



Student Name: _____

Should Freedom Be Sacrificed in the Name of National Security?

Should freedoms ever be taken away in order to keep a country safe?



Dorothea Lange, photograph, *Soldier and Mother in Strawberry Field*, 1942. Public domain. Reproduced from the National Archives. <http://amhistory.si.edu/perfectunion/collection/image.asp?ID=657>.

Supporting Questions

1. What were the reasons for and against Japanese American exclusion and internment?
2. How did the US policy of internment conflict with the parts of the Constitution that most closely relate to matters of personal freedom and due process?
3. What were arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?



8th Grade Japanese American Internment Inquiry

Should Freedom Be Sacrificed in the Name of National Security?

New York State Social Studies Framework Key Idea & Practices	<p>8.6 WORLD WAR II: The aggression of the Axis powers threatened United States security and led to its entry into World War II. The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and atrocities such as the Holocaust led to a call for international efforts to protect human rights and prevent future wars.</p> <ul style="list-style-type: none"> ✔ Gathering, Using, and Interpreting Evidence ✔ Chronological Reasoning and Causation ✔ Comparison and Contextualization
Staging the Question	QFT Activity Powerpoint – Historical Context

Supporting Question 1	Supporting Question 2	Supporting Question 3
What were the reasons for and against Japanese American exclusion and internment?	How did the US policy of internment conflict with the parts of the Constitution that most closely relate to matters of personal freedom and due process?	What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a list of stated or implied reasons for and against the exclusion of people of Japanese ancestry on the West Coast made during the 1942 debate over West Coast security.	Complete a graphic organizer that gives a brief summary of Amendments 4, 5 and 14 th of the Constitution and describes how the use of internment camps conflicts with these freedoms.	Develop a claim supported by evidence in favor of or opposed to the Civil Liberties Act.
Featured Sources	Featured Sources	Featured Sources
<p>Source 1: Excerpts from Walter Lippmann</p> <p>Source 2: Lt. Gen. J. L. DeWitt</p> <p>Source 3: Cartoon</p> <p>Source 4: editorial from the <i>San Francisco News</i></p> <p>Source 5 / Source 6: Excerpts from Attorney General Frances Biddle</p> <p>Source 7: FBI director J. Edgar Hoover memo</p> <p>Source 8: Dorothea Lange photographs of internment camps</p>	<p>Source 9: Excerpts from the United States Constitution</p>	<p>Source 10: Civil Liberties Act of 1988</p> <p>Source 11: Excerpts from the <i>Conference Report on H.R. 442, Civil Liberties Act of 1988</i></p> <p>Source 12: Presidential apologies for Japanese American internment from George H. W. Bush and Bill Clinton</p>

Summative Performance Task	<p>ARGUMENT Should freedom be sacrificed in the name of national security? Construct an argumentative essay using specific claims and relevant evidence from historical sources while acknowledging competing views.</p>
Taking Informed Action	<p>UNDERSTAND Using the related text sets from week 1 in ELA, brainstorm a list of contemporary local, regional, and/or national issues where freedom and security are in tension.</p> <p>ASSESS Determine how to contribute to the debate on the contemporary example of the freedom versus security debate.</p> <p>ACT Create a statement expressing the position of students on the freedom versus security issue and distribute to appropriate outlets.</p>

Staging the Compelling Question

Compelling Question

Should freedom be sacrificed in the name of national security?



Japanese-Americans Interned at Santa Anita (Photo by Library of Congress/Corbis/VCG via Getty Images)



QFT

Question Formulation Technique

Name: _____ Date: _____ Class: _____

Rules for QFT:

- Ask as many questions as you can within the time given – do not stop – keep pushing yourself to think of more questions!
- Change all statements into questions.
- Do not stop to judge, discuss or answer any questions.
- Group scribes – record every question EXACTLY as it is asked.

Step 1: Take ___ minutes to examine the image and generate as many questions as you can. No question is a bad question, keep going until time is up.

Step 2: Categorize the questions as Closed-ended (C) or Open-ended (O) *

Step 3: Choose the questions that you feel are the 3 most important questions. Take turns in your group sharing your questions. One member of the group will act as a scribe and record all of the questions.

