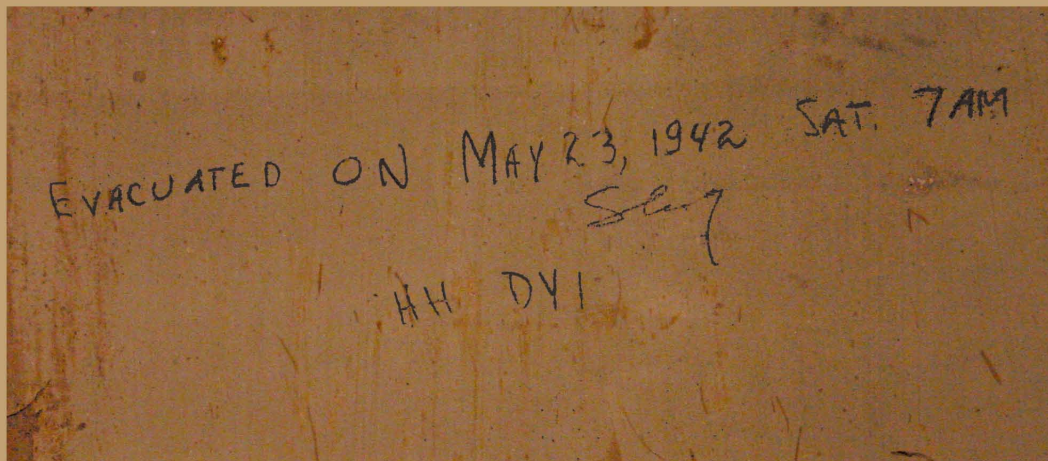


Reading the Walls



Riverside Stories of Internment and Return

Introduction

Reading the Walls: Riverside Stories of Internment and Return Curriculum Materials for 11th Grade United States History

In the spring of 1942, just months after the bombing at Pearl Harbor, every Japanese and Japanese American resident of Riverside, California was uprooted from their home and incarcerated in remote camps scattered across the western and southwestern states. Among them were three families who were close friends and leaders in the community: the Harada family was separated and sent to war relocation centers at Tule Lake, California, Poston, Arizona and Topaz, Utah; the Fujimotos went to Poston, Arizona; the Inabas were first interned at Manzanar, California and later at the Immigration and Naturalization Services facility in Crystal City, Texas. Following their release from camp at the end of World War II the Fujimotos, Inabas and Sumi Harada returned to Riverside to reclaim their property and rebuild their lives. The memories of these families have survived to the present day and together their experiences tell the powerful story of one of our nation's darkest episodes.

The Riverside Metropolitan Museum has spent the past two years documenting the personal recollections and collecting artifacts from Riverside's Japanese American community, focusing specifically on the Harada, Inaba and Fujimoto families. These stories, along with other primary documents, are now presented in this 11th grade U.S. History Curriculum titled *Reading the Walls: Riverside Stories of Internment and Return*. The objective of this project is to draw on the real life experiences of Riversiders to illuminate the political, social and economic causes and consequences of Japanese internment and explore complex questions of loyalty and the challenges of protecting civil rights while preserving national security.

The National Historic Landmark Harada House

Reading the Walls is inspired, in part, by the extensive historical record of the Harada family as documented in the National Historic Landmark [NHL] Harada House. The NHL Harada House is one of the most significant and powerful civil rights landmarks in California. Ken and Jukichi Harada left Japan and arrived in California in the early years of the twentieth century along with thousands of others from Asia seeking the American promise of economic opportunity and a better life for their children. In stark contrast, however, they were met by institutionalized racism evidenced in the federal Chinese Exclusion Act of 1882 and the 1913 California Alien Land Law forbidding non-citizens from owning property. Jukichi Harada successfully challenged the Alien Land Law when he purchased the house at 3356 Lemon Street in downtown Riverside in the names of his American-born children.

Like so many other Japanese families, the Haradas were forced to abandon this home with the implementation of President Franklin D. Roosevelt's Executive Order 9066, the mandatory incarceration of Japanese and Japanese Americans in response to the bombing of Pearl Harbor by the Japanese government. As the two youngest Harada children made final preparations to evacuate from the house on Lemon Street, a teenage Harold "Shig" Harada took a pencil and scribbled a note on the wall of his bedroom, "Evacuated on May 23, 1942 Sat. 7am HH Shig" His words still stand out in vivid relief on a background of fading plaster, freezing in time the instant when the comforting walls of home gave way to the prison walls of the internment camp. *Reading the Walls* seeks to understand and relate to US History students the literal and psychological walls that confined the Japanese and Japanese American community in the years surrounding World War II.



In 2002 the Harada family gave the house on Lemon Street and all of its contents to the Riverside Metropolitan Museum so it would be preserved as a reminder for future generations of the struggles and triumphs of immigrants in America. Today the City of Riverside and the Riverside Metropolitan Museum are working to restore the House to its original condition. When work on the Harada House is complete it will be opened to the public as a symbol of hope, perseverance and one family's determination to fully realize the civil rights guaranteed to them by the United States Constitution.

Materials

Your *Reading the Walls* workbook includes this Teacher's Guide with lesson plans and a removable poster timeline of important dates related to the history of the Japanese in America and Riverside. All of the supporting materials for the lessons can be found at www.riversideca.gov/museum/harada.asp. These resources include video clips of interviews with members of the Inaba, Fujimoto and Harada families, Reiko Fujii's short film "The Farm" and PDF files of the accompanying archival materials and primary documents that correspond with each lesson in this workbook. Materials on the website may be duplicated for classroom use only. For additional copies of this Teacher's Guide please contact the Riverside Metropolitan Museum at (951) 826-5273.

