



POWER OF WORDS

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	History should reflect the good and bad parts of our past.			
2	In a time of war, a country should be transparent about its actions.			
3	Bad news should be delivered as is, without any sugarcoating.			
<p>REFLECTION: How did your feelings towards each statement change/not change?</p>				



US Government Office of War Information film, two men pointing at a map (1943).

CROP-IT PHOTO ANALYSIS

DIRECTIONS: Look closely at the images 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.

CROP-IT STATEMENTS:

1. Identify a part of the image that stood out to you first.
2. Identify a part of the image that you have questions about.

IMAGE #1 "CAMP HARMONY"



CROP-IT PHOTO ANALYSIS

DIRECTIONS: Look closely at the images 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.

CROP-IT STATEMENTS:

1. Identify a part of the image that stood out to you first.
2. Identify a part of the image that you have questions about.

IMAGE #2 CLOSING OUT EVACUATION SALE



VOCABULARY BUILDING: EUPHEMEISM

DIRECTIONS: Read the following vocabulary section and build your knowledge on various accurate and inaccurate terms used to describe the incarceration of Japanese Americans during WWII.

EUPHEMISM: Based on Greek roots meaning “to speak well” or “fair of speech,” euphemisms are positive words or phrases that are used when more accurate words or phrases might seem too harsh, blunt, or disturbing.

EUPHEMISM	ACCURATE PHRASE
Her pet passed away.	
My partner and I are taking a break.	
I am between jobs.	
Other examples:	

DISCUSSION QUESTIONS:

1. In what situations are euphemisms appropriate?
2. In what situations are euphemisms not appropriate?

Rural mailboxes with signs selling furniture during the forced removal.



COMPREHENSION WORKSHEET

DIRECTIONS: Answer the questions and fill in the blanks as you watch the film “Power of Words.”

1. Over 120,000 Japanese Americans _____
who were American citizens, would be **incarcerated*** during WWII.
2. The _____
Relocation Authority was the government agency that developed the **propaganda*** newsreels and the camps.
3. What was the **euphemism*** used to describe Puyallup Assembly Center?

4. Where were most Japanese Americans from the Pacific Northwest sent to?

5. How long were some Japanese Americans incarcerated during WWII?

DISCUSSION QUESTIONS:

1. Why did the American government use words like “evacuation” and “relocation” to describe the forced removal?
2. What effects did the government propaganda films about the forced removal have on how Japanese Americans were perceived during WWII? After WWII?
3. How do euphemisms shift public perception?
4. Why are the words we use to describe history important?

***Incarcerated:** Imprisoned, confined

***Propaganda:** Disinformation, putting a spin

***Euphemism:** An understatement, to soften



Japanese American woman wiping her eyes on a train during the forced removal.

VOCABULARY BUILDING: TERMINOLOGY

WWII INCARCERATION OF JAPANESE AMERICANS

DIRECTIONS: The US government used euphemisms to disguise the harsh reality of its actions toward Japanese Americans during WWII. It is important to use the accurate words and phrases to describe historical events. Use this vocabulary sheet to build your knowledge.

EUPHEMISM: Evacuation or Relocation

ACCURATE PHRASE: Forced Removal

EXPLANATION: Japanese Americans were *forcibly removed from* their homes and communities. Terms like *evacuation* and *relocation* were used to soften the reality of what happened.

IMAGE: Family saying goodbye to a dog during the forced removal.



VOCABULARY BUILDING: TERMINOLOGY

EUPHEMISM: Assembly Center

ACCURATE PHRASE: Temporary Detention Center

EXPLANATION: Japanese Americans were incarcerated in *temporary detention centers* during the summer of 1942. Most detention centers were built on fairgrounds and racetracks. *Assembly center* does not accurately describe the situation that Japanese Americans were in.