Step 4: Decide the 3 most important questions in your group. Share out and compile a class list of questions for the class.

***Closed-ended questions** are those which can be answered by a simple "yes" or "no," while

Open-ended questions are those which require more thought and more than a simple one-word answer.



Questions:

Closed
or
Open

Most
Important
★



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Analysis Organizer:

Source	CLAIM For or Against:	EVIDENCE:
Source 1: Excerpt from Walter Lippmann's column		
Source 2: Excerpt from Lt. Gen. DeWitt's report		
Source 3: Editorial cartoon <i>All Packed Up and Ready to Go</i>		
Source 4: Excerpt from a <i>San Francisco News</i> editorial		



Source	CLAIM For or Against:	EVIDENCE:
Source 5: Excerpt from Attorney General Francis Biddle's press release		
Source 6: Excerpt from Attorney General Francis Biddle's letter		
Source 7: Excerpt from FBI director J. Edgar Hoover's memo		
Source 8: Dorothea Lange photographs		



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source**Source 1:** Excerpts from Walter Lippmann

Walter Lippmann, article from his syndicated column Today and Tomorrow, "The Fifth Column on the Coast" (excerpts), *New York Tribune*, February 12, 1942

NOTE: The term "fifth column" refers to people who engage in espionage or sabotage within their own country.

SAN FRANCISCO—The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without. The danger is not, as it would be in the inland centers or perhaps even for the present on the Atlantic Coast, from sabotage alone. The peculiar danger of the Pacific Coast is in a Japanese raid accompanied by enemy action inside American territory.

This combination can be very formidable indeed. For while the striking power of Japan from the sea and air might not in itself be overwhelming at any one point just now, Japan could strike a blow which might do irreparable damage if it were accompanied by the kind of organized sabotage to which this part of the country is specially vulnerable.

This is a sober statement of the situation, in fact a report, based not on speculation but on what is known to have taken place and to be taking place in this area of the war. It is a fact that the Japanese navy has been reconnoitering the Pacific Coast more or less continually and for a considerable length of time, testing and feeling out the American defenses. It is a fact that communication takes place between the enemy at sea and enemy agents on land.

These are facts which we shall ignore or minimize at our peril. It is also a fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well-organized and that it is held back until it can be struck with maximum effect....

In preparing to repel the attack the Army and Navy have all the responsibility but they are facing it with one hand tied down in Washington. I am sure I understand fully the unwillingness of Washington to adopt a policy of mass evacuation and mass internment of all those who are technically enemy aliens....There is the assumption that if the rights of a citizen are abridged anywhere, they have been abridged everywhere.

Forget for a moment all about enemy aliens, dual citizenship, naturalized citizens, native citizens of enemy alien parentage, and consider a warship in San Francisco harbor, an airplane plant in Los Angeles, a general's headquarters at Oshkosh, and an admiral's at Podunk. Then think of the lineal descendant, if there happened to be such a person, of George Washington, the father of his country, and consider what happens to Mr. Washington if he would like to visit the warship, or take a walk in the airplane plant, or to drop in and photograph the general and the admiral in their quarters.

He is stopped by the sentry. He has to prove who he is. He has to prove that he has a good reason for doing what he wishes to do. He has to register, sign papers, and wear an identification button. Then perhaps, if he proves his case, he is escorted by an armed guard while he does his errand, and until he has been checked out of his place and his papers and his button have been returned. Have Mr. Washington's constitutional rights been abridged? Has he been denied the dignity of the human person? Has his loyalty been impugned?

Reprinted with permission. Walter Lippmann, column from February 12, 1942. Copyright © 1942 Walter Lippmann. Reprinted by the President and Fellows of Harvard College.



