

CONCERN OF ALL JAPANESE
IN CALIFORNIA NEAR!

TABLE OF CONTENTS

LESSON DESCRIPTION.....	3
OBJECTIVES	3
ESSENTIAL QUESTIONS	3
STANDARDS	3
HOW TO	3
PRE-SHORT FILM ACTIVITIES	4
SHORT FILM VIEWING.....	6
COMPREHENSION WORKSHEET.....	7
POST-SHORT FILM ACTIVITIES	8
ASSESSMENTS	11
MATERIALS	13

San Francisco
AMERICA FIRST
EXTRA
Loose Talk Reveals Army, Navy Secrets
MAYOR BOWRON. MASS REMOVAL EIGHT OTHERS OF ALIENS AND INDICTED IN A CITIZENS LIKELY
Thousands of Allies Face Japs in Jap

LESSON DESCRIPTION

LESSON DESCRIPTION Students will examine how news outlets and government propaganda shaped the war hysteria and racism against Japanese Americans during WWII. In the short film “Power of the Press,” students will learn about the pre-war racism against Asian Americans and how community allyship can have a profound effect in combating propaganda.

OBJECTIVES

1. Students will be able to identify the various events and laws that shaped anti-Asian sentiment before WWII.
2. Students will be able to analyze how media was used to shape public perception during WWII.
3. Students will be able to compare and contrast different ways to be an ally for marginalized communities.

ESSENTIAL QUESTIONS

1. What events and laws shaped anti-Asian sentiment before WWII?
2. How did the media shape public perception during WWII?
3. How can we be allies for marginalized communities?

STANDARDS Suggested for 6th to 12th grade students. For the standards breakdown, please refer to the National and State Standards Alignment Document. Common Core State Standards for English Language Arts and History/Social Studies as well as the state History/Social Studies standards for Oregon, Washington, and Idaho are included.

HOW TO In this lesson educators will find (2) pre-short film activities, (1) short film comprehension worksheet and general discussion questions, (3) post-short film activities, and (2) assessment activities. Feel free to use all these activities or mix-and-match. A 60-minute lesson plan will typically have (1) of each activity type.

Key Terms and Minidoka Timeline documents for educators and students are available on the website. Use these documents to provide background knowledge to supplement each lesson.

PRE-SHORT FILM ACTIVITIES

ACTIVITY #1

PRE-SHORT FILM ANTICIPATION GUIDE (10 MINUTES)

DESCRIPTION: Students will be able to express their opinions about ideas before they encounter them in a text or unit of study. Completing anticipation guides helps students recognize and connect to themes that surface in their learning.

MATERIALS: “Power of the Press” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

1. If you work hard and play by the rules, anyone can achieve the American Dream.
2. Everyday news about regular people is just as important as national news that makes headlines.
3. Public figures must be held accountable for their actions, even if these actions were from their past.

PROCEDURES:

1. Pass out the “Power of the Press” Anticipation Guide Worksheet.
2. As a class read/review the anticipation guide statements.
3. Have the students individually answer their responses on the worksheet.
4. Have the students pair/share or whole class share their responses.

PRE-SHORT FILM ACTIVITIES

ACTIVITY #2

CLOSE-UP PHOTO ANALYSIS: *LA EXAMINER* (15 MINUTES)

DESCRIPTION: In a Close-up activity, students reveal specific portions of a historic image before seeing the whole image. This activity helps students analyze a specific portion and gain a deeper understanding of what is happening in the image.

MATERIALS: Close-up Photo Analysis Worksheet, *LA Examiner* 1923 Photo

CLOSE-UP STATEMENTS:

- 1. Close-up #1** – Describe what you see in this photo. What emotions do you see in this photo?
- 2. Close-up #2** – Describe what you see in this photo. Why does she have this expression on her face?
- 3. Full Photo** – Describe what you see in this photo. How does this photo make you feel?