IMAGE: Puyallup Assembly Center



VOCABULARY BUILDING: TERMINOLOGY

EUPHEMISM: Non-Aliens

ACCURATE PHRASE: Japanese Americans

EXPLANATION: *Resident alien* is used to describe an immigrant who is not a citizen. Japanese immigrants living in America were not allowed to become naturalized citizens because of their race. During WWII, Japanese Americans who were citizens were labeled *non-alien*s. This wording by the government overlooks their birthright citizenship.

Issei: A first generation Japanese American; an immigrant from Japan. Not allowed to become a citizen until the Immigration Act of 1952.

Nisei: A second generation Japanese American; born in the US therefore an American citizen by birthright.

IMAGE: Two Japanese American children in Minidoka



VOCABULARY BUILDING: TERMINOLOGY

EUPHEMISM: Internment or Internees

ACCURATE PHRASE: Incarceration or Incarcerees

EXPLANATION: The term *internment* does not accurately describe the *incarceration* of over 120,000 Japanese Americans during WWII.

Internment is a legal term to describe the imprisonment of people who are not citizens. There were about 8,000 Japanese immigrants incarcerated in *internment camps* run by the Army or Department of Justice.

Incarceration describes the state of being imprisoned. *Incarceration* is the preferred term when referring to the overall experience of Japanese Americans *incarcerees* during WWII.

IMAGE: Friends greeting Japanese Americans with barbed wire between them.



VOCABULARY BUILDING: TERMINOLOGY

EUPHEMISM: Relocation Center or Internment Camp

ACCURATE PHRASE: US Concentration Camp

EXPLANATION: *Concentration camps* are places that are outside of the criminal justice system and designed to hold a specific group of people.

Places like Minidoka Relocation Center are *concentration camps* because of the targeted population, living conditions, violation of civil liberties.

Terms like *incarceration camps* and *incarceration centers* are also used, but terms like *internment camp* and *relocation center** do not accurately describe the lived experience of Japanese Americans.

*You may see *relocation center* being used to describe the official government name of places like Minidoka.

IMAGE: Dust storm at Manzanar Relocation Center, CA.



A NOTE ON "CONCENTRATION CAMP"

Scholars and historians who have examined the use of the term concentration camp to describe the WWII incarceration of Japanese Americans broadly agree that the term is an accurate one. In 1998, the Japanese American National Museum and American Jewish Committee issued a joint statement in New York addressing the usage of "concentration camp."

The joint statement defined a concentration camp as "a place where people are imprisoned not because of any crimes they have committed, but simply because of who they are."

Classes are encouraged to consider how euphemisms are used to describe the atrocities during the Holocaust, also known as the Shoah.

REWRITING THE SCRIPT

DIRECTIONS: Analyze the text from “Japanese Relocation,” a newsreel produced by the Office of War Information and summarize the intended meaning of the narration. Rewrite the text with accurate terminology.

CLOSE READING: Read the following two sections of text from the Office of War Information newsreel. Underline all the euphemisms you see in the text. In the “rewrite the script” column, rewrite the text with accurate terminology.

ORIGINAL TEXT	REWRITE THE SCRIPT
Now the actual migration got underway. The army provided fleets of vans to transport household belongings and buses to move the people to assembly centers. They lived here until new pioneer communities could be completed on federally owned lands in the interior.	
Naturally the newcomers looked about with some curiosity. They were in a new area on land that was raw, untamed, and full of opportunity. Here they would build schools, educate their children, reclaim the desert.	



US Government Office of War Information film title card.

DISCUSSION QUESTIONS:

- A. Why did the Office of War Information use euphemisms like “pioneer communities” and “land that was ... full of opportunity”?
- B. Why is it important to write about history using accurate language instead of euphemisms?

BUILDING AN ARGUMENT

DIRECTIONS: Filmmakers make specific choices on how to edit the footage to make a story and build an argument. Analyze the filmmakers' choices by closely reading the film script.

DISCUSSION QUESTIONS:

1. In this short film, Frank Abe provides comments between the historic images and videos as a subject matter expert. Alongside Frank Abe, what other groups of people did the filmmakers choose to interview for this short film? Why did the filmmakers choose these people?
2. What arguments are the filmmakers making about the experience of Japanese Americans during WWII in the short film, "Power of Words"?