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source**Source 2:** Excerpts from Lt. Gen. J. L. DeWitt

Lt. Gen. J. L. DeWitt, report on relocating Japanese Americans to Secretary of War Henry Stimson, *Final Report: Japanese Evacuation from the West Coast 1942* (excerpt), June 5, 1943

In the war in which we are now engaged racial affinities are not severed by migration. The Japanese race is an enemy race and while many second and third generation Japanese born on United States soil, possessed of United States citizenship, have become “Americanized”, the racial strains are undiluted. To conclude otherwise is to expect that children born of white parents on Japanese soil sever all racial affinity and become loyal Japanese subjects, ready to fight and, if necessary, to die for Japan in a war against the nation of their parents. That Japan is allied with Germany and Italy in this struggle is no ground for assuming that any Japanese, barred from assimilation by convention as he is, though born and raised in the United States, will not turn against this nation when the final test of loyalty comes. It, therefore, follows that along the vital Pacific Coast over 112,000 potential enemies, of Japanese extraction, are at large today. There are indications that these are organized and ready for concerted action at a favorable opportunity. The very fact that no sabotage has taken place to date is a disturbing and confirming indication that such action will be taken.

Public domain. Reprinted from the Internet Archive website.

http://archive.org/stream/japaneseevacuati00dewi/japaneseevacuati00dewi_djvu.txt

Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source

Source 3: Cartoon from the *San Francisco News*

Rodger, editorial cartoon about relocating Japanese Americans, "All Packed Up and Ready to Go," *San Francisco News*, March 6, 1941



San Francisco News — March 6, 1941

Used by permission of the Virtual Museum of the City of San Francisco. Cartoon by Rodger, "All Packed Up and Ready to Go," originally published in the *San Francisco News*, March 6, 1942.

<http://www.sfmuseum.org/hist8/editorial4.html>



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source

Source 4: Editorial from the *San Francisco News*

Editorial, “Their Best Way to Show Loyalty” (excerpts), *San Francisco News*, March 6, 1941

Japanese leaders in California who are counseling their people, both aliens and native-born, to co-operate with the Army in carrying out the evacuation plans are, in effect, offering the best possible way for all Japanese to demonstrate their loyalty to the United States.

Many aliens and practically all the native-born have been protesting their allegiance to this Government. Although their removal to inland districts outside the military zones may inconvenience them somewhat, even work serious hardships upon some, they must certainly recognize the necessity of clearing the coastal combat areas of all possible fifth columnists and saboteurs. Inasmuch as the presence of enemy agents cannot be detected readily when these areas are thronged by Japanese the only course left is to remove all persons of that race for the duration of the war. . . .

Real danger would exist for all Japanese if they remained in the combat area. The least act of sabotage might provoke angry reprisals that easily could balloon into bloody race riots.

We must avoid any chance of that sort of thing. The most sensible, the most humane way to insure against it is to move the Japanese out of harm’s way and to make it as easy as possible for them to go and to remain away until the war is over.

Used by permission of the Virtual Museum of the City of San Francisco. Editorial, ““Their Best Way to Show Loyalty,” originally published in the *San Francisco News*, March 6, 1942.

<http://www.sfmuseum.org/hist8/editorial1.html>.



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source | **Source 5:** Excerpt from Attorney General Frances Biddle

Attorney General Francis Biddle, press release from the Justice Department (excerpt), December 10, 1941

So long as the aliens in this country conduct themselves in accordance with law, they need fear no interference by the Department of Justice or by any other agency of the Federal government. They may be assured indeed, that every effort will be made to protect them from any discrimination or abuse. ... Inevitably, there are some among our alien population who are disloyal. The Federal government is fully aware of the dangers presented not only by such persons but also by disloyal citizens. The government has control of the activities of these elements. *At no time, however; will the government engage in wholesale condemnation of any alien group.* [italics in the original]

Public domain. Reprinted from the Untold Story: Internment of Japanese Americans in Hawai'i website, Japanese Cultural Center of Hawaii.

Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source | **Source 6:** Excerpt from Attorney General Frances Biddle

Attorney General Francis Biddle, letter to Congressman Leland Ford (excerpt), January 27, 1942

Because of the legal difficulties involved in attempting to intern or evacuate the thousands of American-born persons of Japanese race who are, of course, American citizens, the department has not deemed it advisable to remove all persons of the Japanese race into the interior of the country.

