

# California State Government and Incarceration of Japanese Americans during World War II

## An Exhibit Guide for Teachers



### HEADQUARTERS WESTERN DEFENSE COMMAND

Office of the Commanding General  
Presidio of San Francisco, California

### Public Proclamation No. 24

4 SEPTEMBER 1945

TO: The people within the States of Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, and Washington, and the Public generally:

Whereas, the Imperial Japanese Government has proclaimed the surrender of its armed forces to the allied forces; and

Whereas, the present military situation no longer requires, as a matter of military necessity, certain restrictions heretofore imposed within designated areas of the Western Defense Command; and

Whereas, the Secretary of War has designated the undersigned as the Military Commander to carry out the duties and responsibilities imposed by Executive Order No. 9066, dated 19 February 1942, for that portion of the United States embraced in the Western Defense Command, and authorized the undersigned to modify or cancel any orders issued under the said Executive Order by former Commanding Generals of the Western Defense Command:

Now, therefore, I, H. C. Pratt, Major General, U. S. Army, by virtue of the authority vested in me by the President of the United States and by the Secretary of War and my powers and prerogatives as Commanding General, Western Defense Command, do hereby declare and proclaim that:

1. All Individual Exclusion Orders heretofore issued by the Commanding General, Western Defense Command, and now in effect are rescinded.

2. The effect of the rescission in paragraph 1 hereof is to remove all restrictions heretofore imposed by or because of Individual Exclusion Orders issued by the Commanding General, Western Defense Command. All persons permitted to return to West Coast areas by reason of the rescission of Individual Exclusion Orders should be accorded the same treatment and allowed to enjoy the same privileges accorded law abiding American citizens or residents.

3. This Proclamation shall not affect any offense heretofore committed, nor any conviction or penalty incurred because of violations of the provisions of Public Proclamations, Civilian Exclusion Orders, Civilian Restrictive Orders, or Individual Exclusion Orders heretofore issued.

4. All Public Proclamations and Civilian Restrictive Orders, insofar as they are in conflict with this Proclamation, are amended accordingly.

5. All Public Proclamations, Civilian Exclusion Orders, Civilian Restrictive Orders, and Individual Exclusion Orders herein referred to are those issued by the Commanding General, Western Defense Command.

6. This Proclamation shall become effective at midnight, 2400 PWT, 4 September 1945

H. C. PRATT  
Major General, U. S. Army  
Commanding

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## LEARNING OBJECTIVES

The objective of this guide is to be a resource for teachers introducing their students to the California State Archives' online exhibit titled "[California State Government and Incarceration of Japanese Americans during World War II](#)." It is designed to meet the standards for high school U.S. History Curriculum.

The activities in this guide will allow students to:

- Use primary source documents, digitized from California State Archives collections, to learn about the role that state government played in the incarceration of Japanese Americans during World War II
- Explore the attitudes and sentiments of government officials at the time, and think critically about how the choices that these individuals made had a wide-reaching impact for thousands of Japanese Americans
- Consider how the complex issues regarding Japanese American incarceration during World War II relates to current events, and the role that government plays in weighing personal freedoms against national security.

The lessons in this guide meet the following National Standards for History:

- Era 8: The Great Depression and World War II (1929-1945)
  - Standard 3c: Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties.

The lessons in this guide meet the following California State Content Standards for grades 11 and 12:

### **English-Language Arts:**

- Reading Comprehension 2.1, 2.3, 2.5, 2.6
- Writing 1.1, 1.3
- Writing Applications 2.1, 2.3, 2.4
- Speaking Applications 2.1, 2.2

### **History- Social Science:**

- Chronological and Spatial Thinking 1, 2
- Historical Research, Evidence, and Point of View 1, 2
- Historical Interpretation 1, 2, 3, 4
- United States History and Geography 11.7 (5)
- Principles of American Democracy and Economics 12.2 (5), 12.3 (2), 12.4 (3), 12.7 (3), 12.7 (5), 12.10

## HISTORICAL BACKGROUND

The United States joined World War II after Japanese fighter planes attacked Pearl Harbor in Hawaii on December 7th, 1941. Many believed that the attack was aided by Japanese spies living in Hawaii and on the West Coast, and individuals of Japanese ancestry living in America were immediately looked upon by their neighbors with fear and suspicion. Influential individuals, newspapers, and government officials started

calling for the exclusion of those with Japanese ancestry from American society. Although some did not agree with this sentiment, their voices were overpowered by those who felt that letting Japanese Americans continue to live among the general population would pose a national security risk.