Using the Teacher's Guide

The Teacher's Guide is comprised of three lessons and one culminating activity. Each lesson asks students to respond to materials available on the website. These lessons include individual and group activities, discussion questions and writing assignments. Each lesson also includes a "Making Connections" component with questions that encourage students to reflect on other historic events that relate in some way to Japanese Internment. The lessons are organized by theme and can be presented in any order. Teachers are encouraged to modify the activities, discussion questions and writing assignments to meet their classroom needs.

Curriculum Standards

The lessons in this Teacher's Guide meet the following California State Content Standards for the 11th Grade:

English-Language Arts:

Reading Comprehension 2.4, 2.5, 2.6
Literary Response and Analysis 3.2, 3.3
Writing 1.1, 1.3, 1.5
Writing Applications 2.2, 2.3, 2.4

History-Social Science:

Historical Research, Evidence, and Point of View 1, 2, 3
Historical Interpretation 1, 2, 3, 4
United States History and Geography 11.7 (5)



Lesson 1:

A long way from Riverside

Objective: Students will describe and analyze how a group of citizens, deprived of their civil rights, can create a sense of home and community in the most inhospitable environment.

Materials

“List for the Evacuees”
“Welcome to Topaz” brochure
Photographs from Camp
Haruto Shimazu letters
Video 1

TRANSFER OF PUPIL
Riverside, California, City Schools

Name of Pupil: Last Name *Shimazu* First Name *Haruto* (Boy Girl)

Date of Birth: Month *8* Day *3* Year *1927* Eligible to Grade *10* (High Low)

Transferred from: *Central High* Name of School to *Topaz Camp* Name of School

Name of Parent or Guardian: *Haruto Shimazu*

Old Address: *3356 Laurel St.* Street and Number of P. O. Address

New Address: *Camp Topaz* Street and Number City *Pinal* County *Arizona*

Date of Last Attendance: _____ Signed: _____ Principal or Teacher Issuing Transfer

Date of Issuance: *5-21-42*

GIVE THIS COPY TO PUPIL **FILL OUT THE OTHER SIDE**
At Receiving School

Opening Activity

Spend 10 minutes free-writing about the ten things you would bring with you if your family was relocating to a new home. Explain why these things are important to you. Keep in mind your belongings must fit in a single suitcase.

At the completion of this activity review with students the oral histories and archival materials.

Discussion Questions

1. In what ways did the Inaba and Fujimoto families try to make their barracks feel more like a home?
2. How did Haruto Shimazu feel about life in Camp?
3. How do Haru, Lily and Mits feel today about the conditions they endured in Camp?
4. Which of the “Do’s and Don’ts” from the “Welcome to Topaz” brochure are intended to protect the individual and which are intended to protect the community?

Writing Assignments

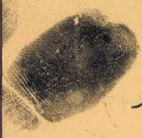

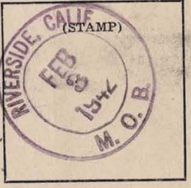
1. Reflect on how internment disrupted the everyday lives of Japanese American families. Consider issues of diet, hygiene and family life. (Reflective Essay 2.2)
2. Imagine that you have just been moved to the Topaz Relocation Center. Write a letter to your best friend in Riverside describing your new life in camp. Include your reflections on the landscape, school and how you feel about being incarcerated. (Expository Composition, Writing Applications Standard 2.3)
3. Draft an opinion article for the Topaz Times arguing for better quality food in the mess hall. Be sure to explain why you believe internees deserve better food and how it will affect your overall quality of life. (Persuasive Composition, Writing Applications Standard 2.4)

Making Connections: Indian Removal Act of 1830

Have students review the section of their textbook on the Indian Removal Act of 1830.

Consider these questions:

1. Compare the justifications for Indian removal and Japanese relocation.
2. Why do you think Native Americans, and later Japanese Americans, were forcibly relocated to such remote and harsh landscapes?

Alien Registration No. <u>3573550</u>	Birth date <u>July 21 1881</u> <small>(Month) (Day) (Year)</small>
Name <u>Ken Harada</u> <small>(First name) (Middle name) (Last name)</small>	Born in <u>Nagoya Aichi Japan</u> <small>(City) (Province) (Country)</small>
	Citizen or subject of <u>Japan</u> <small>(Country)</small>
	Length of residence in United States <u>39</u> yrs., <u>7</u> mos.
<small>RIGHT INDEX FINGERPRINT</small>	Address of residence <u>3356 Lemon St.</u> <small>(Street address or rural route)</small> <u>Riverside Riverside Calif</u> <small>(City) (County) (State)</small>
<small>(Signature of holder) <u>Ken Harada</u></small>	Height <u>5</u> ft., <u>—</u> in. Weight <u>135</u> lb. Color of hair <u>Gray</u> Distinctive marks <u>None</u>
<small>16-26150-1</small>	 <u>Cecilia A. Enos</u> <small>(Signature of Identification Official)</small> Application filed in Alien Registration Division. Copy filed with Federal Bureau of Investigation office at <u>Los Angeles, Calif</u> <small>16-26150-1</small>



Lesson 2:

A Question of Loyalty

Objective: Students will understand and analyze the various arguments made by Japanese American men who volunteered for military service during WWII and those who resisted the draft.

Materials

Modified Loyalty Questionnaire
Historical Loyalty Questionnaire
Chikayasu Inaba Letter
Topaz Times Article
Video 2

Activity

Have students take 20 minutes to answer the questions on the Modified Loyalty Questionnaire. Emphasize that their answers should be as honest and detailed as possible.

Follow up this activity by explaining to students that the questions they answered are some of the same questions asked to Japanese internees designed to test their loyalty to the United States. Distribute a copy of the Historical Loyalty Questionnaire.

