



PATRIOTISM & PROTEST

WORKSHEETS

A black and white photograph serves as the background for the page. On the left, a man in a suit stands on a raised platform, gesturing with his right hand while speaking into a microphone. To his left, another man sits on a stool, observing. A long line of men in military uniforms stands in the foreground, facing the speaker. The setting appears to be an outdoor area with a building in the background.

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ANTICIPATION GUIDE

DIRECTIONS: Read each statement and rate on a scale of 1-4 how you feel about the statement.

SCALE: 1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree				
	STATEMENT	BEFORE WATCHING THE FILM	AFTER WATCHING THE FILM	COMMENTS
1	Children must always follow the advice of their family.			
2	Protesting the government is an act of disloyalty to one's country.			
3	If called upon by my country, I would go serve in the military to defend it.			
<p>REFLECTION: How did your feelings towards each statement change/not change?</p>				

CLOSE-UP PHOTO ANALYSIS

CLOSE-UP #1

DIRECTIONS: You will be analyzing close-ups of a historic photo. After each close-up, answer the corresponding questions and move onto the next photo.



Describe what you see in this photo.
What emotions do you see in this photo?

CLOSE-UP PHOTO ANALYSIS

CLOSE-UP #2

DIRECTIONS: You will be analyzing close-ups of a historic photo. After each close-up, answer the corresponding questions and move onto the next photo.



Describe what you see in this photo.
What details stand out to you?

CLOSE-UP PHOTO ANALYSIS

FULL PHOTO

DIRECTIONS: You will be analyzing close-ups of a historic photo. After each close-up, answer the corresponding questions and move onto the next photo.



Hitoshi Kanzaki, a soldier in the US military, visits his parents at the Minidoka Relocation Center.

Describe what you see in this photo. What kind of conversations do you think the people are having?

CLOSE-UP PHOTO ANALYSIS

DIRECTIONS: Read the following article from the *Minidoka Irrigator*, a newspaper written by Japanese Americans at Minidoka. This article published on September 23, 1944 reports the death of Private First Class Akira Kanzaki, the older brother of Hitoshi Kanzaki.

MINIDOKA IRRIGATOR NEWSPAPER ARTICLE: "PFC. KANZAKI FALLS IN ITALY. TWENTY-TWO YEAR OLD VOLUNTEER DIES ON AUG. 29"

"The number of Hunt men killed in action numbered 17 this week with the announcement of the death on August 29 of Pfc. Akira Kanzaki in the Italian theater of action. His parents, Mr. and Mrs. K. Kanzaki, 42-6-B, received the telegram from the War Department on September 19 informing them of the death of their son.

Pfc. Kanzaki is the oldest of four sons, all of whom are in the armed services at the present time – Pvt. Tsutomu Kanzaki of Camp Shelby, Miss.; Pv. Hitoshi Kanzaki of Fort Snelling, Minn. and Pvt. Satoru Kanzaki of the Enlisted Reserve Corp.

One of the 207 **Hunt Camp*** volunteers, Pfc. Kanzaki, 22 years of age, is a former Seattleite and a graduate of Broadway High School."

DISCUSSION QUESTION: Based on the photo on the previous page and the newspaper article, describe how each person may be feeling: the younger brother Hitoshi Kanzaki, the mother, and the father.



Dies In Action



PFC. AKIRA KANZAKI

Pfc. Kanzaki Falls in Italy

Twenty-Two Year Old Volunteer Dies On Aug. 29

The number of Hunt men killed in action numbered 17 this week with the announcement of the death on August 29 of Pfc. Akira Kanzaki in the Italian theater of action. His parents, Mr. and Mrs. K. Kanzaki, 42-6-B, received the telegram from the War Department on September 19 informing them of the death of their son.

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One of the 207 Hunt volunteers, Pfc. Kanzaki, 22 years of age, is a former Seattleite and a graduate of Broadway High School.

***Hunt Camp:** Minidoka Relocation Center was locally called Hunt Camp.

COMPREHENSION WORKSHEET

DIRECTIONS: Answer the questions and fill in the blanks as you watch the film “Patriotism and Protest.”

1. In early 1943, President Roosevelt announced the formation of the _____
Regimental Combat Team a segregated army unit of Japanese Americans.
2. Which questions on the “loyalty questionnaire” gave the Japanese American community the most problems? _____

3. How was Tule Lake different from the other US concentration camps after the “loyalty questionnaire”? _____

4. Across the ten camps, about 300 people chose to resist the draft. How many draft resisters were from Minidoka? _____
5. What does Fujiko Tamura Gardner say about courage at the end of the film? _____



Japanese American soldiers
crouched in front of a cannon.