PROCEDURES:

- 1.** Pass out the Close-up Photo Analysis Worksheet: *LA Examiner* and display Close-up #1 at the front of the class.
- 2.** Instruct students to look at each image closely. Call out the prompt for Close-up #1.
- 3.** Follow this procedure for Close-up #2.
- 4.** Have the students discuss their answers with a classmate or small group.
- 5.** Reveal the full photo. This is a photo of a member of the “Hollywood Protective Association” in 1923. Explain to students that in the 1920s, Japanese Americans were looking for housing in Los Angeles and along the West Coast. In response, white residents started a campaign to “Keep Hollywood White.” In the photo we also see the racial slur “Jap.” This phrase is an insulting phrase used against people of Japanese ancestry.
- 6.** Discuss the photo and what effects this may have had on Japanese Americans before WWII.

SHORT FILM VIEWING

“POWER OF THE PRESS” VIEWING (15 MINUTES)

MATERIALS: “Power of the Press” Comprehension Worksheet

PROCEDURES:

1. Pass out the “Power of the Press” Comprehension Worksheet.
2. Instruct students to answer the comprehension questions as they watch the film.
3. Watch the short film “Power of the Press” as a class.
4. Use the Teacher Copy Comprehensive Worksheet Answers on the next page to review the correct answers with the class.
5. Use the discussion questions to guide a conversation about the film with your students.

TEACHER COPY

COMPREHENSION WORKSHEET ANSWERS

1. Racist ideas like the “yellow-peril” that depicted Asian people as dangerous were spread by *newspapers, nativist groups, and politicians*.
2. Japanese Americans lived in **segregated*** areas like *J-towns, or Japantowns*.
3. By mid-February of 1942 what did most newspapers want done to Japanese Americans?
To be forcibly removed from the West Coast.
4. What were some of the reactions that Japanese Americans faced upon their return to the West Coast? *Blocked roads, racist signs, bullets shot at them, farmhouses burned down, etc.*
5. Why were the Woodward's and the *Bainbridge Review* newspaper important for Japanese Americans returning to Bainbridge Island? *The newspaper stood up for Japanese Americans and helped make their return home easier.*

***Segregated:** Separated, isolated

DISCUSSION QUESTIONS

1. What events and laws shaped anti-Asian sentiment before WWII?
2. How did the media shape **public perception*** during WWII?
3. How can we be **allies*** for **marginalized*** communities?
4. Should those who broadcast, write, or post an offensive or racist viewpoint be held accountable? If so, how?

***Public perception:** Ideas, opinions, views of the public

***Allies:** Supporters, friends

***Marginalized:** Overlooked, oppressed

POST-SHORT FILM ACTIVITIES

ACTIVITY #3

CLOSE-UP PHOTO ANALYSIS: *PM NEWSPAPER* (15 MINUTES)

DESCRIPTION: In a Close-up activity, students reveal specific portions of a historic image before seeing the whole image. This activity helps students analyze a specific portion and gain a deeper understanding of what is happening in the image.

MATERIALS: Photo Analysis Worksheet, *PM Newspaper*, 1942 Image

CLOSE-UP STATEMENTS:

- 1. Close-up #1** – Describe what you see in this image. What do you think is happening in this comic?
- 2. Close-up #2** – Describe what you see in this image. What signal do you think he is waiting for?
- 3. Full Photo** – Describe what you see in this image. What message is this comic giving to the reader?

PROCEDURES:

- 1.** Pass out the Close-up Photo Analysis Worksheet: *PM Newspaper* and display Close-up #1 at the front of the class.
- 2.** Instruct students to look at each image closely. Call out the prompt for Close-up #1.
- 3.** Follow this procedure for Close-up #2.
- 4.** Have the students discuss their answers with a classmate or small group.
- 5.** Reveal the full image and ask the final question. Explain to the class that this comic is from Dr. Seuss's earlier works as a political cartoonist. In many of his early children's books Theodor Geisel had similar racist caricatures of many races.
- 6.** Discuss the image and how the image can be harmful against Japanese Americans.