Take a moment to read out loud questions 10 and 11 of the Modified Loyalty Questionnaire. Ask students to raise their hands if they answered “no” to both of these questions. Ask how the questions made them feel.

Explain that those who answered “no” to both questions 10 and 11 (known as questions 27 and 28 on the original questionnaire) were separated from their families and sent to Tule Lake, a segregation center in California.

Nisei men, or the sons of Japanese parents, who answered “yes” to questions 10 and 11 were automatically eligible to be drafted into the military. These men became members of the 442nd Regimental Combat Team. This was a segregated regiment made up entirely of Japanese American soldiers with white commanding officers.

Those who convinced the authorities of their loyalty to the United States were allowed to leave camp. Initially it was required that families relocate to the interior of the United States. By early 1945 they could return to California.

After discussing the Loyalty Questionnaire ask students to review the archival materials.

Discussion Questions

1. In what ways do Americans demonstrate loyalty/patriotism?
2. What evidence did Chikayasu Inaba present to authorities as proof of his loyalty to the United States?
3. How did the volunteers writing in the Topaz Times justify their military service?

Writing Assignments

1. Reflect on whether you would be willing to go to war for a country that has removed you from your home and placed you in an internment camp? (Reflective Essay, Writing Applications Standard 2.2)
2. Write a letter to a friend explaining why you decided to answer “yes” or “no” to questions 27 and 28 on the Loyalty Questionnaire. (Biographical Narrative Writing, Writing Applications Standard 2.1)
3. Defend the decision of some Nisei to volunteer for military service. (Persuasive Composition, Writing Applications Standard 2.4)

Making Connections: Espionage and Sedition Acts

Ask students to review the Espionage and Sedition Acts in their history textbook. Consider these questions:

1. How did the Government justify the Espionage and Sedition Acts?
2. What were the consequences of the Espionage and Sedition Acts for freedom of speech?
3. Compare the arguments used by the Government to arrest people who protested World War I with the incarceration of the Japanese during WWII.



Lesson 3:

Back from Camp

Objective: Students will consider and analyze the challenges faced by families leaving Camp, including property loss and the racism of former friends and neighbors.

Materials

Topaz Times, May 18, 1945

Video 3

Activity

Take 30 minutes and have students create a four panel comic strip depicting a time in their life when they visited some place from their past. Examples could include visiting an old elementary school or a neighborhood where they used to live. Encourage them to portray how it felt to see these familiar places and/or people. Did it look the way they remembered it? Did they feel like an insider or an outsider during their visit?

Discussion Questions

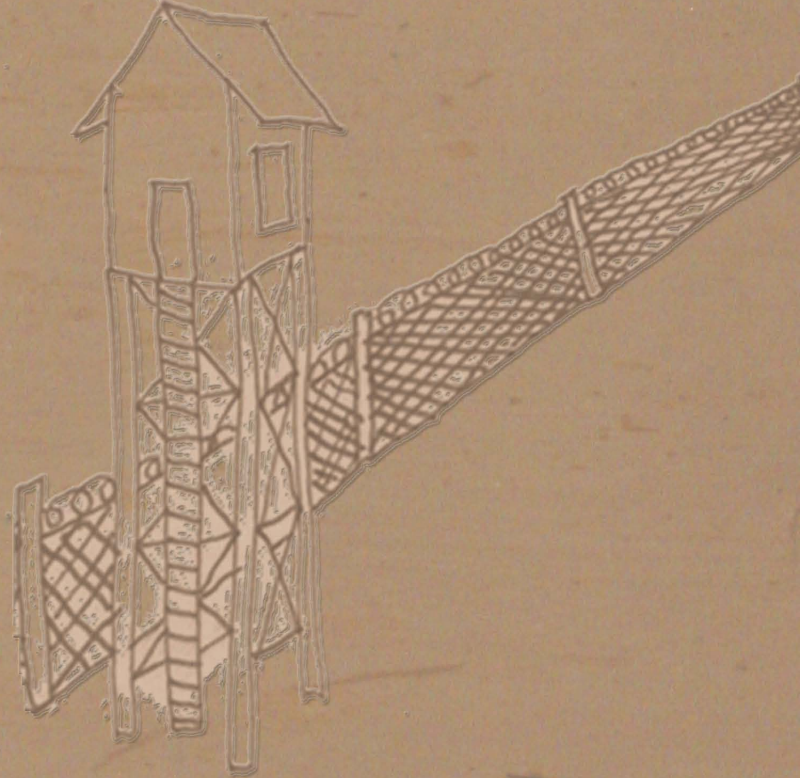
1. How do Lily and Haru feel today about the racism they experienced after WWII?
2. What argument is the author of the Topaz Times editorial using to denounce violence and racism towards returning Japanese Americans? Do you think this is a good argument?
3. How do you think the statement "Terrorism is no less ugly at home than abroad." applies today?



Making Connections: Terrorism at Home

Some Japanese Americans were greeted with violent acts of racism when they were released from Camp. Ask students to identify other historical moments when violence has been used by Americans to intimidate Americans. The discussion could include:

- Forced removal and deaths of Native Americans
- Civil War Draft Riots
- Arrest and torture of Suffragists
- Lynchings of African Americans
- The Haymarket Affair
- Zoot Suit Riots
- Rodney King/Reginald Denny Riots
- Murder of Mathew Shephard
- Recent attacks against Muslim Americans



Illustrations: Jorge Fernandez

Closing Activity: National Security vs. Individual Rights

Objective Students will clarify their feelings about the role of the government to protect national security even when the methods infringe on the individual rights of citizens. This lesson will also illuminate the opposing values of other classmates and give students the tools to discuss their differences of opinion in a respectful and constructive manner.

