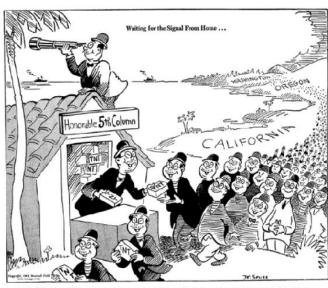
Source Information: Formative Assessment #2 Various photos and comics. Feb 13, 1942

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





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

Courtesy of National Japanese American Historical Society



First box: Out of all of Supermans 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.

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

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 <u>resentment</u> toward the teaching of music and either fine arts to the Japanese in our internment camps when our <u>own</u> 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 <u>first</u> and let the "devil" take the hindmost?

Yours very truly,

Mrs. L. H. Shipman

Illowo, Missouri Flebruary 11, 1943
Tehruary 11, 1943
S. to Der Tune
The United States Senate
Senates Dany Thursen The United States Senate Tarkington, D.C.
Dy dear Sir:
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come when we topseed has relative release who her rating secrifices that our suffice school children should have their aboutings. If the government has range to such I, saly not impress our about culticulum of fine alts first and let the heard take the historical for many truly, Mrs. L. J. Slipman

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

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/

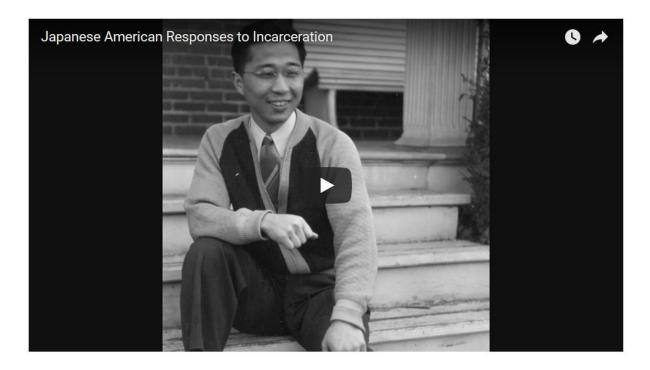


Sourcing Questions	Where do you think this story was published and why?
Contextualization Questions	Why do you think Shelton told this story?
Corroboration Tasks	How does this document compare to others you have looked at? Was this document created to gain sympathy or just tell a story?
Close Reading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

Source Information: Formative Assessment #2

Japanese American Responses to Incarceration - Densho.org

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



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

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