



PATRIOTISM & PROTEST

LESSON PLAN

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LESSON DESCRIPTION

LESSON DESCRIPTION Students will examine how patriotism comes in many forms through an analysis of the short film “Patriotism and Protest.” In the film, experts and Minidoka survivors highlight how the infamous “loyalty questionnaire” during WWII divided the Japanese American community.

OBJECTIVES

1. Students will be able to define patriotism, protest, and loyalty from different perspectives.
2. Students will be able to analyze the “loyalty questionnaire” from different perspectives.
3. Students will be able to identify the various ways that Japanese Americans showed patriotism through service in the armed forces and protest during WWII.

ESSENTIAL 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. Why is it important to look at history from different perspectives?

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, (2) 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: “Patriotism and Protest” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

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.

PROCEDURES:

1. Pass out the “Patriotism and Protest” 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: KANZAKI FAMILY (20 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, Kanzaki Family 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. What details stand out to you?
3. **Full Photo** – Describe what you see in the photo. What do you think is happening in this photo?

PROCEDURES:

1. Pass out the Close-up Photo Analysis Worksheet 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 photo shows Hitoshi Kanzaki, a soldier in the Military Intelligence Service, returning to visit his parents at Minidoka Relocation Center. Many Japanese American soldiers served in the Military Intelligence Service, the 100th Infantry Battalion, and the 442nd Regimental Combat Team during WWII. All four of the Kanzaki brothers served. Hitoshi “Hit” Kanzaki was the youngest of the four brothers.
6. Read the *Minidoka Irrigator* article from 1944 that describes the death of Hitoshi’s older brother, Pfc. Akira Kanzaki.
7. Have the students answer the discussion questions. Lead a whole class discussion about the photo and newspaper article.

SHORT FILM VIEWING

"PATRIOTISM & PROTEST" VIEWING (15 MINUTES)

MATERIALS: "Patriotism and Protest" Comprehension Worksheet

PROCEDURES:

1. Pass out the "Patriotism and Protest" Comprehension Worksheet.
2. Instruct students to answer the comprehension questions as they watch the film.
3. Watch the short film "Patriotism and Protest" 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. In early 1943, President Roosevelt announced the formation of the *442nd 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? *Questions 27 and 28.*
3. How was Tule Lake different from the other US concentration camps after the “loyalty questionnaire”? *It became a maximum-security prison to segregate those who said No-No.*
4. Across the ten camps, about 300 people chose to resist the draft. How many draft resisters were from Minidoka? *38 people.*
5. What does Fujiko Tamura Gardner say about courage at the end of the film? *Courage comes in different forms.*

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 WRA “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?

POST-SHORT FILM ACTIVITIES

ACTIVITY #3

CLOSE READING: LOYALTY QUESTIONNAIRE (20 MINUTES)

DESCRIPTION: Students will be able to analyze the text from “Statement of United States Citizen of Japanese Ancestry” also known as the “loyalty questionnaire” from various perspectives. Students will judge the questionnaire from the perspective of an Issei, a Nisei soldier, a Nisei woman, and a Nisei resister.

MATERIALS: Close Reading Worksheet: “Loyalty Questionnaire”, Statement of United States Citizens of Japanese Ancestry

PROCEDURES:

1. Pass out the Close Reading Worksheet: “Loyalty Questionnaire.”
2. Have the students do an initial reading of the full text of the “loyalty questionnaire.” Read the background information as a class. Have the students do a close reading of the “Statement of United States Citizen of Japanese Ancestry.”
3. Read the description for the four reading identities as a class. Break the class up into groups of 4-6 students. Assign each student/group a reading identity: a Nisei soldier, an elderly Issei, a Nisei woman, or a Nisei resister.
4. Have the students closely read Questions 27 and 28 from the lens of their assigned reading identity.
5. Have the students fill out the questions on the worksheet.
6. Lead a classroom discussion on how each reading identity may have responded to the “loyalty questionnaire.”

POST-SHORT FILM ACTIVITIES

FULL TEXT FROM THE "STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY" ALSO KNOWN AS THE "LOYALTY QUESTIONNAIRE" (1943)

1. Surname, English given name, Japanese given name. (alias)
 2. Local selective service board
 3. Date of birth, Place of birth
 4. Present Address
 5. Last two addresses at which you lived 3 months or more (exclude residence at relocation center and at assembly center):
 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 (*Ken means prefecture in Japanese)
 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):
 12. Relatives in Japan (see instruction above item 11):
 13. Education: Kindergarten, grade school, Japanese language school, High school, Junior college, college, or university, Type of military training, such as R.O.T.C, or Gunji Kyoren (Where and when), Other schooling
 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. Memberships in organizations (clubs, societies, associations, etc).
Give name, kind of organization, and dates of membership.
 18. Knowledge of foreign languages (put check mark in proper squares): Japanese Reading, Writing, Speaking, Other (specify) Reading, Writing, Speaking

POST-SHORT FILM ACTIVITIES

FULL TEXT FROM THE "STATEMENT OF UNITED STATES CITIZEN OF JAPANESE ANCESTRY" ALSO KNOWN AS THE "LOYALTY QUESTIONNAIRE" (1943) CONTINUED

19. Sports and hobbies
20. List five references, other than relatives or former employers, giving address, occupation, and number of years known:
21. Have you ever been convicted by a court of a criminal offense (other than a minor traffic violation)?
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, Contents
23. List contributions you have made to any society, organizations, or club:
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 claim to Japanese citizenships? (a) If so registered, have you applied for cancellation of such registration? 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?