Debate ensued about how to handle the “alien enemy situation.” Some advocated for deportation of all individuals with Japanese ancestry, while others felt that the government should move them to concentration camps. Ultimately, President Franklin Delano Roosevelt issued Executive Order 9066 on February 19, 1942, which authorized the forced removal of individuals with Japanese ancestry, including Japanese American citizens, from many areas of the West Coast. Approximately 120,000 Japanese Americans and Japanese residents from the coastal areas of Washington and Oregon and all of California were removed from their homes and incarcerated in camps. Although initiated by the Federal government, the State of California was heavily involved in the removal effort. The state created the War Services Bureau to meet the “war-needs” of California, which included providing social services to Japanese Americans during their registration and removal to incarceration camps. County employees also assisted with the removal.

The camps were often located in undesirable locations such as deserts or fields, with extremely hot or cold weather conditions. The individuals living in these camps were not permitted to leave, and faced many restrictions and hardships. California government agencies were involved in making decisions that impacted daily life in the camps, such as how education would be provided, whether the incarcerated would be allowed to vote, and responding to requests for goods.

Exclusion orders were finally suspended on November 10th, 1944, more than two years after the original order. Camps were closed in stages to allow for a controlled relocation. The War Services Bureau was once again involved in removing the incarcerated, this time providing services as they transitioned back to their lives outside the camps. This was a difficult process for those that had been incarcerated. Many had lost their homes, jobs, and possessions, and their resettlement was hampered by housing shortages and a requirement to establish residency before receiving needed government services.

Decades later, some California politicians sought to provide reparations and redress to those who had been incarcerated. Many agreed with Assemblyman Patrick Johnston’s opinion that “it was California—Its politicians, its business leaders, its newspaper publishers—who whipped up the hysteria against Japanese Americans at the outset of World War II that caused Roosevelt’s evacuation order.” In 1981 he introduced a bill (AB 2710) that would provide monetary compensation to qualifying former state employees who had lost their jobs as a result of their incarceration. Despite some members of the public strongly opposing any reparations, the bill was passed and enacted into law on August 17, 1982. A few years later, the United States Congress passed the Civil Liberties Act of 1988, which granted reparations to Japanese Americans that had been placed in incarceration camps during World War II. Nevertheless, many Japanese Americans living in California today are still feeling the impact of this difficult period in American history.

## OPENING ACTIVITY

### Materials:

Handout containing the following questions and activity details.

### Length:

15 minutes

### Goals:

At the conclusion of this activity, students should be able to:

- Articulate and understand the fears that Japanese Americans faced after the bombing of Pearl Harbor
- Understand how major events like the bombing of Pearl Harbor can have a substantial impact on the everyday lives of Americans
- Reflect upon how they may feel should a similar attack happen in the present

### Activity:

Think about your family's ancestry or country of origin. If you aren't sure what it is, imagine that your family has come to live in the United States from a foreign country. Your family works, pays taxes, and participates in American culture every day.

Now, imagine that you see on the news today that the country from which your family came, or the country that most closely represents your ancestry, has attacked the United States. The United States has now declared war against that country.

Answer the following questions:

- How do you feel upon hearing this news?
- Do have any fears? If so, who or what are you afraid of?
- Do you think this will change how other Americans feel about you and your family?
- How do you think this news will affect your everyday life?

Read through your answers and reflect open how you would be feeling if this were a real scenario. After the bombing of Pearl Harbor by Japan in 1941, many Japanese Americans and individuals of Japanese ancestry were reflecting upon these same issues. Many felt confused and fearful. Some felt conflicting loyalties between their home country and the United States. Others felt unquestionably loyal to the United States, and were ready to fight for it. Still others felt that the news would probably not have a big impact on their lives.

However, what came next for Japanese Americans, especially those living on the West Coast, forever changed the lives of themselves and their families. Unfortunately, it was the United States government, as well as the California government, that supported and implemented policies that would harm these individuals, rather than protect them. The online exhibit titled "California State Government and Incarceration of Japanese

Americans during World War II” explores the role that the government played in creating these terrible circumstances.