Materials

Masking Tape

Signs – “Strongly Agree”, “Strongly Disagree”

Stop watch

Activity

Step One:

As a group ask students to brainstorm a list of “American Values.”

On a piece of paper ask students to arrange the list of values in order of most to least important, 10 being least important and 1 being most important.

Make a note on the board of how many students placed the same value at #1 (most important) and the same value at #10 (least important).

Have students explain their understanding of the terms, “National Security” and “Individual Rights.”

Step Two:

Write the following quote on the board:

“They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety.”

Discuss with students their understanding of what the quote means.

Give students five minutes to free write about why they agree or disagree with the quote.

Step Three:

Across the front of the room make a line with the masking tape with the Strongly Disagree sign at one end and Strongly Agree at the other end.

On the count of three ask students to simultaneously place themselves along the line indicating strong agreement, strong disagreement, or something in between.

Pair up the students who most strongly agree with students who most strongly disagree, and the students who somewhat disagree with students who somewhat agree.

Step Four:

With a stopwatch give students three uninterrupted minutes to express their opinion to their partner.

Once both students have presented their feelings about the idea expressed in the quote, give each student three minutes to ask their partner questions about their opinion and how they arrived at it.

Remind students they can only ask questions and not make statements in response to their partners differing ideas.



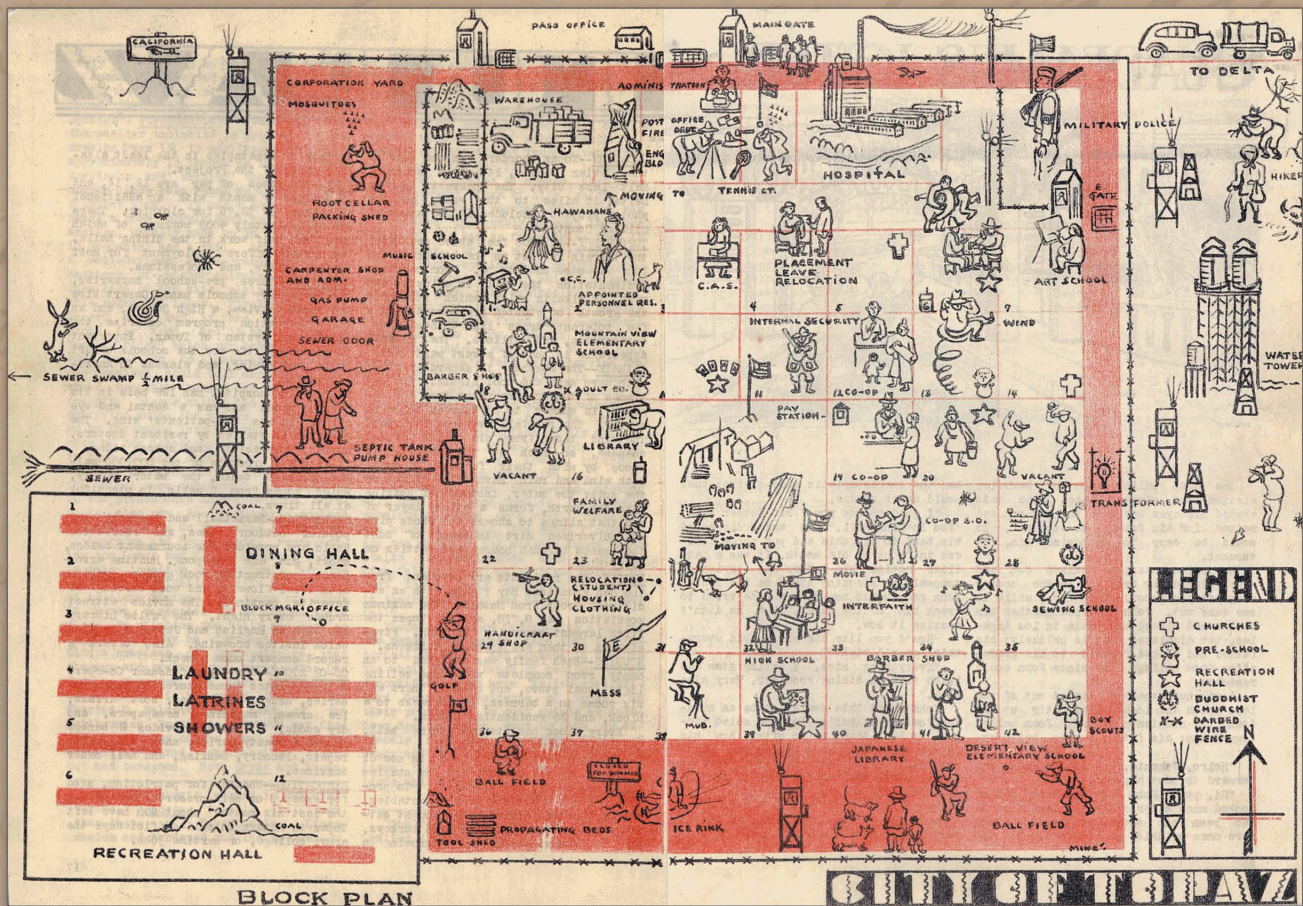
Step Five:

Ask students to return to their seats.

Ask if anyone's opinion of the idea in the quote has changed because of points raised in their discussion.

Discussion Questions

1. Explain that the quote is attributed to Ben Franklin. What circumstances do you think caused Ben Franklin to make this comment?
2. Identify historical moments when the government has struggled to balance the rights of individuals with national security. This list could include the Alien and Sedition Acts, the Indian Removal Act, Executive Order 9066, the House Committee on Un-American Activities and the Patriot Act.
3. Do you think the government has succeeded or failed to protect national security since the events of September 11, 2001?
4. Do you think the government has succeeded or failed to protect individual freedoms since the events of September 11, 2001?



