Reading the Walls

Evacuated on May 23, 1942, Sat. 7AM

HH Dy1

Riverside Stories of Internment and Return
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](http://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 which 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

**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?
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 Americans 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)


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
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?
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**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/
Ken, Jukichi and Masa Atsu Harada

Risaburo and Chikayasu Inaba

Los Angeles Examiner headline announcing the decision in the Harada’s court case
Photograph Captions

Pg. 2
Left to Right

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.