



STANDING UP FOR OTHERS

WORKSHEETS



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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	It is acceptable to limit the rights of some people in the name of national security for all people.			
2	Protests and civil disobedience are the most effective methods to make real change in the United States.			
3	If you know something is wrong and do not speak out, then you are part of the problem.			
<p>REFLECTION: How did your feelings towards each statement change/not change?</p>				



A demonstration in Oklahoma against the detention of asylum seeking migrant children (2019).

CROP-IT PHOTO ANALYSIS

DIRECTIONS: Look closely at the image below. After reading each crop-it statement, identify a specific portion of the image by drawing a rectangle around it. Label your crop-it with the corresponding statement number.

BACKGROUND: During the summer of 2019, the US government proposed holding migrant children in detention centers at Fort Sill, an army base in Oklahoma, where Japanese Americans were incarcerated during WWII, and where Native American children and families were incarcerated from 1894-1914. As a result of the rise in border crossings, many asylum-seeking migrant children were held in various government-detention facilities. After public protests led by Japanese Americans, Native Americans, Latinx Americans and descendants of Holocaust survivors, the government abandoned the plans for Fort Sill.

CROP-IT STATEMENTS:

1. Identify a part of the image that stood out to you first.
2. Identify the different groups of people in the image.
3. Identify a part of the image that shows a tension, problem, or a dilemma.

FORT SILL



Fort Sill, Oklahoma Protest – Dr. Satsuki Ina and Military Police (June 22, 2019).

COMPREHENSION WORKSHEET

DIRECTIONS: Answer the questions and fill in the blanks as you watch the film “Standing Up for Others.”

1. What tragic event does Mike Ishii reference as “(shifting) a consciousness in the Japanese American community” to start speaking up for people? _____
2. What year were Japanese Americans forcibly removed from the West Coast? _____
3. The Seattle Day of Remembrance of 1978 was the first time the community had gotten together to remember the camps and to _____ the first generation.
4. Frank Abe claims that the experiences of Japanese Americans grant them a moral authority to talk about the ***incarceration** and they have a moral _____ to stand up for others.
5. The Japanese American community was protesting the ***incarceration** of _____ at Fort Sill.

DISCUSSION QUESTIONS:

1. What other groups have been **marginalized*** in US history? How did that community go about addressing the past?
2. What other methods are there to bring about social change?
3. When is it okay to question authority?
4. What are the responsibilities of the survivors of a tragic event?

***Incarceration:** Imprisonment, confinement

***Marginalized:** Overlooked, oppressed



Japanese American children looking through slats of a military truck during WWII.

ORAL HISTORY

DIRECTIONS: Oral histories are primary source testimonies of an event. Read and analyze oral history excerpts from Minidoka survivor and author Larry Matsuda. In his account, Matsuda describes the different views that each generation has on activism. Analyze these differences by closely reading Matsuda's oral history excerpts.

GUIDING QUESTIONS: What values are important to Larry Matsuda? What values are important to the grandmother?

CLOSE READING PROTOCOL:

1. Circle the words that shows what values are important to Larry Matsuda.
2. Draw a square around the words that shows what values are important to the grandmother.
3. Re-examine paragraph 3 and 4. Underline Larry Matsuda's words that the grandmother may not agree with.

ORAL HISTORY EXCERPT:

1. Lawrence "Larry" Matsuda was born in Minidoka, the camp where his family was incarcerated during World War II. The following passages are excerpted from his oral history, as told to documentary filmmakers. The excerpts have been edited for length, but all the words are directly from his interview, except for clarifying information inserted in brackets [like this].
2. Within the community there was a sense [after WWII] that we could be taken again. So [Japanese American kids were told] do not call attention to ourselves, do not do bad things, or we all could be taken again. My friend Roger and I heard versions of this. His grandmother told him, "You must behave well because your behavior reflects on everyone, the family, and the whole community, and you do not want to bring that same hatred back on us again."
3. Well, I want people to stand up for justice. The Supreme Court did not stand up for us. That's terrible. The president betrayed us, and it was for profit and hysteria, fake news and propaganda. So what I'd like people to take away from [what happened to Japanese Americans during World War II] is that, you know, we should not let it happen again, and to resist and support other groups.

CLOSE READING WORKSHEET

4. [When you see a group being mistreated] walking away from it or ignoring it means you've contributed to the injustice. If you do not stand [up for others] then you're contributing to the problem and the injustice. If that's what you want, you just need to know that's what you're doing.

5. We the Japanese are not going to be taken again, that's done with. But some other group will be taken for a different reason. The only thing I can say is when you see the injustice happening, you need to stand up. When you see someone be called names in public, you have to think seriously, "If I stay silent, am I a part of this?"

DISCUSSION QUESTIONS:

A. Both Larry and Roger's grandmothers are Minidoka survivors. If they saw the news of the Fort Sill protests today, how do you think they would react? Why would they react this way?

B. How do you think Larry and Roger would react to the Fort Sill protests? Why might they react this way?



Minidoka Survivor, Larry Matsuda with his family (1946).

CLOSE VIEWING WORKSHEET

DIRECTIONS: Re-watch the short film and focus on a specific viewing lens. Analyze the filmmaker's intent and goals for the film.

CLOSE VIEWING LENS:

- 1. Editing Lens:** Focus on the way that the interviews, photos, and video are edited together.
 - A.** How did the filmmakers unfold the story?
 - B.** Which shots are next to each other?
 - C.** Why did the filmmaker make these choices?
- 2. Human Behavior Lens:** Focus on the people in the film.
 - A.** What emotions are being highlighted in this film?
 - B.** Are there differing opinions represented in this film?
 - C.** Why did the filmmaker make these choices?
- 3. Artists Lens:** Focus on the artistic experience of the film.
 - A.** Describe the use of music in the film.
 - B.** What objects/people can serve as symbols in the film?
 - C.** Why did the filmmaker make these choices?

MY CLOSE VIEWING LENS IS: _____

Answer your close viewing lens questions in the box below.

CLOSE VIEWING WORKSHEET

DISCUSSION QUESTIONS: Halfway through the film, Frank Abe makes a statement about moral authority. “Having lived it [the incarceration] our community now has a certain moral authority to talk about it and with that moral authority comes the moral responsibility to stand with others who are now being targeted on the basis of race, religion, immigration status.”

- A.** What is Frank Abe’s call to action in this short film?
- B.** Do you agree that the Japanese American community has a moral responsibility to stand up for other groups who are being targeted?
- C.** What other groups have the moral responsibility to stand up for others who are being targeted?



An interview with Japanese American filmmaker and author Frank Abe.

WRITTEN ASSESSMENT

ARGUMENTATIVE ESSAY

DIRECTIONS: Write a short argumentative essay relating to the themes in the short film “Standing Up for Others.”

ESSAY PROMPT: Considering the evidence and voices presented in the short film and the oral history excerpt, respond to this quote from Minidoka survivor Larry Matsuda, “If you do not stand [up for others] then you’re contributing to the problem and the injustice.”

Describe why you do or do not agree with Larry Matsuda’s quote about standing up for others. Use at least two examples of evidence from the short film or oral history to support your stance.

ESSAY:



An interview with Minidoka survivor and author Larry Matsuda.

CLOSE READ AND DISCUSSION

DIRECTIONS: Closely read the news article on the results of the Fort Sill protests during the summer of 2019. Discuss as a class how the actions of the past inspire the actions of the present.

BACKGROUND ON THE JUNE 22, 2019 PROTEST AT FORT SILL, OKLAHOMA

As a result of the rise in border crossings, many unaccompanied migrant children seeking asylum in the US have been placed into various government detention facilities. On June 22, 2019, Japanese American incarceration survivors, descendants, and allies protested the incarceration of these children at Fort Sill, Oklahoma. During the protest, a military police officer was filmed confronting and yelling at the protesters. More public protests in Oklahoma followed this incident. The protests were led by groups of Japanese Americans, Native Americans, Latinx Americans, and descendants of Holocaust survivors. As a result, the government abandoned the plans for Fort Sill.

CLOSE READING PROTOCOL:

1. Circle the results of the Fort Sill protest.
2. Underline the words or phrases that stand out to you.
3. Put a question mark next to phrases you have questions about.

Army officer suspended for confronting Japanese-Americans protesting Fort Sill's role in migrant detention

Excerpt from an Army Times article

June 27, 2019

By Kyle Rempfer

A military police officer was suspended this week following an exchange outside of Fort Sill, Oklahoma, with Japanese-American World War II internment camp survivors who were protesting the upcoming use of the Army base as a temporary housing facility for migrant children.

The MP, a lieutenant colonel, was filmed telling the protesters that they were not allowed to congregate outside the gate, yelling: "You need to move today — now!" and "What don't you understand? It's English: Get out."

"The command has suspended the officer and has launched an investigation," Maj. Gen. Wilson Shoffner, the commanding general of Fort Sill, said in a statement to Army Times. "Additionally, the command has put appropriate measures in place to respect one's right to protest outside our installation."

Fort Sill did not release the name of the suspended officer.

DISCUSSION ASSESSMENT

CONTINUED

The demonstration itself was held in a park near the base, according to Satsuki Ina, who is with Tsuru for Solidarity, which helped organize the event. The group planned to also hold a press gaggle in front of Fort Sill's gates as part of the demonstration. [...]

Demonstrating outside of the gates of military bases is not against the law, a Fort Sill spokesman said. "As long as they're obeying the law, doing it peacefully, everybody's entitled to that right," they added. [...]

Ina said she didn't want the military police officer to be punished, but hoped that his training would be updated to deal with sensitive situations.

"It would be very gratifying to know he's going to get some training," Ina, who spent her early childhood in an internment camp, said.

The interaction was concerning for her, because it "represented the kind of dehumanizing demeanor that we fear is what the children have to face and what we were confronted with when we were children during World War II."

Fort Sill was home to an internment camp for Japanese-Americans during the 1940s. The use of it to hold migrant children has sparked comparisons to that blemish on American history. [...]

The soldier in the video "has since been 'trained' on how he should handle protesters in the future, the Fort Sill spokesman said.

"We do believe he behaved incorrectly," the spokesman added. "That's not the way we conduct business." [...]

DISCUSSION QUESTIONS:

1. Was the Fort Sill protest successful?
Why or why not?
2. Do you feel like the punishment against the military policeman was appropriate for his actions? Why or why not?
3. How do you feel about Dr. Satsuki Ina's comment regarding the military policeman?
4. How does the actions of the past inspire actions of the present?



Fort Sill, Oklahoma Protest, Military Police and protesters (June 22, 2019).