

WORLD WAR II ALIEN ENEMY CONTROL PROGRAM CURRICULUM GUIDE AND LESSON PLANS

LESSON PLAN TWELVE: “ *Forgotten Children*”

APPROPRIATE GRADES/COURSES: 8-14, U.S. History; Civics, American Government, Political Science

TOPIC BACKGROUND SUMMARY:

During World War II, the U.S. government arrested, interned, and relocated thousands of ethnic Japanese, Germans, and Italians. Besides the mass relocation/incarceration of the West Coast Japanese American community, at least 25,000 legal U.S. residents of Japanese, German, and Italian descent and their American-born children were caught up in this wartime hysteria. Another 6000 were taken from their Latin American homes and sent to U.S. camps. While many of our nation’s children were waving their dads off to war, the children of these internees were saying goodbye too, but without the support and good will of their communities. Many ultimately joined detained parents in internment camps; some were placed in orphanages; some were left behind with distraught mothers or fathers or other relatives; still others were left alone to fend for themselves in a hostile world; and perhaps most egregious of all, some were sent overseas to be exchanged for U.S. citizens caught on foreign soil during the war. Thus, in many cases, citizens were exchanged for citizens.

The treatment of enemy alien children by our government during World War II is a cause for national shame. But this is not just a 20th century story. If we look at the broad history of our world, children’s rights have more often than not been neglected. However, the U.S., with its democratic ideals, should have a different history. With this in mind, we need to look closely at our own country’s missteps on this issue, and answer this question for today’s world: “How do we preserve and protect the human and constitutional rights of our most vulnerable citizens---our children?”

ESTIMATED TIME OF COMPLETION:

Flexible: at the teacher’s discretion, this study could be completed in two or three periods, or additional periods could be devoted to it, perhaps in concert with related subjects.

STUDENT OBJECTIVES:

Familiarize the students with the concepts of *human rights* and *constitutional rights*.

Increase awareness of the historical record as to the cessation of these rights, especially in regards to children, during our country's history---particularly WWII.

Promote discussion of the government's responsibility in protecting the rights of *all* citizens and residents of the U.S.

MATERIALS:

Printed copies of the **Topic Background Summary**

Printed copies of the **Fourth, Fifth, Sixth, Fourteenth Amendments** to the U.S. Constitution (See Lesson Plan Three)

Printed copies of **Presidential Proclamation 2525** (regulations set for in this proclamation also applied to Germans and Italians) See:

http://www.gaic.info/academic_resources.html

A copy of *Here, In America? Report of the Assembly on Wartime Relocation and Internment of Civilians* (available from the National Japanese Historical Society at 415-921-5007, njahs@njahs.org) and its accompanying video.

A copy of the documentary/video *Children of the Camps*
www.pbs.org/childofcamp

TEACHER PREPARATION:

Prepare copies of the **Topic Background Summary** for each student.

Review concepts of *human right* and *constitutional rights*.

Prepare printed hand-outs for the sections of the U.S. Constitution pertaining to constitutional rights (**Fourth, Fifth, Sixth, and Fourteenth Amendments**).

Prepare for a discussion of the concepts of *human rights* and *constitutional rights*.

Read through personal story sections of the following websites:

www.gaic.info, www.densho.com, www.itvs.org/facetoface/stories/ruth.html,
www.segreta.org, www.foitimes.com

Read page 44 of "Here, in America?" report (see above)

Review accompanying "Here, In America?" video, if available.

Review the documentary, *Children of the Camps*, if available.

Prepare a printed hand-out with the following **Names and Corresponding Web sites or Books:**

http://www.gaic.info/real_people.html Doris Berg (Nye), Ted Eckardt, Lothar Eiserloh, Eberhard and Gerhard Fuhr, Heidi Gurcke (Donald), Gunther Graber, Art Jacobs, Rose Marie Neupert, John Schmitz, Armin & Ursula Vogt (Potter).

www.densho.org Joe Yasutake

www.itvs.org/facetoface/stories/ruth.html Ruth Okimoto, Kinya Noguchi, Satsuki Ina, Toru Saito, Tosh Kawahara

www.segreta.org Rose Viscuso (Scudero), Frank Brogno
“*Here, In America?*” p44, Al Bronzini

PERIOD ONE--CLASSROOM ACTIVITIES:

For the teacher and the students

Hand out and read aloud the **Topic Background Summary** as an introduction to this unit.

Hand out and read aloud pertinent sections of the *U.S. Constitution*.

Hand out and read **Presidential Proclamation 2525**.

Lead a discussion on the concepts of *human right* and *constitutional rights*.