POST-SHORT FILM ACTIVITIES

ACTIVITY #4

CLOSE READING: PAUL OHTAKI AND THE *BAINBRIDGE REVIEW* (20 MINUTES)

DESCRIPTION: Students will be able to analyze the articles written by Bainbridge Islander Paul Ohtaki from inside the concentration camps. Students will then examine how these accounts of everyday life could have swayed public perception about Japanese Americans on Bainbridge Island.

MATERIALS: Close Reading Worksheet: *Bainbridge Review*

PROCEDURES:

1. Pass out the Close Reading Worksheet: *Bainbridge Review*.
2. Have the students read the *Bainbridge Review* background section of the worksheet.
3. Instruct students to read the three articles from the *Bainbridge Review* that were written by Paul Ohtaki: August 19, 1942; September 9, 1942; and May 19, 1943; and then answer the questions on the Close Reading Worksheet: *Bainbridge Review*.
4. Lead the class through the discussion questions:
 - A. How might have the non-Japanese American Bainbridge Islanders responded to the information shared by Paul Ohtaki?
 - B. Why did Paul Ohtaki choose these topics to write about in the *Bainbridge Review* newspaper?
 - C. How do Ohtaki's newspaper articles during WWII compare to what a high school student might write about today?

POST-SHORT FILM ACTIVITIES

ACTIVITY #5

ANTICIPATION GUIDE (10 MINUTES)

DESCRIPTION: Students will be able to reflect on their opinions about ideas after they encounter them in a text or unit of study.

MATERIALS: “Power of the Press” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

1. If you work hard and play by the rules, anyone can achieve the American Dream.
2. Everyday news about regular people is just as important as national news that makes headlines.
3. Public figures must be held accountable for their actions, even if these actions were from their past.

PROCEDURES:

1. Have the students review their “Power of the Press” Anticipation Guide Worksheet.
2. Instruct the students to fill out the second column to see if their anticipation guide responses have changed after watching the short film.
3. Have the students pair/share or whole class share their responses.

ASSESSMENTS

WRITTEN ASSESSMENT

(30 MINUTES)

DESCRIPTION: Students will be able to write an informative essay about the importance of Paul Ohtaki's articles in the *Bainbridge Review*.

BACKGROUND: During WWII, Walt Woodward wrote to Ohtaki, noting that although he believed most white Bainbridge Island residents would welcome their Japanese American neighbors back after the war ended, some whites “may actually try to stir up trouble. But they’ll have a hell of a hard time of it if, in the meantime, you’ve been creating the impression every week and every year that the Japanese are down there for just a short while and that – by being in the *Review* every week – they still consider the Island as their home.”

MATERIALS: Written Assessment Worksheet

ESSAY PROMPT: In an informative essay, explain how Paul Ohtaki's articles in the *Bainbridge Review* contributed to easing the resettlement of Japanese Americans to Bainbridge Island after WWII. Use evidence from the short film and Ohtaki's articles in your essay.

ASSESSMENTS

CREATIVE ASSESSMENT

(30 MINUTES)

