


# Annotated Resource Set (ARS)

## Amache Teacher Resource Guide-Secondary

Title/Content Area:	Amache /US History	
Developed by:	Kelly Jones-Wagy	
Grade Level:	9-12	
Contextual Paragraph	<p>During World War II, 120,000 Japanese and Japanese Americans were forced into internment camps—including one in southeastern Colorado called the Granada Relocation Center, or “Amache.” Camp Amache was one of ten War Relocation Authority, or internment, camps where US authorities forced Japanese Americans to live after the bombing of Pearl Harbor. Home to nearly 7,300 internees from 1942 to 1945, Amache now is a National Historic Landmark.</p> <p>Governor Ralph L. Carr took an unpopular stance, inviting Japanese Americans to stay in Colorado after the war and publicly stating his opinion that internment was unconstitutional.</p> <p>Amache officially closed in October 1945 following the end of World War II. However, for many of the Japanese internees, there was no home to return to. Some chose to stay in Colorado, as they were welcomed by Governor Carr. In 1988, President Ronald Reagan signed the Civil Liberties Act, awarding \$20,000 to every surviving internee and essentially apologizing for the internment process.</p>	

**Resource Set**

Title	Letter from Governor Ralph Carr to Mrs. J.A. Hughes	Letter from Robert D. Elder to Governor Ralph Carr	Executive Order 9066	Map of Concentration Camps	Battle Honors for the 442 <sup>nd</sup>
Description	March 6, 1942- Governor Carr responds to a woman in La Junta who is concerned that the internment camp is being built near her home.	March 1, 1942-State Senator Robert Elder requests that the governor refuse to allow the Japanese into Colorado and instead disperse them throughout the US. Army to be used as a labor force.	February 19, 1942- President Roosevelt uses executive power to confine people of Japanese descent for the duration of the war.	Map shows where the 10 relocation centers were located in the United States, their populations, and the type of each center.	Two letters from generals in 1945 outlining the distinguished performance and bravery of the 442nd in France.
Teacher Notes	Pages 1-2 of the document	Pages 22 and 24 of the document		These are referred to as “concentration camps” by the Japanese American Citizens League, but this is a map of the internment camps in the U.S, not the concentration camps in Europe.	In February 1943 the US Army activated the 442nd Combat Team. The enlisted were composed of all Americans of Japanese descent.

Thumbnail					
Link	<a href="http://exhibits.historycolorado.org/amache/pdfs/carLettersWeb.pdf">http://exhibits.historycolorado.org/amache/pdfs/carLettersWeb.pdf</a>	<a href="http://exhibits.historycolorado.org/amache/pdfs/carLettersWeb.pdf">http://exhibits.historycolorado.org/amache/pdfs/carLettersWeb.pdf</a>	<a href="http://www.archives.gov/historical-docs/todays-doc/?dod-date=219">http://www.archives.gov/historical-docs/todays-doc/?dod-date=219</a>	<a href="http://www.jacl.org/edu/MapofConcentrationCamps.pdf">http://www.jacl.org/edu/MapofConcentrationCamps.pdf</a>	<a href="http://www.the442.org/battlehonors.html">http://www.the442.org/battlehonors.html</a>

Notes/Comments:

<b>Resource Set</b>					
Title	Conference with General De Witt	Exclusion Order posted at First and Front Streets	Photograph of Japanese being moved to internment camps	Summary of Relocation Center Features	History Colorado Exhibits-Digital Badges
Description	Discussion among the Army about how it would be possible to intern the Japanese in America. January 1942.	April 11, 1942-San Francisco, CA. Notice to all persons of Japanese ancestry.	April 6, 1942-Residents of Japanese ancestry await a bus at a Wartime Civil Control Administration station.	Archaeological evidence from internment camps about facilities that were provided for internees from 1942 to 1945.	Students explore a virtual version of the Amache exhibit and complete an online digital badge.
Teacher Notes				Granada=Amache	14ers questions recommended but the

					students can complete any level or all 3.
Thumbnail					
Link	<a href="http://research.archives.gov/description/296057">http://research.archives.gov/description/296057</a>	<a href="http://research.archives.gov/description/536017">http://research.archives.gov/description/536017</a>	<a href="http://research.archives.gov/description/536065">http://research.archives.gov/description/536065</a>	<a href="http://www.bookmice.net/darkchilde/japan/japan/table3.jpg">http://www.bookmice.net/darkchilde/japan/japan/table3.jpg</a>	<a href="http://exhibits.historycolorado.org/amache/amache_home.html">http://exhibits.historycolorado.org/amache/amache_home.html</a>

