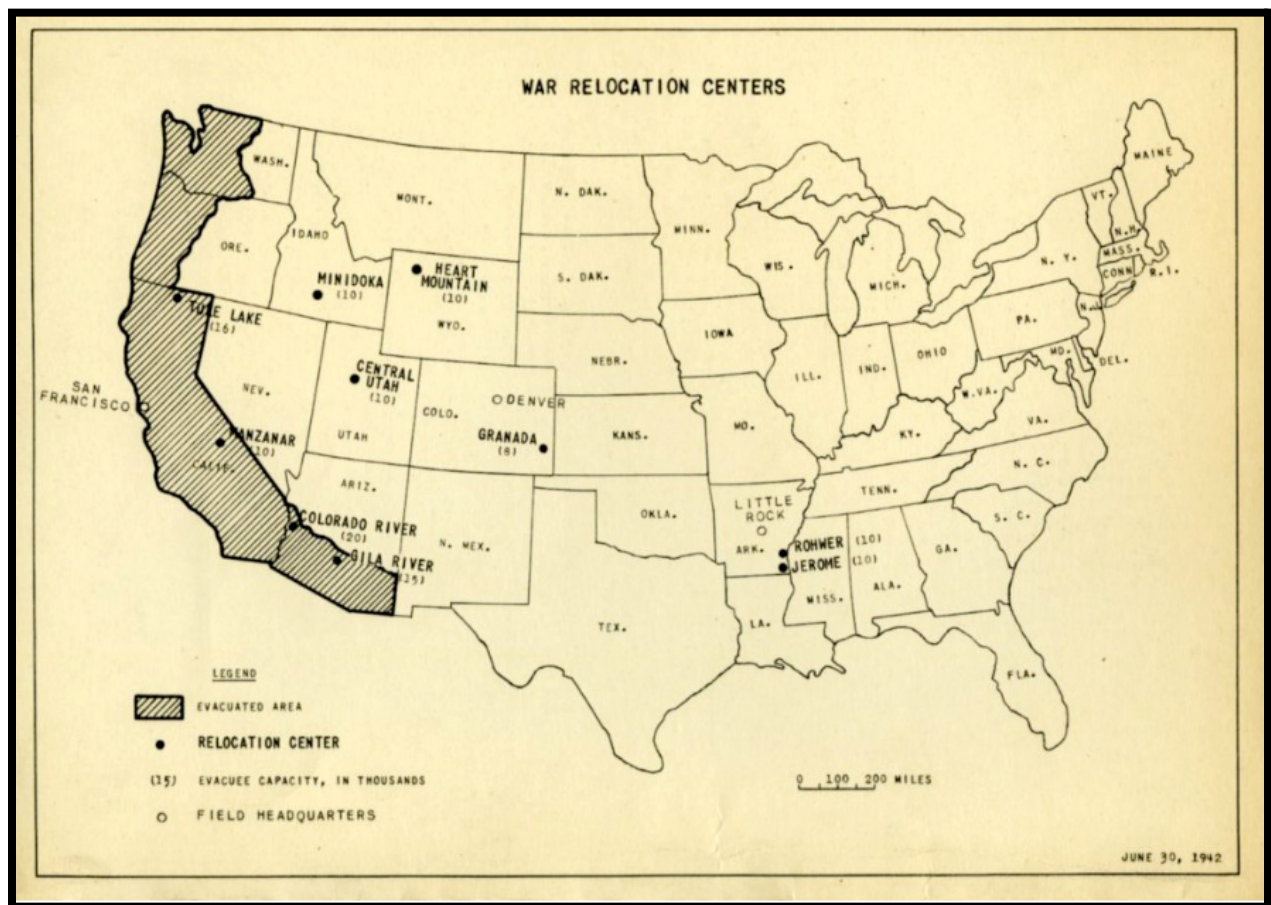
Two Masaoka brothers standing at attention flanked by flag bearer

While facing imprisonment due to Executive Order 9066, some Japanese American men and women continued to serve in the United States military. Two brothers, representing their family are seen here, standing at attention, flanked by the flag bearer, while on duty in Mississippi.

Source:

United States Army. Signal Corps, photographer. Two Masaoka brothers, full-length, standing at attention, holding rifles, flank flag bearer at Camp Shelby, Mississippi / photo by U.S. Army Signal Corps. , 1944. [April] Photograph. <https://www.loc.gov/item/94507564/>.

Photo #6:



1942 map showing the War Relocation Centers throughout the United States

The establishment of war relocation centers and evacuation zones for Japanese-Americans is shown on the above map. After the signing of Executive Order 9066 by President Franklin Roosevelt, thousands of citizens with Japanese ancestry were sent to concentration camps, most located in the western United States.