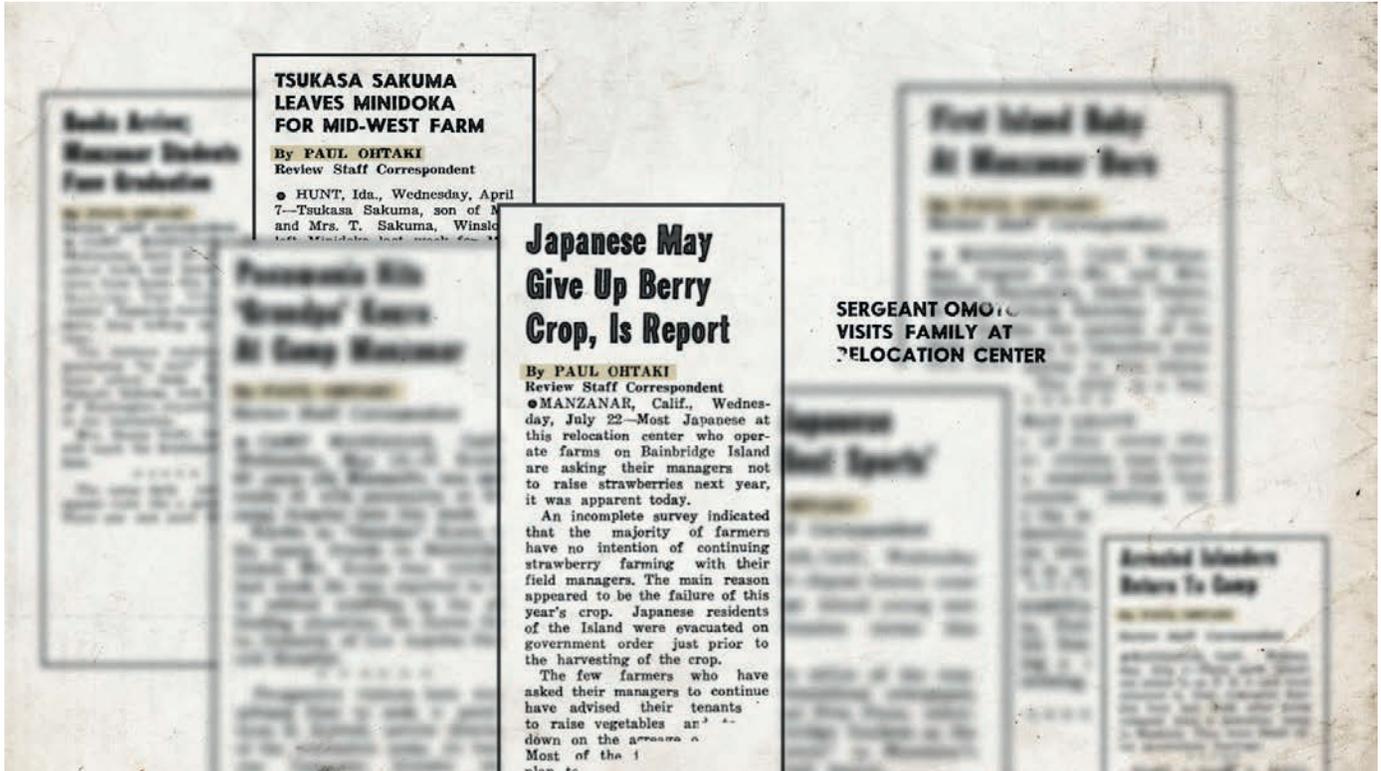
DESCRIPTION: Students will be able to draw a picture inspired by the 1923 *LA Examiner* photo from the Activity #2 Close-up Photo Analysis. Their drawing should represent the differences in attitudes towards Japanese Americans between the general West Coast population and the Bainbridge Island community before and after WWII.

DIRECTIONS: Draw a picture inspired by the 1923 *LA Examiner* photo from Close-up Activity #2 Close-up Photo Analysis from the perspective of the Bainbridge Island community after WWII.

PROMPT: Imagine that the *Bainbridge Review* newspaper was running a story about the return of Japanese Americans to Bainbridge Island after WWII. They will need some drawings for the article, and you have been chosen to depict the return of Japanese Americans to Bainbridge Island. Draw a picture that has similar elements to the 1923 *LA Examiner* photo. Instead of the hateful words and gestures from the *LA Examiner* photo, show how a sympathetic Bainbridge Island neighbor may have reacted. Write a short 2-3 sentence caption, describing what is happening in your drawing.