Note – Any person who knowingly and willfully 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.

POST-SHORT FILM ACTIVITIES

ACTIVITY #4

POST-SHORT FILM 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: “Patriotism and Protest” Anticipation Guide Worksheet

ANTICIPATION GUIDE STATEMENTS:

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.

PROCEDURES:

1. Have the students review their “Patriotism and Protest” 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 analyzing Fujiko Tamura Gardner’s quote, “courage comes in different forms”, from the perspective of a Nisei soldier and a Nisei resister.

MATERIALS: Written Assessment Worksheet

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.

ASSESSMENTS

DISCUSSION ASSESSMENT

(40-60 MINUTES)

DESCRIPTION: Students will be able to conduct a “fishbowl” discussion using their personal experiences and the perspectives from the Close Reading: “Loyalty Questionnaire” activity.

MATERIALS: Discussion Assessment Worksheet, Close Reading Worksheet: “Loyalty Questionnaire”

DISCUSSION INSTRUCTIONS:

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. Select 4-6 students to be in the inner circle. (Optional) The inner circle could also be determined from the groups established during the Close Reading: “Loyalty Questionnaire” activity.
3. Set a timer for 5-10 minutes.
4. The teacher should pose one question from the discussion questions below to the inner circle. Each new group will be given a different question to discuss.
5. 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?

ASSESSMENTS

DISCUSSION ASSESSMENT

CONTINUED

6. For 5-10 minutes the inner circle should discuss the question assigned to them. Encourage students to refer to their notes as they answer, considering both their personal perspective and if applicable, the perspective they were assigned in the Close Reading: “Loyalty Questionnaire” activity. The inner circle students should ask each other questions and elaborate on each other’s statements.
7. The outer circle should be taking notes on responses.
8. Switch groups of inner and outer circle students until all students have had a chance in the inner circle.
9. Reflection: As a whole group discuss the experience of the fishbowl discussion.
 - A. How were the opinions shared in the fishbowl discussion different or similar from those opinions presented in the short film?
 - B. What went well in the fishbowl discussion? What things could have gone better?

MATERIALS

IMAGE 1:

KANZAKI FAMILY, ACTIVITY: CROP-IT

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



IMAGE 3:

COMPREHENSION WORKSHEET

Japanese American soldiers crouched in front of a cannon.



IMAGE 2:

MINIDOKA IRRIGATOR, ACTIVITY: CROP-IT

Minidoka Irrigator article titled "Pfc. Kanzaki Falls in Italy."

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.

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

(EXHIBIT 1)

FOAM APPROVED
BUDGET BUREAU NO. 22-2045-43

(LOCAL BOARD DATE STAMP WITH CODE)

UNITED STATES DEPARTMENT OF JUSTICE
IMMIGRATION AND NATURALIZATION SERVICE

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) _____ (Country) _____ (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 Km) _____ (Birthplace) _____ (State or Country) _____ (Occupation)

10. _____ (Mother's Name) _____ (Town or Km) _____ (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 904A
(1-22-43)

(If additional space is necessary, attach sheets)

16-9200-1

IMAGE 4:

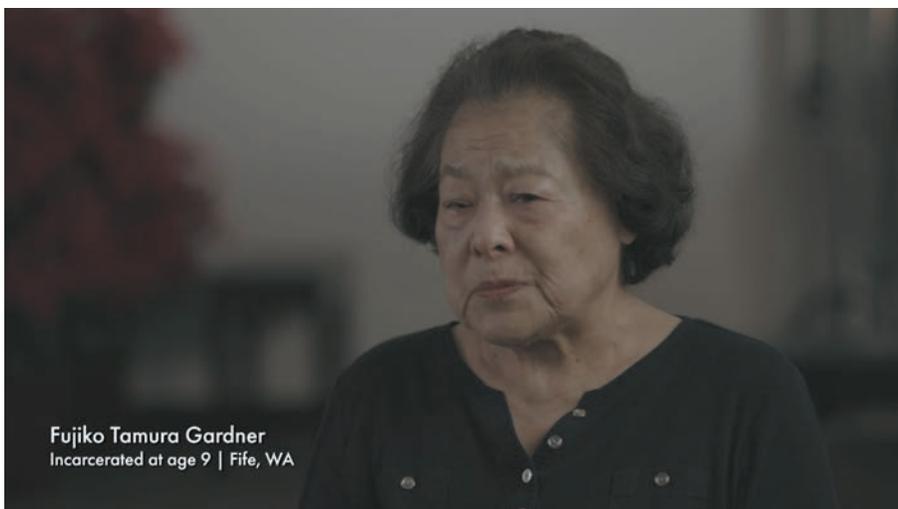
LOYALTY QUESTIONNAIRE, ACTIVITY: CLOSE READING

“Statement of United States Citizen of Japanese Ancestry” document (1943).

IMAGE 5:

WRITTEN ASSESSMENT

Minidoka survivor Fujiko Tamura Gardner.



Fujiko Tamura Gardner
Incarcerated at age 9 | Fife, WA