Source:

University of California, Northridge. War Relocation Centers Map. War Relocation Authority Collection. 1942. <https://library.csun.edu/SCA/Peek-in-the-Stacks/japanese-internment>

In this activity, students can answer the following questions after reading the signs to inform their understanding of the Amache concentration camp's history. (These signs can also be found online through this curriculum's Student and Teacher Resources page.)

- ### Sign #1



Sign #2



Photo courtesy of National History Day Colorado

Sign #3

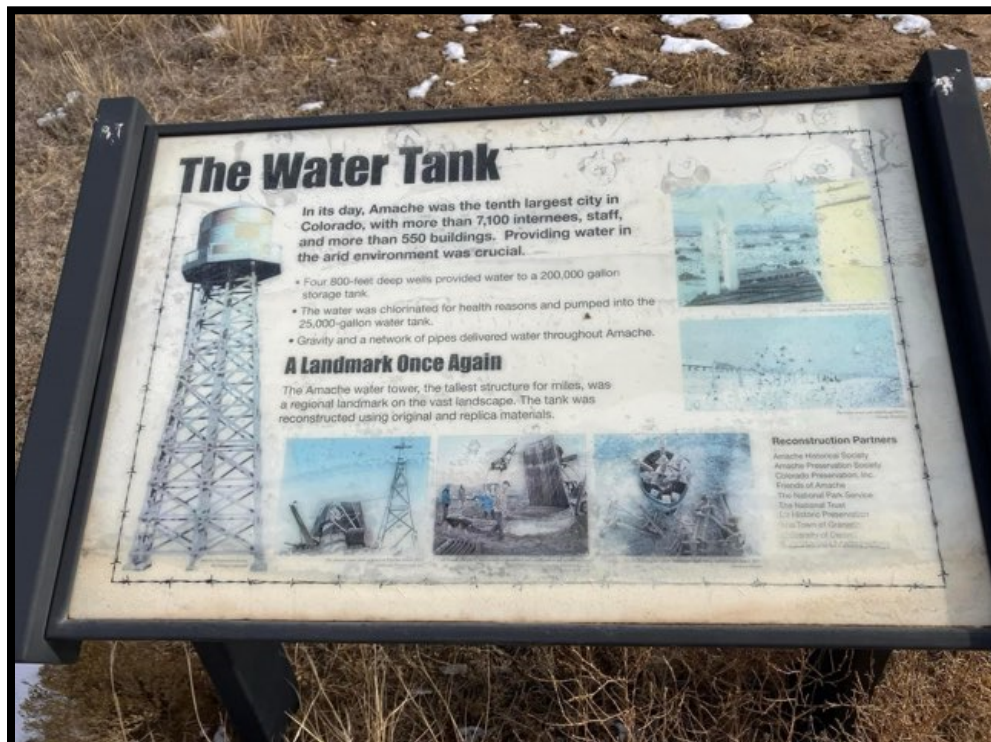


Photo courtesy of National History Day Colorado

Sign #4

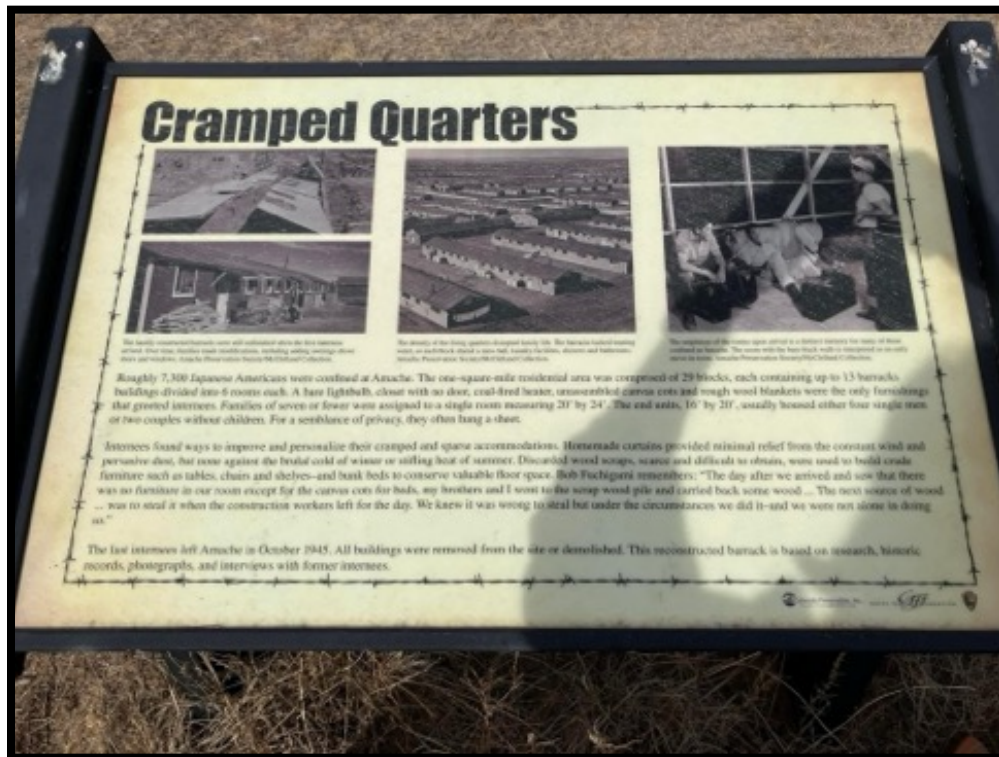


Photo courtesy of National History Day Colorado

Sign #5



Photo courtesy of National History Day Colorado

Mess Hall

Nationwide wartime ration regulations allowed a food allowance of 50 cents per day for each intern. Meals were planned by the WRA mess division, and meals were prepared and served by interned kitchen staff. Surplus foods were stored or sent to other WRA internment camps or to the military.

The barracks had no running water, so residents were required to eat meals in the mess halls. A gong made from scrap metal was hung outside some of the mess halls. It was rung to signal meal times and block members lined up for meals on a first-come, first-served basis.

