

## Real People, Real Stories

*Parent Guide, page 1 of 2*

*Read the “Directions” sheets for step-by-step instructions.*

### SUMMARY

In this activity, you and your child will use the Denshō Project website to learn about real people who lived in internment camps, and then create a baseball card telling the story of one of those people.

### WHY

By exploring primary resources online, children will build a foundation for using the Internet to do research for school or for personal information gathering. Using primary sources provides children with varying perspectives on Japanese American internment.

### TIME

- 30 minutes or more

### RECOMMENDED AGE GROUP

This activity will work best for children in third through fifth grade.

### CHALLENGE WORDS

- **Archive:** a collection of information that is preserved for teaching and learning
- **Primary source:** information that is written, created, or used by someone who experienced events at the time they took place
- **Internment camps:** a barbed wire fenced-in area built by the U.S. government to imprison the Japanese Americans
- **Incarcerate:** to keep people in a fenced area that they cannot leave

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#### GET READY

- Read *Baseball Saved Us* together. This book tells the story of a Japanese American community coming together to build a baseball field in an internment camp during World War II. For tips on reading this book together, check out the Guided Reading Activity ([http://americanhistory.si.edu/ourstory/pdf/internment2/internment\\_reading.pdf](http://americanhistory.si.edu/ourstory/pdf/internment2/internment_reading.pdf)).
- Read the Step Back in Time sheets.

#### YOU NEED

- Directions sheets (*attached*)
- Step Back in Time sheets (*attached*)
- ThinkAbout sheet (*attached*)
- *Baseball Saved Us* book (*optional*)
- Computer with Internet

More information at <http://americanhistory.si.edu/ourstory/activities/internment/>.

## Real People, Real Stories

### *Step Back in Time*, page 1 of 2

For more information, visit the National Museum of American History website <http://americanhistory.si.edu/ourstory/activities/internment/>.

On December 7, 1941, Japan attacked the United States naval base at Pearl Harbor, Hawaii. The next day, the United States government went to war with Japan. The government was afraid that Japanese Americans might threaten the country's safety. On February 19, 1942, President Franklin Roosevelt signed a law that allowed the military to remove Japanese Americans from some parts of the country, and move them to new places.



In the spring of 1942, scenes like this were repeated in every Japanese American community along the Pacific Coast. [Dorothea Lange, Courtesy of National Archives]

The Japanese Americans weren't given a lot of time to pack, sell, or store their things. Families were allowed to take only what they could carry. Some families were lucky enough to have neighbors or friends to care for their things. Others had to leave behind family pets, special toys, and many memories.



Two children and their father await baggage inspection at an assembly center in 1942. [Dorothea Lange, Courtesy of National Archives]

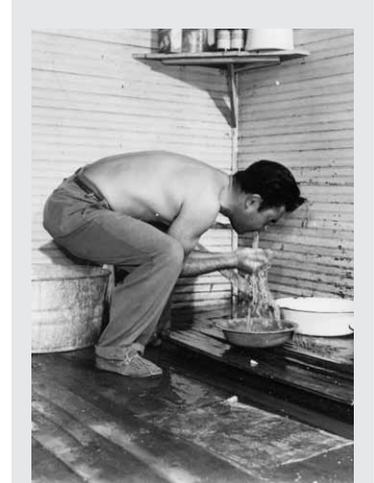
**Assembly centers** were the first stop for these Japanese Americans before the **internment camps** were ready. The **assembly centers** were not designed for housing—in fact, some people had to live in horse stalls! The food was bad, the living space was dirty, and there were not enough doctors to take care of all the people. Sadly, some had to stay in assembly centers for months before moving to an **internment camp**.

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The **internment camps** were located far away from other people and towns. They were fenced in and guarded by soldiers. Families lived in rough buildings called **barracks** where many people stayed together in a small space. They were cold in the winter and hot in the summer. The bathrooms and kitchen were in separate buildings from the bedrooms, so adults and children had to wait in line to take a bath or get a meal.

Even though the Japanese Americans lost many of their basic rights, they tried to create a community within the camps. Kids went to school and formed Boy Scout troops, played on sports teams, and went to dances. Grown-ups had jobs, played cards, and formed clubs like the Parent Teacher Association.



A man washes his face in a basin. There was no running water at the camps. [Courtesy of National Archives]

**Assembly center:** fairgrounds, racetracks, and other public places where Japanese Americans were held after being removed from their own homes until permanent internment camps could be built

**Internment camps:** a barbed wire fenced in area built by the U.S. government to imprison the Japanese Americans.

**Barracks:** a large, poorly built structure in the camps in which many families lived

## Real People, Real Stories

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*For adults and kids to follow together.*

1. Go to (<http://www.densho.org>). On the left side of the screen, click the word, “**Archive.**” This page will give you more information about the Denshō Digital **Archive**, which holds **primary sources** (stories, pictures, and videos) from Japanese Americans who lived in **internment camps** during World War II.

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2. On the left side of the screen, click the link that reads, “Enter the **Archive.**” The **Archive** will open in a new tab or window.

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3. You do not have to have an account to use the **Archive**. Press the “Click to use Guest account” button near the top of the page, and then click the “Accept” button below it.

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4. Use the navigation tabs on the left side of the screen to explore the resources that are available in the Denshō Digital **Archive**. To expand the selection, click on the + icon.

