

Prisoner in My Homeland Learning Goals

MISSION 6: “Prisoner in My Homeland” provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals:

MISSION US OVERALL LEARNING GOALS

Students will:

- Learn how Americans struggled to realize the ideals of freedom, democracy, and equality
- Understand the role of ordinary men and women, including young people, in history
- Develop historical empathy
- Build understanding and critical perception to think like an historian

MISSION 6: “PRISONER IN MY HOMELAND” LEARNING GOALS

Guiding Questions

The accompanying lessons are designed to support the following essential questions:

1. Why did the government force Japanese Americans into prison camps during World War II?
2. What was it like for Japanese Americans to live, work, and go to school in prison camps like Manzanar?
3. How did Japanese Americans cope with and resist their imprisonment during World War II?
4. How did Japanese Americans respond to the government’s demand that they take a “loyalty oath” to the United States?

Historical Understandings

By playing the game and engaging with the accompanying materials, students will also be able to reach the following historical understandings:

| Historical Understandings | Key Related Vocabulary and Events |
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| In 1904, U.S. courts deemed that Japanese immigrants were not a “free white person,” thus they were not allowed to become citizens of the United States. In addition, many western states passed laws to forbid people of Japanese descent the right to purchase property. | Issei Nisei First-generation second-generation |
| Despite the legal restrictions and discrimination, Japanese American communities developed along the west coast | heirloom tradition |

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| <p>of the United States. In Washington state, many people of Japanese descent were farmers and on Bainbridge Island a large number were strawberry farmers. The Japanese community maintained some Japanese cultural traditions while assimilating into American society.</p> | <p>harvest</p> |
| <p>With the bombing of Pearl Harbor and the U.S. entry into WWII, life dramatically changed for Japanese Americans on Bainbridge Island, especially the Issei. The government required that they register as enemy aliens, searched their homes, and arrested many community leaders. Then the military declared the west coast as an exclusion zone and began the forced removal of all people of Japanese descent. Japanese Americans on Bainbridge Island were the first community to be removed and given six days to prepare to leave.</p> | <p>Pearl Harbor Executive Order 9066 Civilian Exclusion Orders forced removal citizens concentration camp</p> |
| <p>Bainbridge residents were taken to the Manzanar prison camp where they remained for almost one year before they were moved to Minidoka Camp in Idaho. In the newly constructed Manzanar prison camp conditions were harsh — crowded barracks with minimal heat or privacy, constant dust storms, minimal sanitation or health facilities, no schools in place, limited options for work or recreation.</p> | <p>WRA incarceration internment barracks latrine mess hall</p> |
| <p>Individuals, families, and organizations developed a variety of strategies to either resist the incarceration or alleviate the worst of the conditions. Tensions emerged between social groups as well as among those who cooperated with the prison administration and those who sought to expose corruption and injustices. In December 1942, when a large crowd gathered to protest the arrest of a workers'</p> | <p>shikata ga nai ganbari nasai JACL sensei rations</p> |

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| <p>union leader, U.S. military troops opened fire, shooting nine inmates and killing two.</p> | |
| <p>By the beginning of 1943, the government revised its policy concerning Japanese Americans in the military and reevaluated the program of imprisonment. It developed a loyalty questionnaire designed to determine which Japanese Americans could be recruited into the army or moved out of the prison camps to jobs in cities in the midwest or east. The questionnaire was badly worded and highly contested among the imprisoned Japanese Americans.</p> | <p>questionnaire Selective Service System WAAC General Dewitt</p> |
| <p>After the loyalty questionnaire was administered, those who protested, resisted, or gave negative or qualified responses to the questionnaire were segregated at Tule Lake prison camp and the draft was imposed on Japanese American men including those in the prison camps. The vast majority complied with the draft, but a few hundred resisted and were sent to federal penitentiaries. The Japanese American soldiers were placed into a segregated unit that became one of the most decorated units in the war.</p> | <p>Tule Lake unqualified allegiance draft enlist</p> |
| <p>As the war wound down, the government announced the end of the west coast exclusion order and allowed Japanese and Japanese Americans to return. Many who were forcibly removed had no homes or jobs to return to and faced severe anti-Japanese hostility and discrimination. At the war's end, those remaining in the camps were given \$25 and a bus ticket to rebuild their lives. Over half of the Japanese families from Bainbridge Island returned and were successful in rebuilding their lives and businesses.</p> | |

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| <p>Legal battles over the constitutionality of mass incarceration and the staggering loss of property and livelihood continued for decades after the war. Finally, in the 1980s, the Supreme Court overturned the wartime convictions of those who had defied and legally fought the incarceration orders and President Reagan signed an act to acknowledge that the forced removal and imprisonment of people of Japanese descent was unjust, offering an apology and reparation payments.</p> | |
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