Interns were provided army-style foods, often with rice to make them seem less strange. Later, the Amache farms provided fresh produce more familiar in Japanese cooking.

When the mess halls were not serving meals, they were used for special events like army recruitment meetings, dances, talent shows, movies and other entertainment.

Christmas block parties were held in the mess halls. Trees for each mess hall were donated by local merchants, and presents for the children were donated by charities and other organizations.

Black and white photographs courtesy Bancroft Library, University of California, Berkeley - CLIC. ©/FA photographers Tom Parker and Joe McMillan.

Come Closer to America's heart and soul...

AMERICAN SPIRIT

Sign #7



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ORAL HISTORIES VIDEO SYNTHESIS

Watch the following video oral histories located on the University of Southern California website:

Digital Oral History of Susumu Yenokida (4 part series):

<https://digitallibrary.usc.edu/CS.aspx?VP3=DamView&VBID=2A3BXZ84OLKM8&SMLS=1&RW=1536&RH=715>

Digital Oral History of Hiroshi “Hiro” Asai (7 part series):

<https://digitallibrary.usc.edu/CS.aspx?VP3=DamView&VBID=2A3BXZ84OLKM8&SMLS=1&RW=1536&RH=715>

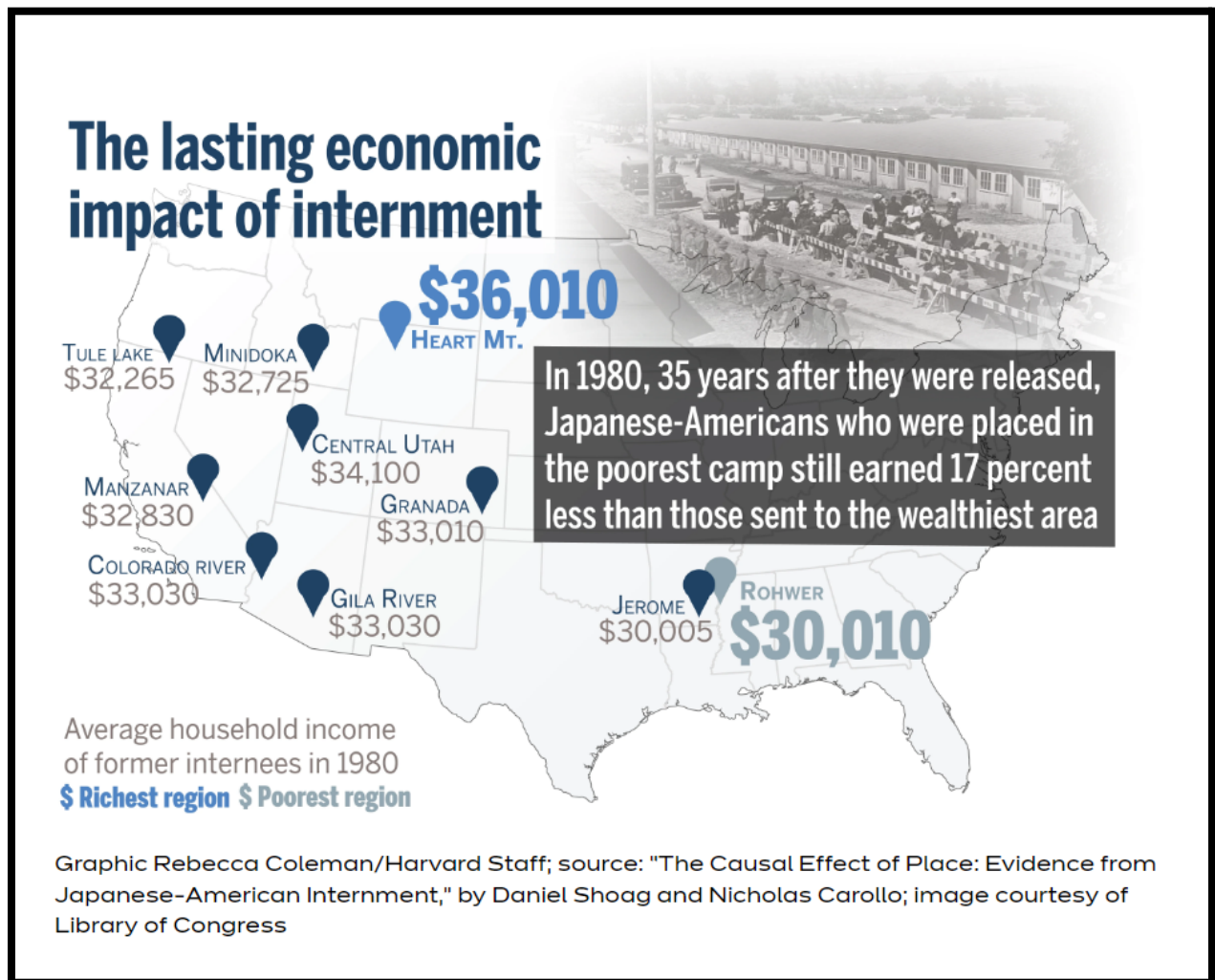
After watching the two oral histories, complete the chart below:

Internment Survivor	Susumu Yenokida	Hiroshi Asai
Birthplace and date		
Parents names and occupations		
Life growing up in America		
Family life before Executive Order 9066		
Life during Internment		
Life after Internment		

Guiding questions and short-constructed response write-up:

1. How were the experiences of Mr. Asai and Mr. Yenokida similar ?
2. How were the experiences of Mr. Asai and Mr. Yenokida different?
3. How did Executive Order 9066 change their lives? Provide 3-5 examples.
4. What was life like for each of the men when they lived in the concentration camps? Cite 3-5 specific examples they provide in their oral history.
5. How do each of the men describe their release and life after the concentration camps closed?
6. If you could express one thing you have learned about the internment of Mr. Asai and Mr. Yenokida, what would you say to them?

INTERPRETING A GRAPH-STIMULUS QUESTIONS

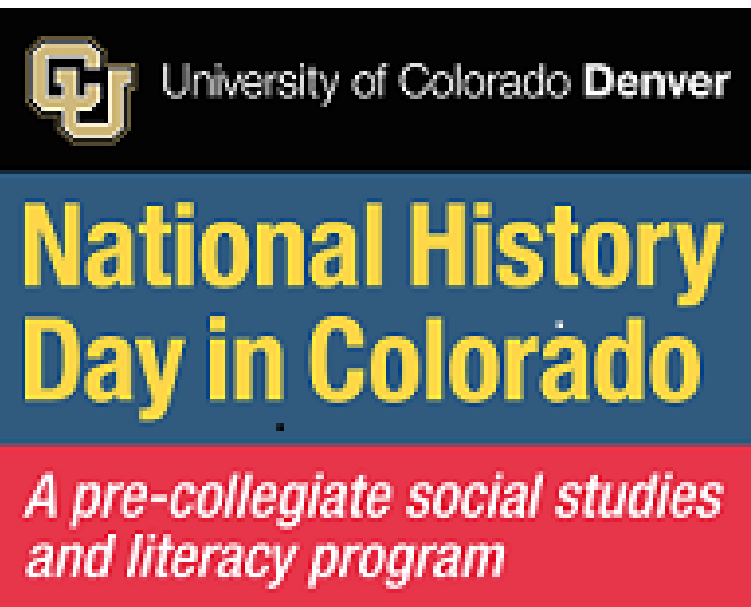


Using the graph above, answer the following questions:

- Identify the average household income of former Japanese American internees in the poorest camps in 1980.
- Explain why Japanese Americans might experience household incomes below the poverty level after being placed in the poorest concentration camp, Rohwer Relocation Center, Arkansas.
- Describe what natural resources might exist in the western United States versus the southern United States that account for the economic gap.
- Explain how the cultural assimilation of Japanese Americans into American society relates to their economic potential.



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