IMAGE 1: ANTICIPATION GUIDE

Articles written by Paul Ohtaki in the *Bainbridge Review*



MATERIALS

IMAGE 2:

LA EXAMINER 1923, ACTIVITY: CROP-IT

In 1923, the Hollywood Association started a campaign to expel the Japanese Americans from their community. Hollywood resident, Mrs. B. G. Miller, points to an anti-Japanese sign on her house. Signs like these were prominent throughout this community. Mrs. B. G. Miller was a member of the “Hollywood Protective Association.” The image appeared in the *LA Examiner* in an article dated May 18, 1923.



IMAGE 3: COMPREHENSION WORKSHEET

Japanese American family returning from Minidoka in front of their vandalized home.



MATERIALS

IMAGE 4:

PM NEWSPAPER 1942, ACTIVITY: CROP-IT

Political cartoons drawn for the New York newspaper *PM* by author and illustrator Theodor Seuss Geisel. From 1941-1943, Geisel, also known as Dr. Seuss, worked as the chief editorial cartoonist for the New York newspaper *PM*, creating over 400 editorial cartoons.

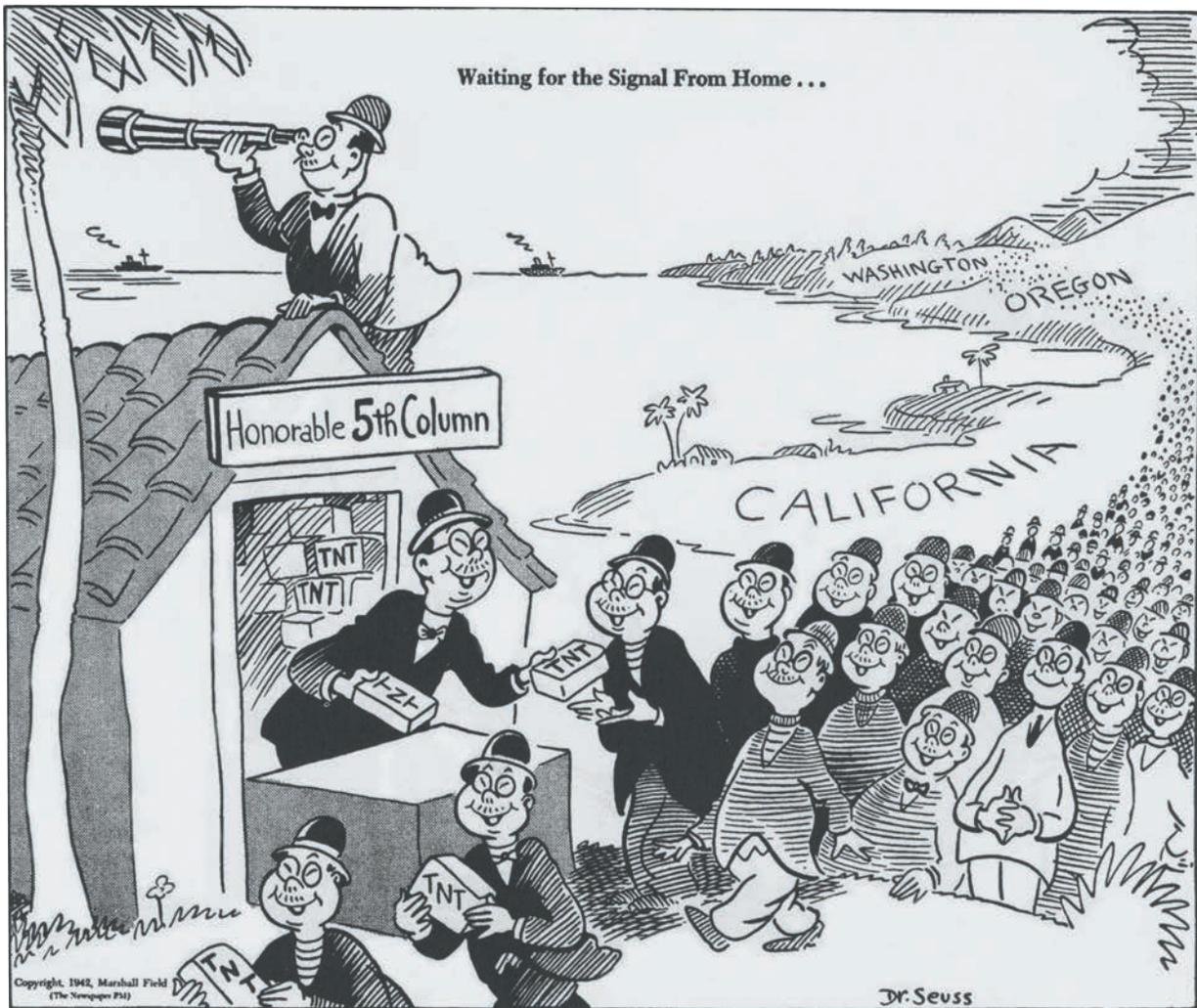


IMAGE 5:

CLOSE READING

August 19, 1942

First Island Baby At Manzanar Born

By PAUL OHTAKI
Review Staff Correspondent

● MANZANAR, Calif., Wednesday, August 19—Mr. and Mrs. Saburo Hayashida, Island Center, at 4:30 o'clock Saturday afternoon became the parents of the first child born to Islanders since they were moved to this relocation center. The child is a boy.

* * * * *

CITIZENS MAY LEAVE

● Residents of this center who are American citizens may leave if they can establish that they have employment waiting for them outside the military defense zone. Consideration also is being given citizens who are attempting to enroll in eastern colleges.

* * * * *

OUT OF HOSPITAL

● K. Kojima, Port Madison, returned to his family last week after spending a month in the hospital recovering from an appendectomy.

