

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

LESSON PLAN SEVENTEEN: *“THE MASTER TAILOR’S WIFE: A One-Act Play”*

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

TOPIC BACKGROUND SUMMARY:

(See Lesson Plan One for a general overview of the WWII Alien Enemy Control Program. What follows is a summary of the program as it applied to Latin American Germans, Italians, and especially Japanese in Peru. Teachers may elect to follow this lesson plan with “Lesson Plan Seven,” “Lesson Plan Eight,” and/or “Lesson Plan Nine,” all of which deal with the subject of Latin American internment.)

The United States created three programs to identify and imprison civilians considered a threat to the country during World War II: the War Relocation Authority (WRA) program resulted in the forced relocation of 110,000 people of Japanese ancestry; the Alien Enemy Control Program wound up detaining and interning over 30,000 German, Japanese, and Italian so-called “enemy aliens; finally, a State Department program in Latin America led to the forced deportation and internment of over 6000 German, Japanese, and Italian Latin Americans from thirteen countries.

The Latin American internment program is the least known. As the result of U.S. arrangements and financial support, Latin American civilians of German, Italian, and Japanese ethnicity, were swept into local detention centers and held without hearings or legal recourse. The U.S. military ran some of the sites, such as Camp Empire in Balboa, Panama Canal Zone, while the U.S. funded others, like Isle of Pines, Cuba. Some Latin American countries used local prisons and penitentiaries, while in others, prisoners with wealth and connections were housed in hotels, or, as in Ecuador, were simply asked to move away from the coast to more inland areas.

From December 1941 to February 1948, the U.S. government orchestrated and financed the mass abduction and forcible deportation and internment of 2,264 Japanese Latin Americans--men, women, and children--some of whom were used as hostages in exchange for Americans held by Japan. Over 800 Japanese Latin Americans were included in two prisoner of war exchanges between the U.S. and Japan. The remaining Japanese Latin Americans were imprisoned without due process in U.S. Department of Justice internment camps until after the end of the war.

THE MASTER TAILOR’S WIFE is a one-act play inspired by incidents that occurred in the Japanese community of Lima, Peru on August 31, 1942. On that date, thirty Japanese subjects were arrested and detained by the police of Lima. Japanese

tailors were among those detained. The only explanations given for the detention of the tailors was that they were suspected of making clothing that looked like military uniforms. Peruvian officials maintained that the clothing was in fact part of a uniform that would be worn by Peruvian Fifth Columnists in support of a Japanese attack on Peru.

The clothing was made of a khaki gabardine, and the style was copied from Japanese magazines that appeared in the Japanese Peruvian community. It was a style of dress was popular because it was both economical and appropriate for work. Others purchased the outfits in Lima because they feared repatriation to Japan, where clothing would be expensive.

A class reading of the script will take approximately twenty-five minutes.

ESTIMATED TIME OF COMPLETION OF LESSON PLAN:

The Lesson Plan is meant to accompany the script of THE MASTER TAILOR'S WIFE and should involve one class period of study.

As part of a *unit* of study for Enemy Alien issues, teachers may elect to devote from one-to-three periods to in-class readings of the scripts included in the Curriculum Package. The other one-act plays are entitled ZIP (see "Lesson Plan Fifteen") and THE WHITE LINE (see "Lesson Plan Sixteen"). Each script takes approximately twenty-five to thirty-five minutes to read.

Instead of focusing on a single play, teachers may also elect to break the class into three groups and have each group responsible for presenting one of the plays to the rest of the class. This approach, involving some in-class rehearsal time, followed by presentations of all three plays and then discussion, might involve two-to-three periods of class time.

The scripts are to be considered primarily educational material. They are not copyrighted nor otherwise restricted regarding public performances. The scripts are available at no fee to any school drama department, as well as amateur and professional theater companies.

STUDENT OBJECTIVES:

Review the history and political motivation behind the U.S. adoption of the Monroe Doctrine.

Understand the human rights issues underlying the government's program of Latin American internment, deportation, and hostage exchange.

Understand how national security measures collide with issues of due process and human rights during times of war.

Understand and appreciate how World War II affected ethnic Japanese in Latin America.