## GROUP DISCUSSION ACTIVITY

### Materials:

This portion of the lesson is best conducted in a computer lab, or with at least six laptops or desktop computers that can be distributed to the students. The computers should have internet access.

Alternatively, if computers are not available for each group, you may choose to walk through each page of the online exhibit with the class, stopping at the end of each page to discuss the discussion questions together.

Documents:

[Letter from C. J. Carey to R. I. French](#)

[Resolution on Employment of Japanese-Americans](#)

[Public Sentiment Letters](#)

[Evacuation of Japanese map](#)

[Mass Removal photographs](#)

[Voting correspondence](#)

[Special Agent's Report on Tule Lake](#)

[Correspondence in support of and in opposition to AB 2710](#)

### Length:

1 hour 45 minutes to 2 hours

### Goals:

At the conclusion of this activity, students should be able to:

- Interpret primary source documents to determine events, meaning, tone, and intent of the author
- Understand the timeline of Japanese American incarceration during World War II
- Identify the motivations of those who supported incarceration
- Understand the role that government, and more specifically California state government, played in implementing incarceration
- Define vocabulary specific to Japanese American incarceration

### Activity:

1. Open the online exhibit (<http://exhibits.sos.ca.gov/exhibits/show/california-and-incarceration>) and read the History section out loud with the class. Show students how to navigate through the exhibit pages, and demonstrate how to read primary source documents more closely by clicking on them, then selecting the image file on the item description page.

2. Divide the class into six groups, and provide each group with a laptop or desktop computer on which to view the exhibit. Assign each group a different section of the exhibit:
  - Exclusion
  - Public Sentiment
  - Mass Removal
  - Incarceration
  - Resettlement
  - Reparations and Redress
3. Instruct students to read the text and view the primary source documents for their assigned exhibit page as a group. Allow groups 30-45 minutes to review their exhibit page and then discuss and answer the below discussion questions. Each group should designate a representative that will write down the answers, and be prepared to later share them with the class.
4. After group discussions have concluded, have the representative from each group briefly explain to the class the primary sources that they found on their exhibit page, as well as their answers to the discussion questions. As each student is speaking, have that page of the exhibit on display to the class for reference.
5. After each representative has finished sharing, spend about 5 minutes discussing the group's answers with the class, encouraging students with differing viewpoints to contribute to the discussion.

### Discussion Questions:

#### Exclusion

1. The word “exclusion” can have multiple meanings. How would you define “exclusion” in the context of Japanese Americans during World War II?
2. Review the letter written by C. J. Carey, Chief of the Bureau of Market Enforcement, to R. I. French, Deputy Attorney General (found in the Licenses section). Why do you think government officials felt it was important to deny or revoke agricultural licenses to those of Japanese ancestry on the West Coast?
3. Review the resolution from the State Personnel Board terminating the employment of Japanese American state employees. What reasons do they give for firing these employees? Do you feel these are valid reasons?

#### Public Sentiment

1. Read the letters sent to the Attorney General Earl Warren. What was the sentiment regarding Japanese American residents? List some specific words that the letter writers used to describe Japanese Americans.
2. What was the public sentiment based on? Do public officials use evidence to back their suspicions of Japanese Americans? If so, what sort of evidence do they use?

3. Many of the letters sent to Attorney General Earl Warren mention other ethnic groups living in their communities, such as those with Italian or German ancestry. Did the letter writers feel that these other groups should be incarcerated as well? Why do you think they feared Japanese Americans more than other groups?

### **Mass Removal**

1. Study the evacuation map. Why do you think certain parts of the state were evacuated before others? Is the entire state being evacuated?
2. How did the State of California facilitate the removal of Japanese Americans? Notice that much of the language that the government uses refers to “providing aid” or “assisting enemy aliens.” Do you think that the state employees that performed removals felt that they were helping or hurting Japanese Americans?
3. Review the photographs on this page, and imagine that you are being sent to an incarceration camp and can only bring one small suit case. What would you bring? What would you leave behind?