**Tip** For more help using the **Archive**, watch the tutorial at (<http://americanhistory.si.edu/ourstory/v/DenshoTutorial.html>).

**Tip** When you expand the “Topics” section and click on a subject, the **Archive** will display a short paragraph to the right of the navigation bar, providing additional background information.

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**Tip** The events are listed chronologically, beginning with early Japanese immigration to the United States through resettlement and life after World War II.

**Tip** When you click on a topic, a list of resources appears in the box on the lower right side of the screen. When you click on the link, the resource appears in the box on the upper right side of the screen.

**Tip** Each resource type is signified by an icon:



Document



Movie



Photograph

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- Once you've entered the **Archive**, click on the + next to "Topics." Scroll down and click on the + next to "**Incarceration** Camps." Then pick one of the topics that you'd like to explore more.
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## Real People, Real Stories

*Directions, page 3 of 4*

*Follow the directions below to learn more about:*

### Family life and mealtimes in the camps:

- Under “**Incarceration** Camps,” click on “Food.”
- Scroll about halfway down the list in the lower right and select the video called, “Difficulties of camp life: lack of privacy, meals (Bo T. Sakaguchi Interview Segment 6).” This interview is about five minutes long.

**Tip** There are a few more **Challenge Words** you might need to know:

- **Barrack**: a large, poorly built structure in which many people in the camps lived
- **Commode**: a toilet or bathroom
- **Typhoid**: a disease that is passed from one person to another through contaminated food or water

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### Family life and mealtimes in the camps:

- Under “**Incarceration** Camps,” click on “Sports.”
- Scroll about halfway down the list in the lower right and select the video called, “Camp sports teams competing with local school teams (Bob Fuchigami Interview Segment 27).” This interview is about six minutes long.

**Tip** If you only want to hear the part of the interview about sports and baseball, you can stop the video at the 3:30 mark.

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### Attending school in the camps:

- Under “**Incarceration** Camps,” click on “Education.”
- Scroll about halfway down the list in the lower right and select the video called, “Attending school in camp (Matsue Watanabe Interview Segment 9).” This interview is about five minutes long.

**Tip** There are a few more **Challenge Words** you might need to know:

- **Mess hall:** the camp building where meals were served
- **Block:** a way of dividing the **barracks** (the buildings where people in the camps lived)
- **Annual:** a book to record the activities and history of a school (sometimes it’s also called a yearbook)
- **Formal school:** a school organized by the U.S. government

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6. After you have listened to one or more interviews, use the ThinkAbout sheet to create a baseball card for the person whose story you find most interesting.

**Tip** If you need help thinking of things to draw on your baseball card, browse through the photos in the **Archive** for inspiration.

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7. (*optional*) Share your baseball card with a friend or family member. Explain why you made it, and share what you learned.
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For more activities about Japanese American internment and *Baseball Saved Us*, visit <http://americanhistory.si.edu/ourstory/activities/internment/>.

## Real People, Real Stories

### ThinkAbout

#### Directions:

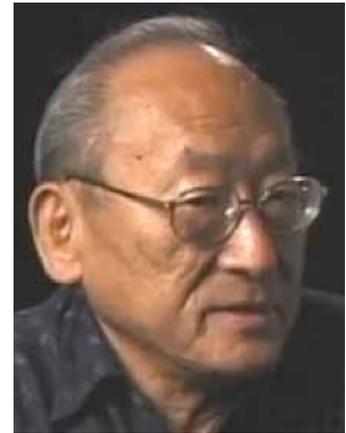
Cut out the baseball card and fold it in half. Find the photo of the person whose story you listened to, cut it out, and glue or tape it in the box on the front of the card. Write the person's name and the camp in which they lived underneath their picture. Decorate the front and write or draw what you learned about the person on the back.



Matsue Watanabe



Bob Fuchigami

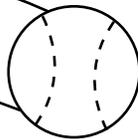


Bo T. Sakaguchi

Find the photo of the person whose story you listened to above. Cut it out and tape or glue it here.

What did you learn about life in an internment camp from this person? Write or draw your answer here.

Name:  
Camp:



## Real People, Real Stories

*For Teachers, page 1 of 2*

*Read the “Parent Guide” and “Directions” sheets for specific instructions.*

### OBJECTIVES

The student will be better able to:

- Communicate ideas and information through words and/or illustrations.
- Draw from observations of images and oral descriptions.
- Use technology as a tool to research information.

### STUDENT PERFORMANCE CRITERIA

- Follows instructions within the Denshō Digital Archive.
- Follows instructions to create a baseball card using the ThinkAbout sheet.
- Uses text and/or images to communicate ideas or information.

### STANDARDS

#### *NCHS History Standards*

##### *K-4 Historical Thinking Standards*

4B: Obtain historical data

##### *K-4 Historical Content Standards*

5A: Demonstrate understanding of the movements of large groups of people into his or her own and other states in the United States now and long ago.

#### *21st Century Skills*

##### *Learning and Innovation Skills*

- Information Literacy
- ICT (Information, Communications, and Technology) Literacy

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*National Educational Technology Standards for Students (NETS.S)*

6. *Technology Operations and Concepts*

a. Understand and use technology systems

More information at <http://americanhistory.si.edu/ourstory/activities/internment/>.



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