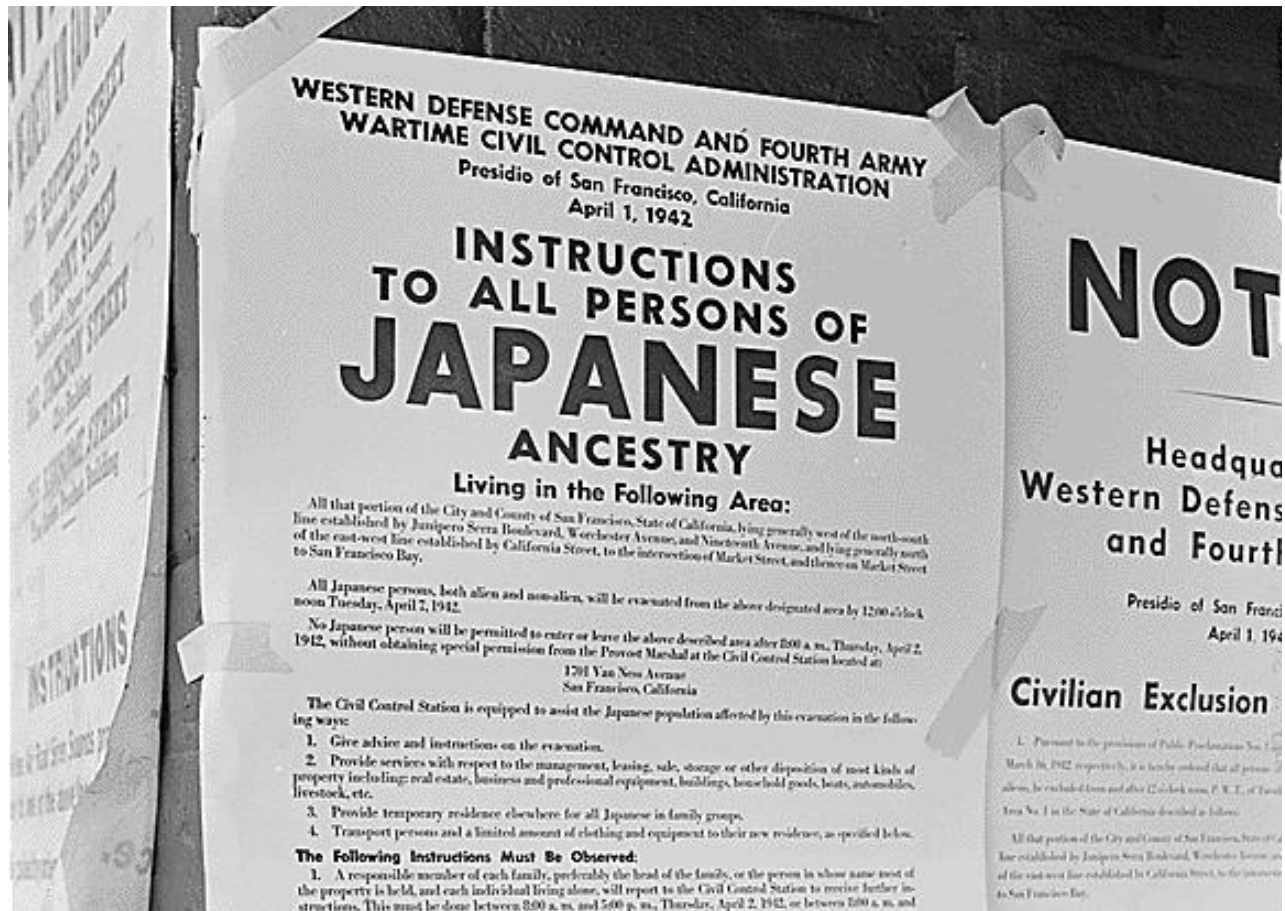


CALIFORNIA MUSEUM



ORAL HISTORY ACTIVITY: UPROOTED! JAPANESE AMERICANS DURING WWII

A free [Online Learning](#) activity aligned with
Common Core & State Content standards for 4th-8th grades

OVERVIEW:

In this activity, learners will hear Marielle Tsukamoto, Grace Noda, Kiyo Sato, Frank Kageta, Mas Hatano, Reiko Nagumo, Lawson Sakai, Kay Ryugo, and Les Ouchida discuss their personal experiences related to incarceration and discrimination faced during World War II.