### **Incarceration**

1. Imagine that you were removed from your home and school and were expected to attend school in the incarceration camp. Do you think the camp school would have the tools you need to learn? How might this change have disrupted your studies?
2. Were Japanese Americans allowed to vote from the incarceration camps? What do the notes from Attorney General Earl Warren say regarding the voting issue?
3. Based on the Special Agent’s Report on Tule Lake, what do you think actually occurred on November 1, 1943? What do you think would have motivated those who were incarcerated to be involved in this “incident”?

### **Resettlement**

1. What kind of aid was provided to those who were allowed to leave the incarceration camps? Do you think the level of aid was appropriate?
2. What are some issues that residents may have encountered while trying to establish residency?
3. How did the housing shortage impact the lives of Japanese Americans? Do you feel that the government did enough to try to provide housing?

### **Reparations and Redress**

1. What was the purpose of AB 2710? Was it a fair deal for Japanese Americans? Explain your answer.

2. Read the correspondence in support of and in opposition to AB 2710. What are some of the arguments Americans use to support their position? What do you think is the basis for their arguments?
3. Why do you think it took so long for the government to take action on reparations and redress for Japanese Americans? What changed between the end of World War II and the 1980s to encourage them to act?

## WRITING EXERCISES

### Materials:

Laptops or desktop computers for students to study primary source documents from the online collection. If computers are not available, the documents can be printed and distributed to the class.

### Documents:

[Photo 002](#)

[Photo 004](#)

[State Employee Questionnaire](#)

[Correspondence on Winona Housing Project](#)

### Length:

20 minutes

### Goals:

At the conclusion of this activity, students should be able to:

- Interpret primary source documents to determine events, meaning, and tone
- Reflect upon living conditions for those who were incarcerated, during and after incarceration
- Understand the role that government played in implementing incarceration

### Writing Prompts:

1. Carefully study Photo 002 and Photo 004. Write a short paragraph about your observations. What do these photos tell you about the living conditions inside the incarceration camps? Share your observations with the class.
2. State Employee Questionnaire: Have students break up into groups and have them read and analyze the State Employee Questionnaire.

### Questions:

Why was it written? Who wrote it? What does the author of the document hope to gain from gathering this information? Do you think this document could have been used against the person filling it out? If yes, how so?

3. Correspondence on Winona Housing Project: Students should read the entire document and come up with comparisons between the housing project and the incarceration camps.

Questions:

What sort of new challenges were Japanese Americans facing at home after incarceration had ended? Why were they being sent to housing projects? Did they have the same access to housing as everyone else?

## CLOSING ACTIVITY

### Materials:

None.

### Length:

20 minutes

### Goals:

At the conclusion of this activity, students should be able to:

- Take what they have learned from this lesson and apply it to current events
- Understand that historical events can have lasting effects on future generations
- Be able to recognize issues in modern society that deal with discriminatory laws
- Be able to articulate their feelings on issues they feel strongly about, in order to make strong arguments that fall in line with their principles

### Activity:

Students should remain in their groups and reflect upon what they have learned during this lesson. Students should consider the following questions:

1. What are some of the main themes, vocabulary terms, or primary source documents that stuck out to you from this exhibit?
2. How are you feeling about what you have learned from the exhibit?
3. Do you see any parallels between Japanese incarceration and other events in American history?
4. Do you think that an incarceration or similar event could happen today? If so, who would be involved in carrying it out? If not, how do you think it will be prevented?
5. Does what you learned from the exhibit and discussions make you want to take any action?

## VOCABULARY

**Assembly Centers:** A temporary location to which Japanese and Japanese Americans were sent before being removed to the incarceration camps. These temporary detention centers were often very small and unsanitary spaces, such as an animal stall at a local racetrack.

**Civil Liberties:** Personal freedoms guaranteed by the government, such as through the Bill of Rights.

**Civil Liberties Act of 1988:** A law passed by the United States Congress to provide a formal apology and \$20,000 redress to every surviving U.S. citizen or legal immigrant of Japanese ancestry incarcerated during World War II.

**Concentration Camp:** A place where large numbers of people (such as prisoners of war, political prisoners, refugees, or the members of an ethnic or religious minority) are detained or confined under armed guard. Government officials originally called for Japanese Americans to be confined in “concentration camps,” but later used the term “internment camps” instead, in an attempt to justify the incarceration. We now recognize that the camps in which those of Japanese ancestry were held during World War II are “concentration camps” or “incarceration camps.”