Public domain. Reprinted from the Untold Story: Internment of Japanese Americans in Hawai'i website, Japanese Cultural Center of Hawaii. http://hawaiiinternment.org/sites/default/files/%20JCCH_USHistory_TAB3.pdf.



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source**Source 7:** Excerpts from FBI director J. Edgar Hoover

FBI Director John Edgar Hoover, memo to Attorney General Biddle (excerpt), February 2, 1942

The necessity for mass evacuation is based primarily upon public and political pressure rather than on factual data. Public hysteria and in some instances, the comments of the press and radio announcers, have resulted in a tremendous amount of pressure being brought to bear on Governor Olson and Earl Warren, Attorney General of the State, and on the military authorities. It is interesting to observe that little mention has been made of the mass evacuation of enemy aliens.

It is believed by many that the mass evacuation will be a cure-all and will eliminate the danger of Japanese espionage and sabotage. It would, of course, eliminate the possibility of the Japanese physically committing sabotage on the coast. However, experience has taught that the Japanese often rely on Occidentals to obtain physically their information for them. Bureau cases substantiate this.

If only the Japanese aliens are excluded from restricted areas, the problem of enforcement becomes extremely difficult. The necessity for challenging every Japanese observed within these areas is obvious. Then there must follow a close interrogation to establish citizenship. There also remains the fact that a large portion of the aliens have immediate or close relatives who are citizens and who would have access to the restricted areas. It is recognized that the second generation Japanese are, as a whole, more inclined to be loyal to this country than their alien elders. Irrespective of this, aliens and citizens being in the same families would tend to nullify effectiveness of the exclusion of aliens and not citizens from restricted areas. The advisability of excluding aliens and not citizens is therefore highly controversial.

Public domain. Reprinted from Wes Injerd, "The Preservation of a People: A Look at the Evacuation and Relocation of the People of Japanese Ancestry in the United States during World War II."

<http://home.comcast.net/~eo9066/1942/42-02/IA094.html>



Supporting Question 1

What were the reasons for and against Japanese American exclusion and internment?

Featured Source

Source 8: Dorothea Lange, photographs of California internment camps, 1942



April 20, 1942. San Francisco, California. Flag of allegiance pledge at Raphael Weill Public School, Geary and Buchanan Streets. Children in families of Japanese ancestry were evacuated with their parents and will be housed for the duration in War Relocation Authority centers where facilities will be provided for them to continue their education.

Public domain. Reproduced from the National Archives. <http://research.archives.gov/description/536053>.



May 11, 1942, Florin, Sacramento County, California. A soldier and his mother in a strawberry field. The soldier, age 23, volunteered July 10, 1941, and is stationed at Camp Leonard Wood, Missouri. He was furloughed to help his mother and family prepare for their evacuation. He is the youngest of six years children, two of them volunteers in United States Army. The mother, age 53, came from Japan 37 years ago. Her husband died 21 years ago, leaving her to raise six children. She worked in a strawberry basket factory until last year when her children leased three acres of strawberries "so she wouldn't have to work for somebody else." The family is Buddhist. This is her youngest son. Her second son is in the army stationed at Fort Bliss. 453 families are to be evacuated from this area.

Dorothea Lange, photograph, *Soldier and Mother in Strawberry Field*, 1942. Public domain. Reproduced from the National Archives. <http://amhistory.si.edu/perfectunion/collection/image.asp?ID=657>.



Supporting Question 2

How did the US policy of internment conflict with the parts of the Constitution that most closely relate to matters of personal freedom and due process?

**Amendment
Brief Summary**

**What freedoms were denied by the use of Internment
Camps:**



Supporting Question 2

How did the US policy of internment conflict with the parts of the Constitution that most closely relate to matters of personal freedom and due process?

Featured Source

Source 9: Constitutional Convention, document describing the structure of the US government, United States Constitution (excerpts), 1787

Preamble

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

Article. II. Section. 1.

The President shall be commander in chief of the Army and Navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices, and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment XIV

Section 1.

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

Public domain. Reprinted from the National Archives.

<http://www.archives.gov/exhibits/charters/constitution.html>



Supporting Question 3

What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?

Featured Source

Source 10: United States Congress, legislation regarding an apology to and reparations for Japanese Americans, Civil Liberties Act (excerpts), August 10, 1988

The Congress recognizes that, as described in the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent residents of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II.

As the Commission documents, these actions were carried out without adequate security reasons and without any acts of espionage or sabotage documented by the Commission, and were motivated largely by racial prejudice, wartime hysteria, and a failure of political leadership.

The excluded individuals of Japanese ancestry suffered enormous damages, both material and intangible, and there were incalculable losses in education and job training, all of which resulted in significant human suffering for which appropriate compensation has not been made.

For these fundamental violations of the basic civil liberties and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation.

Based on the findings of the Commission on Wartime Relocation and Internment of Civilians (CWRIC), the purposes of the Civil Liberties Act of 1988 with respect to persons of Japanese ancestry included the following:

- 1) To acknowledge the fundamental injustice of the evacuation, relocation and internment of citizens and permanent resident aliens of Japanese ancestry during World War II;
- 2) To apologize on behalf of the people of the United States for the evacuation, internment, and relocations of such citizens and permanent residing aliens;
- 3) To provide for a public education fund to finance efforts to inform the public about the internment so as to prevent the recurrence of any similar event;
- 4) To make restitution to those individuals of Japanese ancestry who were interned;
- 5) To make more credible and sincere any declaration of concern by the United States over violations of human rights committed by other nations.

Public domain. Reproduced from the Public Civics Online website. <http://www.civics-online.org/library/formatted/texts/civilact1988.html>.



Supporting Question 3

What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?

Featured Source

Source 11: United States House of Representatives, debate over the Civil Liberties Act, *Conference Report on H.R. 442* (excerpts), 1988

Mr. Glickman: Mr. Speaker, this is a great day for America, because it bears witness to the unique and special greatness of America that we are today repaying American citizens for injustices suffered during World War II as a result of denial of due process. Very few other societies or countries would do what we Americans are doing today.

Mr. Speaker, this bill proves our respect for human rights and liberties is paramount. This bill also establishes a historical precedent that this will never happen again to any racial, religious, ethnic group or individual—that those folks will be deprived of due process because of their background.

Mr. Speaker, behind me is a statement by Daniel Webster. He closes the remarks by saying, “And let us see whether we in our day and in our generation may not perform something worthy to be remembered.”

We are doing that today.

— *US Representative Dan Glickman (Democrat, KS)*



Mr. Coble: Mr. Speaker, I yield myself my remaining 4 minutes.

Mr. Speaker, I am not comfortable rising to oppose this bill because some will accuse me of being insensitive and uncaring. It is inaccurate. Many proponents of the bill are Members of this house for whom I have the highest regard, and that compounds my discomfort.

I cannot argue to my colleagues that this legislation does not represent a humane gesture by the United States, nor can I argue that Americans of Japanese descent who were living on the west coast of the United States did not experience a horrendous and regrettable interruption of their lives and livelihoods during World War II because of the relocation program.

I can, however, argue, Mr. Speaker, that in a time of war when a country is threatened for its very survival, as this country was after Pearl Harbor in 1942, many things happen and many lives are disrupted for no logical reason.

Many travesties of justice occur during a time of war. Many people lost their lives during World War II. Many people's lives were disrupted against their will, and this country went to war in order to help stop the further loss of lives.

I believe it is unfair and perhaps even presumptuous for us to sit in the calm of this House, thousands of miles away from any threat of war today, with the benefit of 20-20 hindsight, and pass judgment of the decision made by President Roosevelt, his Secretary of War, and other members of his Cabinet during the threat of war which faced them in 1942 following the attack on the front line of defense at Pearl Harbor.

Was there perhaps war hysteria? No doubt. Was there perhaps racial prejudice involved? No doubt.

Was there a failure of political leadership? I think not. We joined that war and helped our allies win it.

But the decisions which are being question today, Mr. Speaker, were intertwined with a threatened national security.

I furthermore have reservations about the precedent that we may be setting in passing legislation of this kind. I do not believe that this Government can make restitution for every wrong committed by it during a time of global war, and where do we draw the line. Perhaps descendants of slaves, perhaps American Indians who were forced from their ancestral grounds and placed upon reservations. The potential is endless.

Our office has received many letters from our veterans who fought in the Second World War who disagree with this bill, and the tone of their letters is generally the same. Many of them fought and were injured in World War II in conflict with our enemies. Some lost friends and loved ones as a result of the attack upon Pearl Harbor.

Mr. Speaker, in closing, I have no problems with the United States apologizing to those citizens of Japanese descent who were interned during the Second World War or whose lives were disrupted and detrimentally so during that war. And there are, furthermore, many people who should be recipients of apologies for acts that were done to them during the time of war. But it is a problem, Mr. Speaker, that cannot be simply and summarily resolved after the fact through legislation.

— *US Representative Howard Coble (Republican, NC)*

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<http://digital.lib.csus.edu/cdm/ref/collection/mats/id/192>.



Supporting Question 3

What were the arguments in favor of and against the 1988 Civil Liberties Act and reparations payments to Japanese Americans?

Featured Source

Source 12: George H. W. Bush and Bill Clinton, presidential apologies for the internment of Japanese Americans during World War II, 1988 and 1993, respectively

THE WHITE HOUSE
WASHINGTON

A monetary sum and words alone cannot restore lost years or erase painful memories; neither can they fully convey our Nation's resolve to rectify injustice and to uphold the rights of individuals. We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II.

In enacting a law calling for restitution and offering a sincere apology, your fellow Americans have, in a very real sense, renewed their traditional commitment to the ideals of freedom, equality, and justice. You and your family have our best wishes for the future.

Sincerely,

THE WHITE HOUSE
WASHINGTON

October 1, 1993

Over fifty years ago, the United States Government unjustly interned, evacuated, or relocated you and many other Japanese Americans. Today, on behalf of your fellow Americans, I offer a sincere apology to you for the actions that unfairly denied Japanese Americans and their families fundamental liberties during World War II.

In passing the Civil Liberties Act of 1988, we acknowledged the wrongs of the past and offered redress to those who endured such grave injustice. In retrospect, we understand that the nation's actions were rooted deeply in racial prejudice, wartime hysteria, and a lack of political leadership. We must learn from the past and dedicate ourselves as a nation to renewing the spirit of equality and our love of freedom. Together, we can guarantee a future with liberty and justice for all. You and your family have my best wishes for the future.

Apology from President George H. W. Bush.
Public domain.

Apology from President Bill Clinton.
Public domain.



CER: Develop a claim supported by evidence in favor or opposed to the Civil Liberties Act.



Summative Performance Task

Compelling Question	Should freedom be sacrificed in the name of national security?
Summative Performance Task	ARGUMENT Construct an argumentative essay using specific claims and relevant evidence from historical sources while acknowledging competing views.

Planning Page



Appendix A: Japanese Internment Inquiry Vocabulary

dissenting opinion	Legal statement made by one or more justices in a Supreme Court case that expresses disagreement with the court's final issued opinion.
due process	The right to a fair administration of justice and protection against illegal denial of life, liberty, and property by the government.
espionage	Covert surveillance operations on other countries and/or foreign threats.
executive order	Presidential directives that carry full legal weight to help manage various agencies of the executive branch of the federal government.
imperial	Relating to an empire, which is a territory greater than a nation or a kingdom.
indoctrination	The process of instilling ideas, attitudes, and/or doctrine onto a group of people who are expected to not question what they have learned.
internment	The act of confining people to a particular location usually in the form of temporary and indefinite imprisonment during wartime.
majority opinion	Legal statement agreed upon by more than half of the justices in a Supreme Court case that provides an explanation and rationale for the court's final issued opinion.
neutral	Withholding support or endorsement for any disputing sides during a controversy, conflict, or war.
unassimilated	Someone who does not conform to social, cultural, or political norms.
War Department	The original US Cabinet department responsible for the Army that ran from 1789 to 1947, until it was replaced by the National Military Establishment and renamed the US Department of Defense in 1949.