## Foundations Annotations



### Curriculum Connections



The study of the Amache internment camp can be placed in multiple curricular areas of social studies:

- US History: It fits well in World War II or can be used as a part of the Civil Rights Movement.
- Government/Civics: It may be used while discussing Civil Rights or the extent of executive power.



### Curriculum Standards



#### Colorado State Standards:

History 1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

- a. Evaluate a historical source for point of view and historical context.
- b. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.

History 2. The key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time

h. Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion.



## Inquiry Activities & Strategies



Each resource may be used independently, or resources may be used to build on each other to provide students with contextual information and perception about Japanese Internment during World War II.

### Discussion Questions:

Ask students to read Executive Order 9066 and determine what President Roosevelt is suggesting should happen to the Japanese.

Map of Concentration Camps: Where are they located? Is there a geographical significance to the location of the internment camps?

Letter from Ralph Carr to Mrs. J.A. Hughes: What are Mrs. Hughes' concerns? Why does she have those concerns? What is Governor Carr's response?

Letter from Robert Elders: What is Elders suggesting that the governor do? How did Elderseel about his suggestion? What do you believe Carr's response should be?

Why did the US have internment camps for only the Japanese? What about the German and Italian immigrants or descendants?

### Strategies:

Compare and contrast letters to Governor Carr from multiple sources in and around Amache to determine how people felt about Japanese Internment.

### Pre Assessment-Digital Badges:

Have the students explore the online exhibit and complete the 14ers digital badge. Ask them to go through the exhibit and create a list of questions or topics that interest them and that they would like to learn more about.

Post Assessment-Digital Badges:

Have the students complete activities regarding Japanese internment prior to exploring the online exhibit. What did they learn from the exhibit that they did not already know? Does this information change their impression of Japanese internment? Why or why not?

Primary Source Analysis:

Have students analyze the photograph of the Japanese at the Wartime Civil Control Administration station and the poster with instructions for people of Japanese ancestry for the expectations of all the people being interned. Have the students write what difficulties they would encounter if the same requirements were placed on them.

## Other Resources



### Web Resources



Encyclopedia of the Great Plains- <http://plainshumanities.unl.edu/encyclopedia/doc/egp.asam.002>

Letters from the Japanese American Internment- [http://www.smithsonianeducation.org/educators/lesson\\_plans/japanese\\_internment/](http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/)

Library of Congress: Japanese American Internment- <http://www.loc.gov/teachers/classroommaterials/lessons/fear/>

Our Story: Life in a WWII Japanese American Internment Camp-<http://amhistory.si.edu/ourstory/activities/internment/>

The Amache Preservation Society- <http://www.amache.org/>



### Secondary Sources



### Print and Other Media Resources



*Best Friends Forever* by Beverly Pratt

*Baseball Saved Us* by Ken Mochizuki

*The Bracelet* by Yoshiko Uchida

*The Children of Topaz: The Story of the Japanese American Internment Camp* by Michael O. Tunnell

*Farewell to Manzanar* by Jeanne Wakatsuki Houston

*Flowers from Mariko* by Rick Noguchi and Deneen Jenks



*I Am an American: A True Story of Japanese Internment* by Jerry Stanley

*The Invisible Thread: An Autobiography* by Yoshiko Uchida

*The Moon Bridge* by Marcia Savin

*So Far from the Sea* by Eve Bunting

Annotated Source Template courtesy of Teaching with Primary Sources: Metropolitan State University of Denver