MATERIALS:

Copies of the script for **THE MASTER TAILOR'S WIFE**, dramatizing the circumstances of the roundup, detention, and deportation of Japanese Latin American tailors in Peru in 1942. The script is available on the Alien Enemy Curriculum Package disk. It can be located for printout in a file entitled "The Master Tailor's Wife: A One-Act Play." No royalty or copyright payments are necessary for readings, stagings, or theater productions of **THE MASTER TAILOR'S WIFE**. A class reading will take approximately thirty-five minutes.

Printed copies of the **Topic Background Summary**

Printed hand-outs defining **Key Terms/Concepts** (see Lesson Plan One)

Printed handout, **Monroe Doctrine** (see: wikipedia.org/wiki/Monroe_Doctrine)

Printed handout, **1948 Universal Declaration of Human Rights**. This was a declaration of international human rights, adopted by the General Assembly of the United States in December of 1948. The declaration was a response to many of the human rights abuses and injustices perpetrated during World War II. For a copy of the statement, see: <http://www.un.org/Overview/rights.html>, especially article 9.

Printed copies of: **"Unsettled History: Kidnapped and interned during World War II, Japanese brothers intend that their story not fade away."** The story appeared in the "San Francisco Weekly" and can be accessed online at: http://www.sfweekly.com/Issues/1999-09-29/news/bayview_2.html

TEACHER PREPARATION

The script for **THE MASTER TAILOR'S WIFE** is written as "Reader's Theater." In Reader's Theater, the scripts are mostly read, not acted, and the staging is minimal. Reader's Theater scripts lend themselves perfectly to classroom reading. For those teachers who chose to present **THE MASTER TAILOR'S WIFE** outside the classroom, the script calls for minimal staging and costuming--a chair, a six foot bamboo-type screen, and a costume of khaki knickers and blouse and boots for Kiyoko.

THE MASTER TAILOR'S WIFE calls for five readers. A sixth reader can be added by assigning a student to read the stage directions. Readers for all parts can be either male or female. For full class involvement, teachers are encouraged to change readers during the course of the play.

PERIOD ONE: CLASSROOM ACTIVITIES:

For the teacher:

Distribute photocopied materials

Direct students to read only the "Topic Background Summary"

For the Teacher and students:

Assign/select parts for class reading of **THE MASTER TAILOR'S WIFE**.

For the students: last half of period
Read THE MASTER TAILOR'S WIFE.

Homework

Read all the material assigned for this lesson plan.

Imagine that President James Monroe meets Kiyoko, the "Master Tailor's Wife," in heaven. The two argue. Write a two or three page script of what they argue about.

KEY TERMS/CONCEPTS:

See Lesson Plan One for a glossary of key Enemy Alien terms and concepts.

SPECIFIC READING MATERIAL FOR THIS LESSON PLAN:

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

Students interested in learning more about the controversial WWII program of Latin American deportation and internment may go to:

www.campaignforjusticeja.org/AWRIC/awric The Japanese Peruvian Oral History Project (JPOHP) provides an informational Web site on the internment of Japanese Latin Americans during World War II .

Stephen Fox, "The Deportation of Latin American Germans, 1941-47: Fresh Legs for Mr. Monroe's Doctrine," published in the Yearbook of German-American Studies, Volume 31, 1997.

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

Friedman, Max: *Nazis and Good Neighbors: The Campaign Against the Germans of Latin America in World War II* (Cambridge: 2003)

German American Internee Coalition Web site. Several pages on this Web site have valuable information on Latin American World War II internment.

http://www.gaic.info/latin_american_history.html. Also see:

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

"Here In America: The Assembly on Wartime Relocation & Internment of Civilians." This DVD provides a succinct overview of the AWRIC event and the witnesses who testified at the Assembly, including scholars and witnesses from the Japanese community. A complimentary copy of the DVD is included in the Enemy Alien Curriculum Package. For more information and to order additional copies of the DVD or the accompanying report, contact the national Japanese American Historical Society, 415-921-5007, njahs@njahs.org. Running time is approximately fourteen minutes.

THE MASTER TAILOR'S WIFE is based on historical material from the following sources: "Adios to Tears: *The Memoirs of a Japanese Peruvian Internee in U.S. Concentration Camps*," by Seiichi Higashide; "America's Japanese Hostages: *The World War II Plan for a Japanese Free Latin America*," by Thomas Connell; "Pawns in a

Triangle of Hate: *The Peruvian Japanese and the United States*,” by C. Harvey Gardiner;
“We Were Not the Enemy,” by Heidi Gurcke Donald.