Acknowledgments

Reading the Walls was made possible through funding from the California State Library's California Civil Liberties Public Education Program. The education staff at the Riverside Metropolitan Museum would like to thank Ron Weston, Instructional Services Specialist with the Riverside Unified School District, and the following teachers for contributing their time and ideas to the development of this project:

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Shirlene Hayashibara, Centennial High School
Linda Linville, Centennial High School
Derrick Takano, Ramona High School

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Finally we would like to acknowledge the members of the Japanese American community who agreed to sit down and share their stories with us. In particular we are grateful to Rosalind Kido Uno, Lily Taka, Mable Zinc, Mits Inaba, Meiko Inaba, Haru Kuromiya and Tony Inaba for contributing their memories to this project. Special thanks to Naomi Harada and Reiko Fujii without whom *Reading the Walls* wouldn't have been possible.

Riverside Metropolitan Museum

Ennette Nusbaum – Director
Dr. Brenda Focht – Curator of Collections
Lynn Voorheis – Curator of Historic Structures
Kevin Hallaran – Archivist
Allison Campbell – Curator of Education
Ashley Rockenbach - Education Assistant
Jennifer Wisniewski - Intern

Cosmé Cordova - Graphic Designer

Online Resources for Teachers

Japanese American National Museum
www.janm.org

Densho Project
www.densho.org

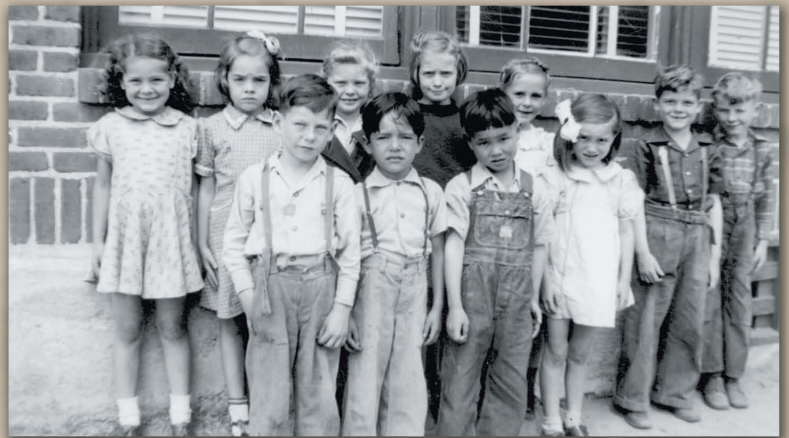
The National Archives
www.archives.gov/research/alic/reference/military/japanese-internment.html

The Bancroft Library
<http://bancroft.berkeley.edu/collections/jarda.html>

Manzanar National Historic Site
www.nps.gov/manz

Topaz Museum
www.topazmuseum.org

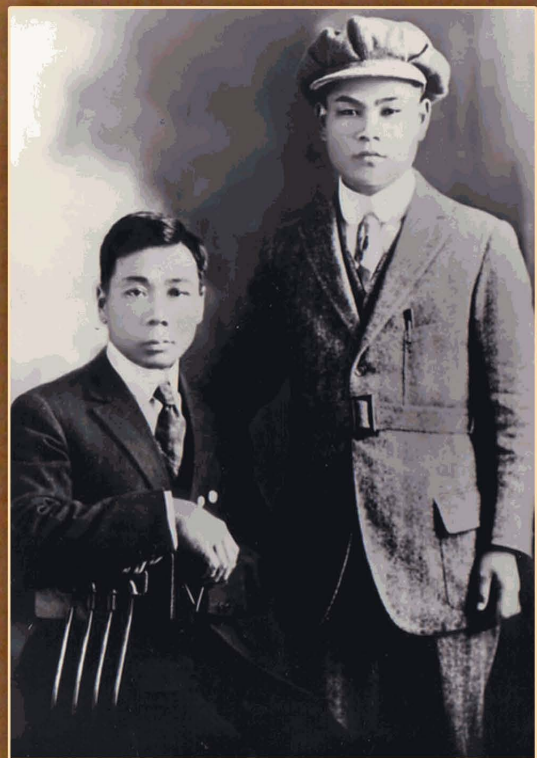
Library of Congress
<http://memory.loc.gov/ammem/collections/anseladams/>





三河河州
丹羽日新堂

Ken, Jukichi and Masa Atsu Harada



Risaburo and Chikayasu Inaba

Los Angeles Examiner
LOS ANGELES, JANUARY 6, 1916
WEDNESDAY

REAL ESTATE TRADES
The latest and best of the latest in real estate advertising is the EXAMINER'S WANT AD SECTION

GENTLE RAIN BLESSING TO STOCKMEN AND CROPS
Borne to Sea by Tide, Man Drowns Off Point Fermin
Workers on Fortifications Fall From Ricks and Come Under Friend Watches
Frightened By Death He Reveals Thief Cache
Jap Minors May Own Land Win in Alien Law Opinion
LEAGUE OF NATIONS IS SOUGHT BY COMMERCE
United Chambers of Country in Heavy Vote for International Agreements Designed to Prevent Strife; Five Plans Carry Safety of Seas Court of Powers Conciliation Council; Economic Weight Against Belligerent and Meetings on Law Favored

THREE children of J. Harada, Japanese Restaurant Owner of Lakeside, and Home He Purchased for Them Among White Neighbors.