DISCUSSION QUESTIONS:

1. What might have driven some Japanese Americans to serve in the military during WWII? What might have driven some to protest the draft?
2. What impacts did the “loyalty questionnaire” have on the Japanese American community?
3. In case of a national emergency, Congress could reinstate the draft. If there were a draft today, how would you feel about it?
4. Why is it important to look at history from different perspectives?

LOYALTY QUESTIONNAIRE

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

DIRECTIONS: Analyze the text from “Statement of United States Citizen of Japanese Ancestry,” also known as the “loyalty questionnaire” from various perspectives. Consider the questionnaire from the perspective of a Nisei soldier, an elderly Issei, a Nisei Woman, and a Nisei resister.

BACKGROUND INFORMATION: In spring of 1943, a questionnaire designed by the War Relocation Authority and the Office of Naval Intelligence was given to all adult incarcerated. This helped the War Department recruit Nisei men and women into military service. It also determined whether Japanese Americans were deemed loyal enough to leave the concentration camps. Everyone was initially given the same 28 question form, but eventually the questions were re-worded for specific groups. The questions asked for basic information such as addresses, education status, and religion to more specific questions like magazine subscriptions and organization affiliations. Notably, questions #27 and #28, which directly asked about one’s loyalty to the US, caused turmoil and deep divisions within the community.

CLOSE READING WORKSHEET

PAGE 1

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

CLOSE READING PROTOCOL:

1. Circle the phrases that are interesting.
2. Put a question mark next to phrases you have questions about.

(EXHIBIT 1)

FORM APPROVED
BUDGET BUREAU No. 33-B045-43

(LOCAL BOARD DATE STAMP WITH CODE)

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

1. _____
(Surname) (English given name) (Japanese given name)

(a) Alias _____

2. Local selective service board _____
(Number)

(City) (County) (State)

3. Date of birth _____ Place of birth _____

4. Present address _____
(Street) (City) (State)

5. Last two addresses at which you lived 3 months or more (exclude residence at relocation center and at assembly center):

From _____ To _____

From _____ To _____

6. Sex _____ Height _____ Weight _____

7. Are you a registered voter? _____ Year first registered _____
Where? _____ Party _____

8. Marital status _____ Citizenship of wife _____ Race of wife _____

9. _____
(Father's Name) (Town or Ken) (Birthplace) (State or Country) (Occupation)

10. _____
(Mother's Name) (Town or Ken) (Birthplace) (State or Country) (Occupation)

In items 11 and 12, you need not list relatives other than your parents, your children, your brothers and sisters.
For each person give name; relationship to you (such as father); citizenship; complete address; occupation.

11. Relatives in the United States (if in military service, indicate whether a selectee or volunteer):

(a) _____
(Name) (Relationship to you) (Citizenship)

(Complete address) (Occupation) (Volunteer or selectee)

(b) _____
(Name) (Relationship to you) (Citizenship)

(Complete address) (Occupation) (Volunteer or selectee)

(c) _____
(Name) (Relationship to you) (Citizenship)

(Complete address) (Occupation) (Volunteer or selectee)

DSS Form 304A
(1-23-43)

(If additional space is necessary, attach sheets)

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CLOSE READING WORKSHEET

PAGE 2

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

12. Relatives in Japan (see instruction above item 11):

(Name)	(Relationship to you)	(Citizenship)
(Complete address)	(Occupation)	
(Name)	(Relationship to you)	(Citizenship)
(Complete address)	(Occupation)	

13. Education:

Name	Place	Years of attendance
(Kindergarten)		From _____ to _____
(Grade school)		From _____ to _____
(Japanese language school)		From _____ to _____
(High school)		From _____ to _____
(Junior college, college, or university)		From _____ to _____
(Type of military training, such as R. O. T. C. or Gunji Kyoren) (Where and when)		
(Other schooling)	(Years of attendance)	

14. Foreign travel (give dates, where, how, for whom, with whom, and reasons therefor):

15. Employment (give employers' names and kind of business, addresses, and dates from 1935 to date):

16. Religion _____ Membership in religious groups _____

17. Membership in organizations (clubs, societies, associations, etc.). Give name, kind of organization, and dates of membership.