APPROPRIATE FOR:

4th-8th grade

OBJECTIVES:

In this activity, learners will:

- Exercise listening comprehension skills to answer questions based on oral history videos
- Examine one oral history utilizing metaphorical thinking to create meaning

DIRECTIONS:

View the [videos](#) and respond to the prompts provided. Then select one video to rewatch and analyze.

TIME:

1 hour

MATERIALS:

- [Videos](#) from the California Museum's *Uprooted* exhibit.

STANDARDS:***Common Core******Reading - Key Ideas and Details***

- | | |
|-----|---|
| 4-5 | Refer to details and examples in a source when explaining what the source says explicitly and when drawing inferences from the source |
| 6-8 | Cite specific textual evidence to support analysis of primary documents |

Speaking and Listening- Comprehension and Collaboration

- | | |
|-----|---|
| 4-5 | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. |
|-----|---|

Writing - Text Types and Purposes

- | | |
|-----|--|
| 4-5 | Provide reasons that are supported by facts and details. |
|-----|--|

California History Social Science Content Standards***Research, Evidence, and Point of View***

- | | |
|-----|--|
| 4-5 | Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. |
|-----|--|

Historical Interpretation

- 6-8 Students identify and interpret the multiple causes and effects of historical events.
- 6-8 Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.

Grade Level Content Area Connections

- 4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California.
- 4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.
- 4.5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
- 5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.
- 5.7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
- 8.12.7 Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

Thank you for downloading this Online Learning resource! We hope you and your students enjoy using it. For additional downloadable resources in our free program, visit the [Online Learning](#) page on our website. For help or questions, contact the education department at reservations@californiamuseum.org.

PART 1: VIDEO ANALYSIS

BACKGROUND:

After Japan bombed Pearl Harbor on December 7, 1941, the United States entered into World War II. Shortly after, Japanese Americans on the west coast of the United States were removed from their homes, were stripped of their constitutional rights, and were placed in incarceration camps. Each Japanese American person placed in an incarceration camp had a personal with a unique perspective.

DIRECTIONS:

Watch the four short [oral history videos](#) of individuals who lived through the incarceration camps and answer the set of questions below for each video.

Video 1: [“Only What We Could Carry”](#)



Questions:

1. What were some things Japanese American incarcerated brought with them?
2. If you had three days to pack your belongings, what would you choose to bring? Why would you choose these things?

3. What is one phrase you heard in this video that stuck with you? Why does it stick with you?
4. What happened to belongings Japanese Americans left behind? What did they have to do with their pets?

Video 2: ["Barbed Wire Fences"](#)



Questions:

1. According to Marielle, what was the train ride to the Fresno "Assembly Center" like? What did she hear and see?

2. What were some things the incarceratedees said they saw when they arrived at the “Assembly Centers”? What were living conditions like?
3. What reason did the guards give them for being placed in the “Assembly Centers”?

Video 3: [“The Most Highly Decorated”](#)



Questions:

1. How was the 442nd Regimental Combat Team formed? What was unique about the 442nd?
2. How was the 442nd recognized for their heroic acts?

Video 4: ["Long Lost Childhood Friends"](#)**Questions:**

1. Why did Mary Frances' mother say she could not play with Reiko anymore? How did they continue their friendship?
2. What did Reiko say life was like when they returned from the incarceration camp in 1945?
3. In what ways were people allies to Reiko when she returned from the incarceration camp?

PART 2: COLOR, SYMBOL, IMAGE ACTIVITY

DIRECTIONS

Choose one [oral history video](#) to replay. Once you have finished the video, answer the questions below.

1. What is the title of the oral history you chose to watch?
2. Choose a color that best represents the oral history you heard. You can choose one of the colors listed below or choose your own.

RED	YELLOW	BLUE
ORANGE	GREEN	PURPLE

3. Why did you pick that color?

4. Choose a symbol that represents the oral history you heard. You may select one of the symbols listed below or find one on your own.



5. Why did you pick that symbol? If you chose your own image, please paste or draw that image below next to your response.

6. Choose an image that represents the oral history you heard. You may select one of the images below or choose one of your own.