Wholesale Purchase of California Farm Products for Japanese for Children Predicted

Preparedness Eight Begins in House

Jones' Extradition Taken to Governor

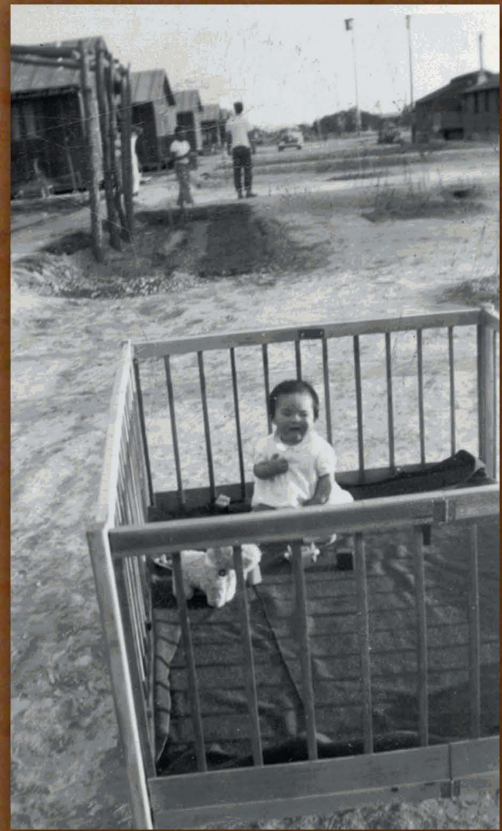
Wholesale Purchase of California Farm Products for Japanese for Children Predicted

Station	High	Low
San Francisco	2.18	0.48
San Diego	2.15	0.45
Los Angeles	2.12	0.42
San Jose	2.10	0.40
San Bernardino	2.08	0.38
San Francisco	2.05	0.35
San Diego	2.02	0.32
Los Angeles	1.98	0.28
San Jose	1.95	0.25
San Bernardino	1.92	0.22
San Francisco	1.88	0.18
San Diego	1.85	0.15
Los Angeles	1.82	0.12
San Jose	1.78	0.08
San Bernardino	1.75	0.05
San Francisco	1.72	0.02
San Diego	1.68	0.00
Los Angeles	1.65	0.00
San Jose	1.62	0.00
San Bernardino	1.58	0.00
San Francisco	1.55	0.00
San Diego	1.52	0.00
Los Angeles	1.48	0.00
San Jose	1.45	0.00
San Bernardino	1.42	0.00
San Francisco	1.38	0.00
San Diego	1.35	0.00
Los Angeles	1.32	0.00
San Jose	1.28	0.00
San Bernardino	1.25	0.00
San Francisco	1.22	0.00
San Diego	1.18	0.00
Los Angeles	1.15	0.00
San Jose	1.12	0.00
San Bernardino	1.08	0.00
San Francisco	1.05	0.00
San Diego	1.02	0.00
Los Angeles	0.98	0.00
San Jose	0.95	0.00
San Bernardino	0.92	0.00
San Francisco	0.88	0.00
San Diego	0.85	0.00
Los Angeles	0.82	0.00
San Jose	0.78	0.00
San Bernardino	0.75	0.00
San Francisco	0.72	0.00
San Diego	0.68	0.00
Los Angeles	0.65	0.00
San Jose	0.62	0.00
San Bernardino	0.58	0.00
San Francisco	0.55	0.00
San Diego	0.52	0.00
Los Angeles	0.48	0.00
San Jose	0.45	0.00
San Bernardino	0.42	0.00
San Francisco	0.38	0.00
San Diego	0.35	0.00
Los Angeles	0.32	0.00
San Jose	0.28	0.00
San Bernardino	0.25	0.00
San Francisco	0.22	0.00
San Diego	0.18	0.00
Los Angeles	0.15	0.00
San Jose	0.12	0.00
San Bernardino	0.08	0.00
San Francisco	0.05	0.00
San Diego	0.02	0.00
Los Angeles	0.00	0.00

Los Angeles Examiner headline announcing the decision in the Harada's court case



Harold Harada during WWII



Lily Fujimoto Taka's daughter ,Ruth,
in Poston Relocation Center



Harada family portrait

Pg. 2
Left to Right

Photograph Captions

Toshiye Marjorie Inaba Miyazaki, Yoneko Dorothy Inaba Yuhashi,
Midori Inaba Fujii, and Haru Inaba Kuromiya.

Harold Harada in his ROTC uniform
Harada family portrait

Pg. 4
Ken Harada's Alien Registration Card

Pg. 6
Chikayasu and Hideo Inaba at the Department of Justice camp in Lordsburg, N.M.