**Deportation:** To force someone to leave a country, especially someone who has no legal right to be there or who has broken the law.

**Enemy Alien:** A person living in the United States who is a citizen of a country with which the United States is at war. Japanese citizens living within the United States were considered to be enemy aliens during World War II.

**Evacuation:** The process of temporarily moving people away from an immediate and real danger, such as a fire, flood, shoot-out, or bomb threat. This term was used by the government to imply that individuals with Japanese ancestry were removed to incarceration camps to protect them from danger, but this is inaccurate. The phrase “forced removal” is a more accurate description of what occurred.

**Exclusion:** In this context, exclusion refers to the act of denying Japanese Americans the rights and opportunities normally afforded to American citizens.

**Executive Order 9066:** An order issued by President Franklin Roosevelt on February 19, 1942, which authorized the forced removal of all persons deemed a threat to national security from the West Coast to incarceration camps. This led to the incarceration of approximately 120,000 people of Japanese ancestry, 11,000 people of German ancestry, and 3,000 people of Italian ancestry. The order was suspended by President Roosevelt in December 1944, and officially rescinded by President Gerald Ford on February 19, 1976.

**Incarceration:** The act of imprisoning someone or the state of being imprisoned.

**Incarceration Camp:** The preferred term for the concentration camps to which individuals of Japanese ancestry were forcibly removed during World War II.

**Internment:** The confinement of enemy aliens in a time of war. Since many of the individuals forcibly removed to incarceration camps during World War II were American citizens, this term does not apply. The more accurate term for what occurred is “incarceration.”

**Internment Camp:** This was a term used by the government to describe the camps in which those of Japanese ancestry were forcibly held during World War II. However, internment is a term used to describe the confinement of enemy aliens, so it does not accurately describe the incarceration of Japanese American citizens. The phrase “incarceration camp” is more accurate.

**Military Zones:** Regions of land overseen by military commanders within which individuals of Japanese ancestry were not permitted to live. Those living within the military zones were forcibly removed to incarceration camps. Nearly the entire West Coast was considered a military zone.

**Redress:** To put right a wrong or give payment for a wrong that has been done.

**Relocation:** In this context, relocation refers to the act of removing those of Japanese ancestry from their homes and forcing them into incarceration camps. As “relocation” typically implies voluntary movement, the phrase “forced removal” is more accurate. Relocation is also sometimes used to describe the movement of those released from the incarceration camps back into society.

**Relocation Camp:** An outdated term for the camps to which individuals of Japanese ancestry were forcibly removed during World War II. A more appropriate term would be “concentration camp” or “incarceration camp.”

**Reparations:** The making of amends for a wrong one has done, by paying money to or otherwise helping those who have been wronged.

**Resettlement:** This can refer to the specific act of moving those held in incarceration camps back to their previous homes after the war, but also generally describes the movements of those individuals as they tried to rebuild their lives after incarceration.

**Resident Alien:** A foreign-born individual who is a permanent resident of the country in which they reside, but does not have citizenship.

## TIMELINE

### **December 7, 1941**

Japan bombs U.S. ships and planes at the Pearl Harbor military base in Hawaii. Over 3,500 servicemen are wounded or killed.

### **December 8, 1941**

The President and Congress declare war against Japan.

### **December 11, 1941**

The Western Defense Command is established with Lt. Gen. John L. DeWitt as the commander.

### **February 19, 1942**

President Roosevelt signs Executive Order 9066 authorizing military authorities to exclude civilians from any area without trial or hearing. Although the order did not specify Japanese Americans, they were the only group to be incarcerated as a result of it.

### **February 25, 1942**

The U.S. Navy orders all Japanese Americans living on Terminal Island in the Port of Los Angeles (about 500 families) to leave within 48 hours. This is the first group to be incarcerated.

### **March 1942**

The Western Defense Command issues Public Proclamation No. 1, which begins the process of removing all people of Japanese ancestry living in the western halves of Washington, California, Oregon, and parts of Arizona. A curfew goes into effect in these areas that requires all those of Japanese ancestry to remain at home between the hours of 8 p.m. and 6 a.m.

### **March 5, 1942**

The California State Personnel Board issues a resolution terminating the state employment of people of Japanese descent.

### **March 18, 1942**

The President signs Executive Order 9102 establishing the War Relocation Authority, with Milton Eisenhower as director.

### **March 24, 1942**

The first Civilian Exclusion Order is issued by the Army for Bainbridge Island near Seattle, Washington. Forty-five families are given one week to prepare.

### **March 27, 1942**

“Voluntary evacuation” ends as the Army prohibits the changing of residence for all Japanese Americans in the western halves of Washington State, California and Oregon.

### **May 1942**

The incarcerated begin transfer to the ten permanent War Relocation Authority incarceration facilities or “camps.” They include Manzanar, Poston, Gila River, Topaz, Granada, Heart Mountain, Minidoka, Tule Lake, Jerome, and Rohwer.

### **June 3 – 6, 1942**

The Allied forces achieve victory in the Battle of Midway, turning the advantage in the war to the United States.

### **July 27, 1942**

Two men are shot to death by a camp guard while allegedly trying to escape from the Lordsburg, New Mexico incarceration camp. Both men had been too ill to walk from the train station to the camp gate prior to being shot.

### **September 1943**

From the results of the “loyalty questionnaire,” “loyal” incarcerated from Tule Lake begin to depart to other camps and “disloyal” incarcerated from other camps begin to arrive at Tule Lake.

### **January 1944**

The War Department imposes the draft on Japanese American men, including those incarcerated in the camps. The vast majority comply, a few hundred resist and are brought up on federal charges. Most of the resisters are imprisoned in a federal penitentiary.

### **January 2, 1945**

The War Department issues Public Proclamation No. 21, rescinding the widespread exclusion orders after the Supreme Court rules that “loyal” citizens could not be lawfully detained. Many Japanese Americans are free to leave the incarceration camps. However, some remain incarcerated under local exclusion orders.

### **May 7, 1945**

Germany surrenders, ending the war in Europe.

### **August 6-9, 1945**

The United States drops the atomic bomb on Hiroshima. Three days later, a second bomb is dropped on Nagasaki.

### **August 14, 1945**

Japan surrenders, ending the war. Their surrender would be formally accepted by the United States on September 2.

### **September 4, 1945**

The Western Defense Command issues Public Proclamation No. 24, rescinding all local exclusion orders, permitting Japanese Americans to return to society.

### **March 20, 1946**

The last incarceration camp, at Tule Lake, is closed.

### **July 1948**

President Truman signs the Japanese American Evacuation Claims Act, which provides compensation to individuals that were incarcerated. However, the compensation was only a small fraction of the amount lost, and the process to apply was difficult and slow.

### **June 1952**

The McCarran-Walter Act is passed, which allows a small number of Japanese immigrants to enter the United States and to become naturalized citizens.

### **1980**

The Commission on Wartime Relocation and Internment of Civilians is established, calling for a congressional committee to investigate the constitutionality of Executive Order 9066.

### **August 17, 1982**

AB 2710, proposed by California Assemblyman Patrick Johnston, is enacted into law. It compensates former California State employees for salaries lost due to wrongful termination because they were of Japanese descent.

### **1983**

The Commission on Wartime Relocation and Internment of Civilians issues its report (titled Personal Justice Denied) on February 24 and recommendations on June 16. They call for a presidential apology and a \$20,000 check for each individual that was incarcerated.

### **1988**

The Civil Liberties Act is passed, which grants redress of \$20,000 and a formal presidential apology to every surviving U.S. citizen or legal resident immigrant of Japanese ancestry who had been incarcerated during World War II.

## RELATED RESOURCES

### **Densho:**

Densho's mission is to preserve the testimonies of Japanese Americans who were unjustly incarcerated during World War II before their memories are extinguished. We offer these irreplaceable firsthand accounts, coupled with historical images and teacher resources, to explore principles of democracy, and promote equal justice for all. <https://densho.org/>

### **Japanese American National Museum:**

The mission of the Japanese American National Museum is to promote understanding and appreciation of America's ethnic and cultural diversity by sharing the Japanese American experience. <http://www.janm.org/>

### **Ansel Adams's Photographs of Japanese-American Internment at Manzanar:**

Adams's Manzanar work is a departure from his signature style of landscape photography. Although a majority of the more than 200 photographs are portraits, the images also include views of daily life, agricultural scenes, and sports and leisure activities. <http://www.loc.gov/pictures/collection/manz/>

### **Japanese-American Internment Camp Newspapers, 1942 to 1946:**

Produced by the Japanese Americans incarcerated during World War II, these newspapers provide a unique look into the daily lives of the people who were held in these camps. They include articles written in English and Japanese, typed, handwritten, and drawn. They advertise community events, provide logistical information about the camps and relocation, report on news from the community, and include editorials. <https://www.loc.gov/collections/japanese-american-internment-camp-newspapers/about-this-collection/>

### **Digital Public Library of America Primary Source Sets, Japanese American Internment During World War II:**

DPLA connects people to the riches held within America's libraries, archives, museums, and other cultural heritage institutions. All of the materials found through DPLA—photographs, books, maps, news footage, oral histories, personal letters, museum objects, artwork, government documents, and so much more—are free and immediately available in digital format. <https://dp.la/primary-source-sets/japanese-american-internment-during-world-war-ii>

### **National Archives:**

The National Archives and Records Administration (NARA) is the nation's record keeper. Of all documents and materials created in the course of business conducted by the United States Federal government, only 1%-3% are so important for legal or historical reasons that they are kept by us forever.

<https://www.archives.gov/education>

## ACKNOWLEDGEMENTS

This teacher guide was made possible through a California Civil Liberties Public Education Program (CCLPEP) grant that the California State Archives received from the California State Library in spring 2017. CCLPEP is a “state-funded grant project to sponsor public educational activities and development of educational materials to ensure that the events surrounding the exclusion, forced removal, and internment of civilians and permanent resident aliens of Japanese ancestry will be remembered so that the causes and circumstance of this and similar events may be illuminated and understood.”

The project goals were to:

- Increase accessibility to an otherwise hidden body of records concerning Japanese internment during World War II
- Educate the public about the existence of these materials, as well as the significance of these events in the state’s history
- Provide a fuller picture of the events surrounding the incarceration of Japanese American citizens and their families, and
- Preserve long-term use of historically significant materials via digitization.

Using a [bibliography](#) created by the State Library as a starting point, the State Archives researched its holding for materials related to California’s coordination with the Federal government in the incarceration of Japanese. Through this research, other collections were identified that had not originally been included in the State Library bibliography. New and the existing findings were sampled and scanned to make the documents available online in a topical collection.

This teacher guide was created in May 2019 by the California State Archives Outreach Unit, with assistance from Ron Rohovit, Ed.D., Education Director for the Unity Center at the California Museum.

For further information about the California Civil Liberties Public Education Program, click [here](#).

## ABOUT THE CALIFORNIA STATE ARCHIVES

California's first legislature, meeting in 1849–50, charged the Secretary of State to receive "...all public records, registered maps, books, papers, rolls, documents and other writings . . . which appertain to or are in any way connected with the political history and past administration of the government of California." The California State Archives, a division of the Office of the Secretary of State, continues to serve in the spirit of those early instructions, providing a repository for the state's permanent governmental records as well as other materials documenting California history.

The California State Archives collects, catalogs, preserves, and provides access to the historic records of state government and some local governments. The Archives collection

is primarily composed of records from California state agencies, the governor's office, the state legislature, and the State Supreme Court and Courts of Appeal. The records are organized under the name of the agency or office that transferred the records to the Archives. The collections also include some private papers that have been donated to the Archives.

The California State Archives serves a wide variety of researchers whose interests range from legislative intent and public policy to genealogy and railroad history in California. Reference Desk staff help researchers identify collections that are most relevant to their area of interest and retrieve those records from a secure storage area for researchers to view in the large Research Room.

The State Archives occupies a facility one block south of the State Capitol as part of the Secretary of State office complex. Completed in 1995, the 170,000 square foot building has six floors of environmentally controlled stacks, including a number of specialized vaults, which house the Archives' collections. The building also has facilities for preservation and research use of archival materials.

### **Contact Information**

California State Archives

1020 "O" Street

Sacramento, CA 95814

[Visit the California State Archives website](#)

[Email the California State Archives](#)

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