* * * * *

IMAGE 6:

CLOSE READING

September 9, 1942

Island Japanese Voted 'Best Sports'

By PAUL OHTAKI
Review Staff Correspondent

● MANZANAR, Calif., Wednesday September 9—Signal honors came to Bainbridge Island young men in this relocation center this week.

The sports editor of the community's streamlined newspaper, the Manzanar Free Press, selected the Bainbridge Yankees as the "best sportsmen" in Manzanar's major baseball league.

Then, to make it complete, he selected Harry Koba, popular Bainbridge High School graduate, as the "most inspirational player" in the league.

* * * * *

MR. KOURA ILL

● O. Koura, Manzanita, underwent a minor operation last week. He is recovering satisfactorily.

IMAGE 7:

CLOSE READING

May 19, 1943

MORIO TERAYAMA HURLS FOR HUNT BASEBALL TEAM

By PAUL OHTAKI
Review Staff Correspondent

● HUNT, Ida., Wednesday, May 19—Morio Terayama, Battle Point, former Bainbridge High School pitcher, saw action when the Hunt High School baseball team defeated Twin Falls High School by the score of 16-5. Morio relieved Hunt's starting pitcher in the fifth inning. Also on the pitching roster for Hunt is Tat Kojima who did not see action. Hunt is one of the few high schools that have played outside its project.

* * * * *

MORE LEAVE

More Islanders left this center for outside employment recently. Leaving the center were Hideaki Nakamura, Nob Oyama, Mitsuo Katayama, of Winslow, and Ben Kino, Island Center, for a farm in Kinghill, Ida. Leaving for a Weiser Ida., farm was Sumio Yukawa, Island Center. Yoshiko Mikami, Miyo Mikami and Elsie Amatatsu left for Ogden, Utah.

* * * * *

IMAGE 8:

CLOSE READING: *BAINBRIDGE REVIEW*

Paul Ohtaki, reporter for the *Bainbridge Review* newspaper.



IMAGE 9:

WRITTEN ASSESSMENT: *BAINBRIDGE REVIEW*

Walt and Millie Woodward of the *Bainbridge Review* Newspaper.