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CLOSE READING WORKSHEET

PAGE 3

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

18. Knowledge of foreign languages (put check mark (✓) in proper squares):

(a) Japanese	Good	Fair	Poor	(b) Other (Specify)	Good	Fair	Poor
Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Sports and hobbies

20. List five references, other than relatives or former employers, giving address, occupation, and number of years known:

(Name)	(Complete address)	(Occupation)	(Years known)
.....
.....
.....
.....
.....

21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)?

Offense	When	What court	Sentence
.....
.....
.....
.....

22. Give details on any foreign investments.

(a) Accounts in foreign banks. Amount, \$.....

Bank Date account opened

(b) Investments in foreign companies. Amount, \$.....

Company Date acquired

(c) Do you have a safe-deposit box in a foreign country?

What country? Date acquired

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CLOSE READING WORKSHEET

PAGE 4

STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY

23. List contributions you have made to any society, organization, or club:

Organization	Place	Amount	Date

24. List magazines and newspapers to which you have subscribed or have customarily read:

25. To the best of your knowledge, was your birth ever registered with any Japanese governmental agency for the purpose of establishing a claim to Japanese citizenship? _____

(a) If so registered, have you applied for cancelation of such registration? _____
(Yes or no)

When? _____ Where? _____

26. Have you ever applied for repatriation to Japan? _____

27. Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered? _____

28. Will you swear unqualified allegiance to the United States of America and faithfully defend the United States from any or all attack by foreign or domestic forces, and forswear any form of allegiance or obedience to the Japanese emperor, or any other foreign government, power, or organization? _____

(Date)

(Signature)

NOTE.—Any person who knowingly and wilfully falsifies or conceals a material fact or makes a false or fraudulent statement or representation in any matter within the jurisdiction of any department or agency of the United States is liable to a fine of not more than \$10,000 or 10 years' imprisonment, or both.

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LOYALTY QUESTIONNAIRE

DIRECTIONS: Examine each of the following reading identities. Consider how each of these groups would have reacted to the “loyalty questionnaire.”

READING IDENTITIES:

- A.** Nisei Soldier – You are a second-generation Japanese American male who wishes to join the army to prove your loyalty to the US. As a US-born citizen, you feel that it is your duty to join the over 33,000 Japanese Americans who fight for the United States.

- B.** Elderly Issei – You are a first-generation Japanese American immigrant and you are caught between two worlds. Question #28 poses a problem because Japanese-born immigrants were not allowed to become US citizens at this time. You braved immigrating to the US, lived through the Great Depression of the 1930s, were forcibly removed from your home, and unjustly incarcerated at Minidoka.

- C.** Nisei Woman – You are a second-generation Japanese American woman. Question #27 was later reworded to ask women if they would be willing to serve the US in other ways, such as serving in the Women’s Army Corps. You have been told that by answering “yes-yes,” some families got the opportunity to leave Minidoka and resettle away from the West Coast.

- D.** Nisei Resister – You are a second-generation Japanese American who believes strongly in your civil rights. If your rights were restored, you may consider joining the war effort. But you are here in Minidoka, incarcerated because of your race. You are a US-born citizen and maybe you have never even been to Japan before. Your resistance to the questionnaire makes your neighbors question your loyalty to the US.

CLOSE READING WORKSHEET

LOYALTY QUESTIONNAIRE

DIRECTIONS: After reviewing each of the reading identities, analyze questions #27 and #28 of the “loyalty questionnaire” from the perspective of the reading identity you were assigned.

MY READING IDENTITY:

Question 27: Are you willing to serve in the armed forces of the United States on combat duty, wherever ordered?

1. How would your reading identity respond to this question?

2. What factors may influence their decisions?

Question 28: Will you swear unqualified **allegiance*** to the United States of America and faithfully defend the United States from any and all attacks by foreign and domestic forces, and **forswear*** any form of allegiance or disobedience to the Japanese Emperor, or any other foreign government, power, or organization?