Pg. 10
Tapaz Map

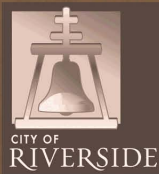
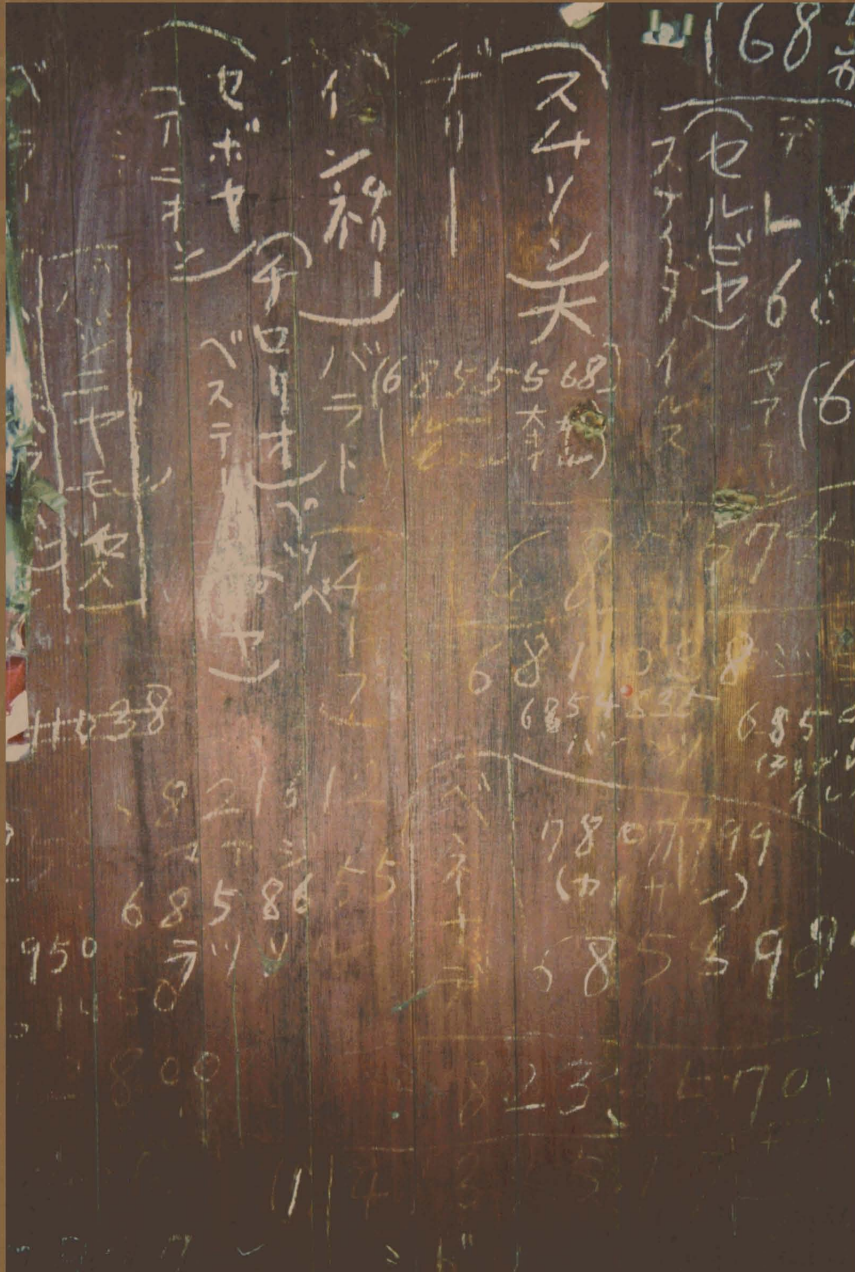
Pg. 11
Mitsuru Inaba and his classmates at Glen Avon Elementary School

Timeline of the Japanese Experience in Riverside Harada, Fujimoto and Inaba
Clockwise from Top Left

Ken, Jukichi and Masa Atsu Harada
Risaburo and Chikayasu Inaba
Los Angeles Examiner headline announcing the decision in the Harada's court case
Chikayasu and Kiri Inaba's Japanese passport
The Fujimoto family's barracks in Poston Relocation Center
Harold Harada during WWII
Midori and Haru Inaba's graduating class from Crystal City High School
Kiri and Chikayasu Inaba's naturalization papers
National Historic Landmark Harada House
Ken Harada's funeral at the Topaz Relocation Center
Lily Fujimoto Taka's daughter ,Ruth, in Poston Relocation Center
Tadao Harada's funeral
Harada family portrait

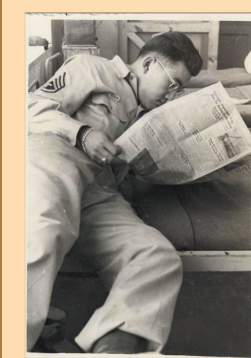
These photographs and documents are reprinted courtesy of the Inaba and Fujimoto families
and the Harada family archives at the Riverside Metropolitan Museum.





RIVERSIDE METROPOLITAN
MUSEUM

TIMELINE OF THE JAPANESE EXPERIENCE IN RIVERSIDE HARADA, FUJIMOTO AND INABA



1900



1902 - Toranosuke Fujimoto immigrates to the United States from Japan

1903 - Jukichi Harada Immigrates to the United States

1905 - Risaburo Inaba immigrates to the United States
- Ken Harada and son Masa Atsu arrive in United States to join Jukichi

1913 - Ken and Jukichi Harada's youngest son, Tadao, dies of diphtheria caused by the family's poor living conditions

1912 - Toranosuke Fujimoto purchases a farm in north Riverside

1911 - Toranosuke Fujimoto marries Suna Sugi and brings her to the United States

1915 - Jukichi Harada purchases a home in downtown Riverside; a group of neighbors sues the family for violating the Alien Land Law

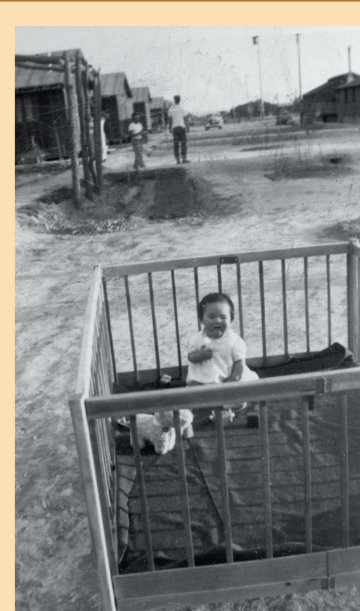
1918 - Chikayasu Inaba immigrates to the United States
- The Superior Court decides in favor of the Harada family, the first successful challenge to the Alien Land Law in California



1924 - Chikayasu Inaba marries Kiri Kawata in Japan and return to the United States

1942 February 21 - Chikayasu and Hideo Inaba are arrested on the street in Riverside and taken to Tujunga Prison Camp

March 11 - Toranosuko Fujimoto arrested by the FBI in Riverside



May 8 - Inaba family is removed from Riverside and taken to the Manzanar Relocation Center

May 22 - Fujimoto family removed from Riverside to the Poston Relocation Center in Arizona

May 23 - Harada family members still living in Riverside are removed from their homes and taken to the internment camp in Poston, AZ; other family members are sent to a camp in Topaz, UT

March 12 - Ken Harada dies in the Topaz Relocation Center

June 3 - Inaba family is moved from Manzanar to the detention center in Crystal City, TX where they are reunited with Chikayasu.