CLOSE READING: Read the following segments of the film script and do the following:

1. Circle the euphemisms.
2. Underline the accurate terms.
3. Put a question mark next to phrases you have questions about.

BUILDING AN ARGUMENT CONTINUED

ON “EVACUATION”

Anna Tamura: The government used words that very strategically masked the severity of what was occurring. Words such as relocation, non-alien, evacuation.

Frank Abe: An evacuation implies a natural disaster from which you’re fleeing. This was a man-made disaster ordered by the government and supported by the American public. This was a forced eviction, forced removal at gunpoint.

WHAT ARGUMENTS ARE THESE SPEAKERS MAKING ABOUT THE LANGUAGE USED BY THE GOVERNMENT?

HOW DOES THIS IMAGE SUPPORT THE ARGUMENTS MADE BY THE SPEAKERS?



Family loading a truck during the forced removal.

BUILDING AN ARGUMENT CONTINUED

ON “CAMP HARMONY”

Clarence Moriwaki: ... when people read “Camp Harmony” where they were incarcerating these Japanese Americans; if they don’t go to the fairgrounds they don’t see it. It sounds like the government’s doing good by you, they’re taking care of these people when they absolutely were not.

Paul Tomita: We were under guard, barbed wire fences around, army personnel with real bullets. They were saying, well, we’re putting you here to protect you from people who might hurt you. Well, why were the guns pointed at us?

WHAT ARGUMENTS ARE THESE SPEAKERS MAKING ABOUT THE LANGUAGE USED BY THE GOVERNMENT?

HOW DOES THIS IMAGE SUPPORT THE ARGUMENTS MADE BY THE SPEAKERS?



Two military police with bayonet guns on a watchtower.

BUILDING AN ARGUMENT CONTINUED

ON “CAMP SURVIVORS”

Joni Kimoto: There was a dust storm when we got off the train. My mom grabbed my hand. I remember her saying to me, Joni this is our new home and crying.

Kay Sakai Nakao: I don't know where I got this idea that we'll be gone six months. And of course, we were gone three-and-a-half years. So our young life wasted!

WHAT ARGUMENTS ARE THESE SPEAKERS MAKING ABOUT THE LANGUAGE USED BY THE GOVERNMENT?

HOW DOES THIS IMAGE SUPPORT THE ARGUMENTS MADE BY THE SPEAKERS?



Kay Sakai Nakao and her child.

NEWS REPORT

DIRECTIONS: Closely read this sample news report on the incarceration of Japanese Americans. Then compose a letter to the editor expressing how you would like the media outlet to use more accurate language in their reporting.

CLOSE READING: Read the following segments of the film script and do the following:

1. Circle the euphemisms.
2. Underline the accurate terms.
3. Put a question mark next to phrases you have questions about.

ESSAY PROMPT: Write a letter to the editor informing them about the euphemisms used to describe the incarceration of Japanese Americans during WWII. Your letter must provide suggestions for how the newspaper could make their report more accurate.

SAMPLE NEWS REPORT:

Gem State News
By Northy Shoreline
Feb 19, 20XX

A Japanese Internment Camp in our State

During World War II, over 120,000 Japanese were ordered by the US government to be moved to internment camps. After the attack on Pearl Harbor by the Japanese, President Franklin D. Roosevelt issued an executive order to prevent Japanese people on American soil from bringing war inside the United States. The resulting evacuation into 10 war relocation camps was one of the most shameful events in American history.