1. How would your reading identity respond to this question?

2. What factors may influence their decisions?

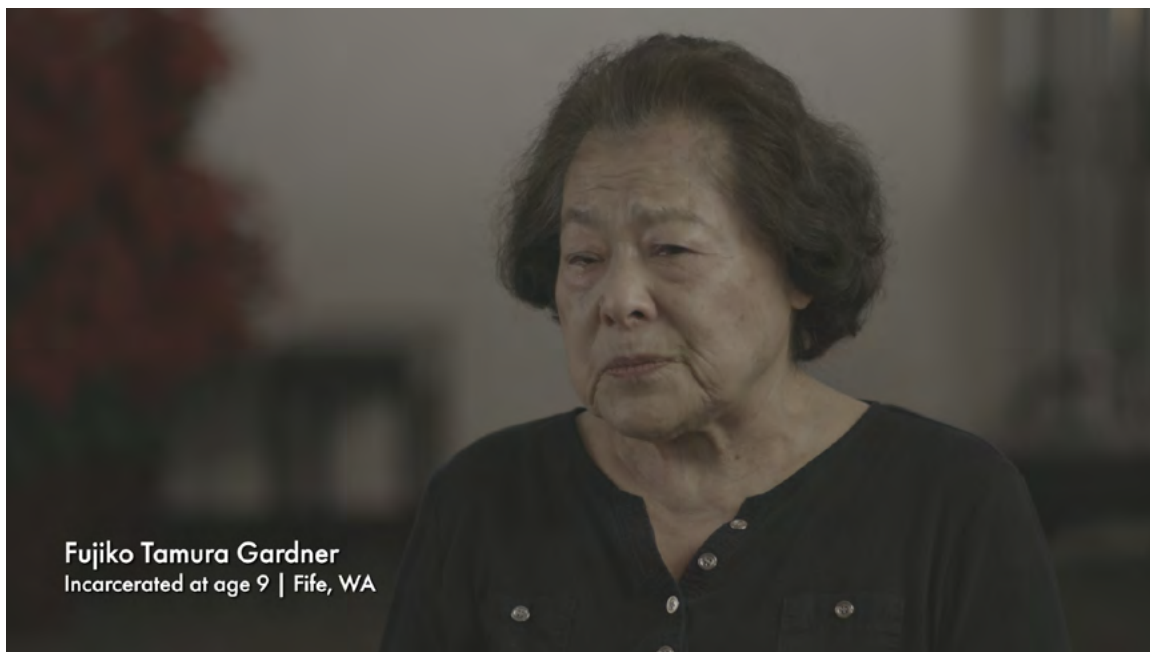
***Allegiance:** Loyalty, faithfulness ***Forswear:** Reject, give up

INFORMATIVE ESSAY

ESSAY PROMPT: In an informative essay, explain what Fujiko Tamura Gardner’s quote, “courage comes in different forms” means. In your essay, explain how this quote can relate to both a Nisei soldier and a Nisei resister. Use evidence from the short film in your essay.

WRITING PERSPECTIVES:

- A.** Nisei Soldier – You are a second-generation Japanese American male who wishes to join the army to prove your loyalty to the US. As a US-born citizen, you feel that it is your duty to join the over 33,000 Japanese Americans who fight for the United States.
- B.** Nisei Resister – You are a second-generation Japanese American who believes strongly in your civil rights. If your rights were restored, you may consider joining the war effort. But you are here in Minidoka, incarcerated because of your race. You are a US-born citizen and maybe you have never even been to Japan before. Your resistance to the questionnaire makes your neighbors question your loyalty to



Minidoka survivor Fujiko Tamura Gardner.

INFORMATIVE ESSAY

ESSAY PROMPT: In an informative essay, explain what Fujiko Tamura Gardner's quote, "courage comes in different forms" means. In your essay, explain how this quote can relate to both a Nisei soldier and a Nisei resister. Use evidence from the short film in your essay.

DISCUSSION ASSESSMENT

FISHBOWL

DIRECTIONS: Conduct a fishbowl discussion about the “loyalty questionnaire.”

FISHBOWL FORMAT:

- 1.** Set up the fishbowl by arranging the room into two concentric circles of desks or chairs:
 - A.** The inner circle should have 4-7 students, or one group.
 - B.** The outer circle should have the rest of the class observing.
- 2.** The inner circle will have 5-10 minutes to discuss one of the discussion questions below.
- 3.** The outer circle should stay silent observers and take notes on the discussion question being discussed.

DISCUSSION QUESTIONS:

- A.** What does loyalty mean to you?
- B.** What were the consequences of the US government’s emphasis on the loyalty of Japanese Americans? What impact did the “loyalty questionnaire” have on individuals and communities?
- C.** If the US government was concerned about the loyalty of the Japanese Americans, why do you think the War Department allowed them to join the military?
- D.** What may have driven some Japanese Americans to serve in the military?

NOTE TAKING SECTION:

