

Source 5

Source Information: Formative Assessment #2

Various photos and comics. Feb 13, 1942

<https://library.ucsd.edu/dc/object/bb5222708w>



Courtesy of National Japanese American Historical Society



"Waiting for the Signal from Home by Dr. Suess on February 14, 1942



**First box:** Out of all of Superman's mighty feats in defense of democracy, I think the latest exploit ranks at the top!

It will have served of inestimable value if only to point out to the public the importance of not belittling the Jap menace in the south pacific

**Second Box:** It should be remembered that most Japanese-Americans are loyal citizens. Many are in combat units of our Armed Forces, and others are working in war factories according to government statements. Not one act of sabatage was perpetrated in Hawaii, or territorial U.S. by a Japanese-American.

## Using Source 5

|                                    |  |
|------------------------------------|--|
| <b>Sourcing Questions</b>          | Who were these pictures and cartoon meant to convince?                                   |
| <b>Contextualization Questions</b> | What was the purpose of each picture or cartoon? Where do you think they were published? |
| <b>Corroboration Tasks</b>         | How are these 3 documents related?   |
| <b>Close Reading Questions</b>     | What opinion does each picture and cartoon trying to convey?                             |

## Source 6

Source Information: Formative Assessment #2

Box (5) Incarceration of Japanese Americans. Box # 1 of 2. Set # Orange. Folder 2. Letter from Mrs. Shipman to President Harry S. Truman.

February 11, 1943

My Dear Sir:

Many people in my community have expressed deep resentment toward the teaching of music and either fine arts to the Japanese in our internment camps when our own public school options have been denied this advantage.

I am a teacher in a public school system which among many cannot afford to employ a teacher of public school music, but on the other hand, a portion of the taxpayer's money of this community is paying for a luxury which our own schools cannot afford.

Too why shouldn't the public resent such a "set up" of education in internment camps when we taxpayers have relatives "across" who are making sacrifices that our public school children should have these advantages.

If the government has money to spend, why not improve our own curriculum of fine arts first and let the "devil" take the hindmost?

Yours very truly,

Mrs. L. H. Shipman

Illinois, Missouri  
February 11, 1943

Senator Harry Truman  
The United States Senate  
Washington, D.C.

My dear Sir:

Many people in my community have expressed deep resentment toward the teaching of music and other fine arts to the Japanese in our internment camps when our own public school systems have been denied this advantage.

I am a teacher in a public school system which, among many, cannot afford to employ a teacher of public school music, but, on the other hand, a portion of the taxpayer's money of this community is paying for a luxury which our own schools cannot afford!!

Too why shouldn't the public resent such a "set up" of education in internment

camps when our taxpayers have relatives "across" who are making sacrifices that our public school children should have these advantages.

If the government has money to spend, why not improve our own curriculum of fine arts first and let the "devil" take the hindmost?

Yours very truly,  
Mrs. L. H. Shipman

## Using Source 6

|                                    |  |
|------------------------------------|--|
| <b>Sourcing Questions</b>          | What is the author's opinion on the school system in both the camps and outside the camps?   |
| <b>Contextualization Questions</b> | Why do you think the author sent this directly to President Truman? Why not to someone else? |
| <b>Corroboration Tasks</b>         | Do all the documents agree? Why or why not?  |
| <b>Close Reading Questions</b>     | What were some details about what was being taught both in and out of the camps?             |

Source 7

Source Information: Formative Assessment #2

Japanese Internment Camp

Daniel Shelton's response to Sept. 11, 2001 was creating this storyline featuring Nicholas's paternal grandfather George Tokoname.

<http://www.bencomicstrip.com/japanese-internment-camp/>



## Using Source 7

|                                    |   |
|------------------------------------|---|
| <b>Sourcing Questions</b>          | Where do you think this story was published and why?  |
| <b>Contextualization Questions</b> | Why do you think Shelton told this story?   |
| <b>Corroboration Tasks</b>         | How does this document compare to others you have looked at? Was this document created to gain sympathy or just tell a story? |
| <b>Close Reading Questions</b>     | What details about camp life did the Grandfather tell the child?  |

## Source 8

Source Information: Formative Assessment #2

Japanese American Responses to Incarceration - Densho.org

<https://densho.org/japanese-american-responses-to-incarceration/>

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<https://densho.org/japanese-american-responses-to-incarceration/>

## Using Source 8

|                                    |  |
|------------------------------------|--|
| <b>Sourcing Questions</b>          | Why was this video created?  |
| <b>Contextualization Questions</b> | When was this created and why was it not created earlier?  |
| <b>Corroboration Tasks</b>         | Do you feel this video is a reliable source? Why or why not?   |
| <b>Close Reading Questions</b>     | What details does this video use to show you the thoughts and feelings of the Japanese-Americans at this time? |