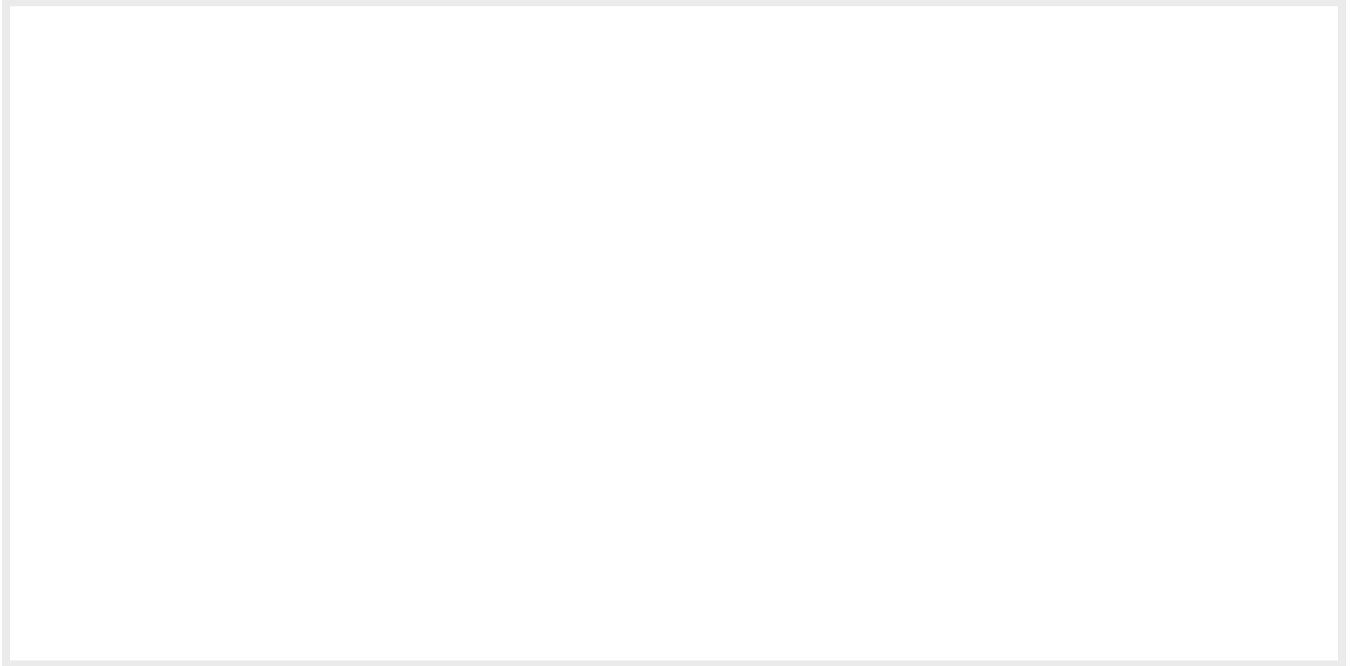
One of these internment camps is here in Idaho. Minidoka housed over 13,000 Japanese during its three years of operation. People from Washington, Oregon, and some people from Alaska and California were relocated to Minidoka. Interning both aliens and non-aliens, Minidoka provided living quarters, food, community, and job opportunities for the evacuees during WWII. The historic warehouse building, where some Japanese were given the opportunity to learn new work skills, was renovated for the new visitor center at Minidoka National Historic Site.

Visitors can learn more about the history of the Japanese and how they supported the war effort in Idaho by reading the museum exhibits, walking the trail, and watching the park film “Minidoka: An American Concentration Camp.”

NEWS REPORT CONTINUED

LETTER TO THE EDITOR:

Dear Gem State News,



Historic photo of Minidoka Relocation Center

CIVILIAN EXCLUSION ORDER

DIRECTIONS: Closely read the *Civilian Exclusion Order* issued in April 1942 (image on next page). Discuss as a class the role that euphemisms played in the forced removal of Japanese Americans from the West Coast.

DISCUSSION QUESTIONS:

- A.** Imagine being a Japanese American and seeing these *Civilian Exclusion Order* signs in your neighborhood. How would it feel to read these signs?
- B.** Which euphemisms stand out to you from this primary source document? Why?
- C.** Which instructions stand out to you from section titled, “The following instructions must be observed”?
- D.** How does the language on the *Civilian Exclusion Order* reflect or not reflect the realities of the forced removal?

DISCUSSION ASSESSMENT

CIVILIAN EXCLUSION ORDER

*3 mile radius TRAVEL - DAWN TO DUSK CURFEW
FOR OTHER+ PERMITS YOU HAD TO GO TO SEATTLE*

WESTERN DEFENSE COMMAND AND FOURTH ARMY WARTIME CIVIL CONTROL ADMINISTRATION

Presidio of San Francisco, California

April 24, 1942

INSTRUCTIONS TO ALL PERSONS OF JAPANESE ANCESTRY

Living in the Following Area:

All that portion of the City of Seattle, State of Washington, lying generally south of an east-west line beginning at the point at which Jackson Street meets Elliott Bay; thence easterly along Jackson Street to Fifth Avenue; thence southerly on Fifth Avenue to Dearborn Street; thence easterly on Dearborn Street to Twenty-third Avenue; thence northerly on Twenty-third Avenue to Yesler Way; thence easterly on Yesler Way to Lake Washington.

Pursuant to the provisions of Civilian Exclusion Order No. 18, this Headquarters, dated April 24, 1942, all persons of Japanese ancestry, both alien and non-alien, will be evacuated from the above area by 12 o'clock noon, P. W. T., Friday, May 1, 1942.

No Japanese person living in the above area will be permitted to change residence after 12 o'clock noon, P. W. T., Friday, April 24, 1942, without obtaining special permission from the representative of the Commanding General, Northwestern Sector, at the Civil Control Station located at:

1319 Rainier Avenue, Seattle, Washington.

Such permits will only be granted for the purpose of uniting members of a family, or in cases of grave emergency.

The Civil Control Station is equipped to assist the Japanese population affected by this evacuation in the following ways:

1. Give advice and instructions on the evacuation.
2. Provide services with respect to the management, leasing, sale, storage or other disposition of most kinds of property, such as real estate, business and professional equipment, household goods, boats, automobiles and livestock.
3. Provide temporary residence elsewhere for all Japanese in family groups.
4. Transport persons and a limited amount of clothing and equipment to their new residence.

The Following Instructions Must Be Observed:

1. A responsible member of each family, preferably the head of the family, or the person in whose name most of the property is held, and each individual living alone, will report to the Civil Control Station to receive further instructions. This must be done between 8:00 A. M. and 5:00 P. M. on Saturday, April 25, 1942, or between 8:00 A. M. and 5:00 P. M. on Sunday, April 26, 1942.

2. Evacuees must carry with them on departure for the Assembly Center, the following property:

- (a) Bedding and linens (no mattress) for each member of the family;
- (b) Toilet articles for each member of the family;
- (c) Extra clothing for each member of the family;
- (d) Sufficient knives, forks, spoons, plates, bowls and cups for each member of the family;
- (e) Essential personal effects for each member of the family.

All items carried will be securely packaged, tied and plainly marked with the name of the owner and numbered in accordance with instructions obtained at the Civil Control Station.

The size and number of packages is limited to that which can be carried by the individual or family group.

3. No pets of any kind will be permitted.

4. The United States Government through its agencies will provide for the storage at the sole risk of the owner of the more substantial household items, such as iceboxes, washing machines, pianos and other heavy furniture. Cooking utensils and other small items will be accepted for storage if crated, packed and plainly marked with the name and address of the owner. Only one name and address will be used by a given family.

5. Each family, and individual living alone, will be furnished transportation to the Assembly Center or will be authorized to travel by private automobile in a supervised group. All instructions pertaining to the movement will be obtained at the Civil Control Station.

Go to the Civil Control Station between the hours of 8:00 A. M. and 5:00 P. M., Saturday, April 25, 1942, or between the hours of 8:00 A. M. and 5:00 P. M., Sunday, April 26, 1942, to receive further instructions.

J. L. DeWITT
Lieutenant General, U. S. Army
Commanding

SEE CIVILIAN EXCLUSION ORDER NO. 18.

Civilian Exclusion Order for Seattle, WA.