Suggested discussion questions: (teacher see **Key Terms/Concepts**)

Who can define *human rights*? Were the *human rights* of the children referenced in the **Topic Background Summary** violated?

Who can define *constitutional rights*? Were the *constitutional rights* of any of the children referenced in the **Topic Background Summary** violated?

Hand out the lists of **Names and Corresponding Web Sites or Books**.

Direct each student to research one name from the list, or a similar name/subject from another source they may know about, and prepare a short report on this name/subject. The report should include a brief summary of the subject’s story and why the student thinks that the subject’s human and/or constitutional rights were or were not violated by the U.S. government.

Also direct each student to think about questions to ask of others giving reports.

If the students are not finished with the reports by the end of the class period, the assignment should be finished as homework.

PERIOD TWO--CLASSROOM ACTIVITIES:

For the teacher:

Divide the class into two groups. Explain that one group will be comprised of six panelists who will discuss the topic **Did the U.S. Forget Thousands of Children During World War II by Ignoring Their Human and Constitutional Rights?** The remainder of the class will be the audience who will ask questions of the panelists. (The teacher could be the moderator or choose someone from the class to take this role.)

Explain the roles of the moderator of the panel, the individual panel members, and the students in the audience:

Moderator: Leads the discussion by calling upon individual panel members to speak. Moves the discussion along by asking stimulating questions and by not allowing any one person to dominate the discussion. Calls upon audience members for questions during appropriate times.

Panel Member: Should briefly summarize the story of his/her subject, and tell the rest of the panel and the audience why he/she thinks the subject chosen was (or was not) “forgotten” by the U.S. government. Should be prepared to answer questions from other panel members or the audience. Should be prepared to ask questions of other panel

members after other presentations are given.

Sample questions: (These could be listed on the board and added to by the group ahead of time, so that there is a focus for the discussion.)

A) What could the U.S. government have done to protect the *human* and/or *constitutional rights* of the subject?

B) Did the parents/family have any control over the destiny of the subject?

C) What impact did the internment and/or deportation of the subject have on his/her later life?

D) What impact did the internment and/or deportation of the subject have on his/her peer group left behind?

E) What happened to the lives of subjects who were left in the community when a parent (or parents) was interned? Were their human and constitutional lives violated in any way?

Audience Member: Should be prepared to ask questions of individual panel members when called upon.

For the teacher

At the end of this unit, have each student write a one-two page essay answering this question: Are the *human* or *constitutional rights* of children ever “forgotten” by the government or society in the U.S. today?

KEY TERMS/CONCEPTS FOR THIS LESSON PLAN:

(See Lesson Plan One for a general list of Key Terms/Concept)

Constitutional Rights: The rights of a citizen of any country, granted to him by the fundamental set of laws incorporated in the country’s constitution.

Human Rights: Freedom from arbitrary interference or restrictions by governments. The term largely encompasses the same rights called **civil liberties** or **civil rights**, but often suggests rights that have not been recognized.

KEY READING LIST FOR STUDENTS FOR THIS LESSON PLAN

(See Lesson Plan One for a general reading list on Enemy Alien issues.)

Christgau, John: *Enemies: World War II Alien Internment*, Iowa State University Press, 1985, (iUniverse.com, 2001 (reprint)

Donald, Heidi Gurcke: *We Were Not the Enemy: Remembering the United States’ Latin-American Civilian Internment Program of World War II*, (iUniverse.com, 2006)

Fox, Stephen: *Fear Itself: Inside the FBI Roundup of German Americans during World War II*, (iUniverse, Inc., 2005)

Jacobs, Arthur D: *A Prison Called Hohenasperg: An American Boy Betrayed by his Government During World War II*, (UPublish.com: 1999)

Krammer, Arnold: *Undue Process: The Untold Story of America's German Alien Internees*, Rowman & Littlefield, (New York: 1997)

Potter, Ursula Vogt: *The Misplaced American*, (Authorhouse: 2002)

MEDIA/ONLINE SOURCES:

Real people stories from www.gaic.info, www.foitimes.com, www.densho.org, www.itvs.org/facetoface/stories/ruth.html, www.segreta.org

Internment Camp summaries from www.gaic.info, especially regarding Crystal City Family Camp and Ellis Island, which includes information on exchange voyages on the Gripsholm. http://www.gaic.info/internment_camp.html

Here in America? The report of the Assembly on Wartime Relocation and Internment of Civilians (available from the National Japanese American Historical Society at 415-921-5007, www.njahs.org)

Vanished, a TRACES exhibit guide (www.traces.org)