1943 June 22 - Lily Fujimoto Taka gives birth to her first daughter Ruth in Poston, AZ



1944 January 30 - Jukichi Harada dies in the Topaz Internment Camp

May - Midori and Haru Inaba graduate from Crystal City High School

- Harold Harada enlists in the 442nd, all Japanese regiment of the Army

1945 September - Fujimoto family leaves Poston to return to Riverside

August - Sumi Harada, the youngest daughter of Ken and Jukichi, returns to Riverside and opens her family's home to other displaced people returning from the internment camps

1956 February 17 - Chikayasu and Kiri Inaba become U.S. Citizens

1990 - The Haradas' home on Lemon St. in downtown Riverside is declared a National Historic Landmark

- Members of the Harada, Inaba and Fujimoto families receive reparations from the Government for their incarceration during WWII

1946 January 22 - Inaba Family leaves Crystal City, TX and returns to Riverside



2004

2004 - Harold Harada's heirs transfer the family's home to the City of Riverside under the stewardship of the Riverside Metropolitan Museum



TIMELINE OF THE JAPANESE EXPERIENCE IN THE UNITED STATES

1900 - There are roughly 25,000 Japanese living and working in the United States. The first major anti-Japanese protest takes place in San Francisco, CA.

1905 - The Asiatic Exclusion League is founded in San Francisco to lobby for an end of immigration from Japan.

1908 - The Japanese and United States governments agree to halt the immigration of Japanese laborers to the United States. The immediate families of those Japanese already living in the U.S. will be permitted to enter the country.

1910 - The federal government opens an immigration processing station on Angel Island in the San Francisco bay to administer medical and legal inspections to the large numbers of immigrants arriving from Asia.

1913 - The State of California passes the Alien Land Law, making it illegal for immigrants ineligible for citizenship to own property; this includes immigrants from Japan.

1917 - The United States enters WWI. A Japanese company of the U.S. Army is organized in Hawaii.

1918 - Japanese veterans of WWI are permitted to become naturalized citizens of the United States.

1920 - California passes a ballot initiative strengthening the Alien Land Law.

1920 - The US Supreme Court confirms that Japanese immigrants are ineligible for citizenship under the existing laws that limit naturalization rights to "free white persons," and "aliens of African nativity or descent."

1924 - The quota system introduced by the Immigration Act of 1924 effectively halts all migration to the United States from Asia.

1929 - The Stock Market crashes and the US economy sinks into the Great Depression.

1930 - The first convention of the Japanese American Citizens League is held in Seattle. The group works to promote loyalty, citizenship and patriotism amongst the Nisei, or first generation Japanese Americans.

1935 - The California State Legislature fails to pass a law establishing segregated schools for Japanese Americans.

1940 - Germany, Italy and Japan sign the Tripartite Axis pact and become allies in military campaigns in Europe and Asia.

1941 - Dec. 7, US Navy Base at Pearl Harbor, HI is attacked by the Japanese military. The FBI immediately begins rounding up and arresting Japanese community leaders in Hawaii.
- Dec. 8, US declares war on Japan

1942 - February 19, President Roosevelt signs Executive Order 9066 authorizing the internment of American citizens of Japanese ancestry and Japanese resident aliens.

- March 18, President Roosevelt establishes the War Relocation Authority (WRA) to oversee the evacuation and internment of Japanese and Japanese Americans.

- March 21, The first groups of Japanese American internee arrive at Manzanar, CA.

- July 20, The War Relocation Authority (WRA) permits limited resettlement of Japanese Americans from the camps.

1943 - February 1, the 442nd Regimental Combat Team is activated, an all Nisei battalion.

- July 15, The WRA announces that they will segregate those persons considered disloyal to the United States at the camp in Tule Lake, CA.

1944 - January 14, Nisei are declared eligible for the draft.

1945 - May 7, Germany surrenders, ending the War in Europe.

- August 6, The atomic bomb is dropped on the Japanese city of Hiroshima.

- August 9, A second atomic bomb is dropped on the Japanese city of Nagasaki.

- August 14, Japan surrenders and the War ends.

1946 - July 15, The 442nd Regimental Combat Team is received at the White House by President Truman and recognized for their valor in action.

1952 - April 17, The California State Supreme Court declares the Alien Land Law unconstitutional.

- June 27, Congress passes the McCarran law allowing Issei, Japanese resident aliens, to become naturalized citizens.

1954 - The Supreme Court strikes down the doctrine of "separate but equal," in their decision on the case of Brown vs. Board of Education.

1970 - The JACL first calls for reparations for the WWII incarceration of Japanese Americans.

1976 - The National Committee for Redress is established by the JACL.

1980 - Congress forms the Commission on Wartime Relocation and Internment of Civilians to conduct hearings and make recommendations on redress.

1987 - The House of Representatives passes H.R. 442 adopting the recommendations of the Commission of a \$20,000 individual compensation and a formal apology.

1990 - The first redress payments are made to Japanese and Japanese American survivors of wartime incarceration.

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