

Immigration and Citizenship: Milestones in Japanese American History, 1906–1988



Observing Camp Activities from a Rooftop, Tanforan Assembly Center, San Bruno, California, 1942 by *Mine Okubo*
(*Japanese American National Museum*)

Immigration and Citizenship: Milestones in Japanese American History, 1906–1988

BY JOHN McNAMARA AND RON NASH (CREATED IN 2020, REVISED IN 2024)

John McNamara worked for more than thirty years as a teacher, assistant principal, principal, and district supervisor of social studies, K–12, in New York City and New Jersey. Ron Nash taught high school history and special education in New Jersey for more than thirty-five years. They are project consultants for the Gilder Lehrman Institute of American History.

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: Three 45-minute class periods

UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary source materials. These skills will enable students to understand, summarize, and evaluate documents and other resources of historical significance.

The three lessons in this unit explore the twentieth-century history of Japanese Americans, particularly in regard to immigration and citizenship status. Students will examine and assess primary sources, including legislation, legal decisions, and sketches. You will assess students’ understanding through their participation in small-group and whole-class discussions and their written responses to the critical thinking questions and the essential questions.

Students will be able to

- Analyze primary source documents using close-reading strategies
- Draw logical inferences and summarize the essential message of textual and visual primary sources
- Present an argument, orally and/or in writing, supported by evidence
- Analyze historical change over time (e.g., immigration policy)

ESSENTIAL QUESTIONS

- What policies limited Japanese immigration to the United States?
- What challenges did Japanese immigrants and Japanese Americans confront?
- How did Japanese Americans advocate for equal rights?

COMMON CORE STATE STANDARDS

- CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- CCSS.ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- CCSS.ELA-LITERACY.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.W.9-10.1 and 11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

MATERIALS

- Historical Background: “Japanese Exclusion and Japanese American Resistance” by Michael Jin, University of Illinois Chicago, Associate Professor of History, University of Illinois Chicago (see page 5)
- Source 1: A Letter from President Theodore Roosevelt to Victor Howard Metcalf, Secretary of Commerce and Labor, November 27, 1906, on the Gentlemen's Agreement of 1907, Theodore Roosevelt Collection, MS Am 1540 (408), Harvard College Library, theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o280328
- Activity Sheet 1: Document Analysis: Theodore Roosevelt on the Gentlemen's Agreement
- Source 2: The Immigration Act of 1917
 - o Excerpts from the Immigration Act of 1917, *An Act to Regulate the Immigration of Aliens to, and the Residence of Aliens in, the United States, US Statutes at Large* 39 Stat. 874 (1917), Law Library of Congress, loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf
 - o “Map Showing Asiatic Zone Prescribed in Section Three of Immigration Act, the Natives of Which Are Excluded from the United States, with Certain Exceptions” in US Department of Labor, *Immigration Laws and Rules of February 1, 1924* (Washington DC: Government Printing Office, 1924). Available in Google Books, google.com/books/edition/Immigration_Laws_and_Rules_of_February_1/HqGBNSWasIwC.
- Activity Sheet 2: Document Analysis: Immigration Act of 1917
- Source 3: Documents Related to *Takao Ozawa v. United States*, 1922
 - o Takao Ozawa, *Naturalization of a Japanese Subject in the United States: A Brief in Re Ozawa Case, Now Pending the Decision in the Supreme Court of the U.S.A.* (Honolulu, 1922), 1, 4, and 18–19, University of Hawai'i at Manoa Library, evols.library.manoa.hawaii.edu/items/e9ae0c8c-a7ba-4b4d-8cfc-0ea11061f0e2
 - o Excerpts from the US Supreme Court Decision in *Takao Ozawa v. United States*, 260 US 178 (1922), *US Reports*, Law Library of Congress, loc.gov/item/usrep260178/
- Activity Sheet 3: Document Analysis: *Takao Ozawa v. United States*, 1922
- Source 4: Relocation and Internment of Japanese and Japanese Americans, 1942

- o Excerpts from President Franklin D. Roosevelt, Executive Order 9066, Milestone Documents, National Archives, [archives.gov/milestone-documents/executive-order-9066](https://www.archives.gov/milestone-documents/executive-order-9066)
- o Excerpt from General John DeWitt's Public Proclamation No. 4, March 27, 1942, CSU Japanese American Digitization Project, California State University, digitalcollections.archives.csudh.edu/digital/collection/p16855coll4/id/12194/
- Activity Sheet 4: Document Analysis: Executive Order 9066 and Proclamation No. 4, 1942
- Source 5: Excerpts from the US Supreme Court's Decision in *Korematsu v. United States*, 1944, 323 US 214 (1944), *US Reports*, Law Library of Congress, [loc.gov/item/usrep323214/](https://www.loc.gov/item/usrep323214/)
- Activity Sheet 5: Document Analysis: *Korematsu v. United States*, 1944
- Source 6: Mine Okubo's Sketches of Her Experiences in Japanese Internment Camps during World War II, Mine Okubo Collection, Japanese American National Museum, [janm.org/collections/mine-okubo-collection/](https://www.janm.org/collections/mine-okubo-collection/)
- Activity Sheet 6: Image Analysis: Details, Description, and Decision
- Source 7: The Civil Liberties Act of 1988
 - o Representative Norman Mineta (D-CA), speaking on HR 442 (later the Civil Liberties Act of 1988), 100th Congress, 1st sess., *Congressional Record* 133 (September 17, 1987): HR 24276, [congress.gov/congressional-record](https://www.congress.gov/congressional-record)
 - o Excerpts from the Civil Liberties Act of 1988, *An Act to Implement Recommendations of the Commission on Wartime Relocation and Internment of Civilians*, Public Law 100–383, *US Statutes at Large* 102 Stat. 903 (August 10, 1988), [govinfo.gov/content/pkg/STATUTE-102/pdf/STATUTE-102-Pg903.pdf](https://www.govinfo.gov/content/pkg/STATUTE-102/pdf/STATUTE-102-Pg903.pdf)
- Activity Sheet 7: Document Analysis: The Civil Liberties Act of 1988
- Activity Sheet 8: Briefing the Secretary of State

HISTORICAL BACKGROUND

JAPANESE EXCLUSION AND JAPANESE AMERICAN RESISTANCE

by Michael Jin, University of Illinois Chicago

Anti-Asian racism actively shaped the legal and political apparatus of the Jim Crow–era race relations in the American West. Since the turn of the twentieth century, Japan’s status as a rising empire in Asia and a potential threat to US geopolitical interests added to the intense anti-Japanese exclusion movement targeting both Japanese immigrants (*Issei*) and their US-born children (*Nisei*). In 1906, the San Francisco Board of Education forced Japanese American students to attend a segregated school, only to rescind the segregation order when President Theodore Roosevelt intervened by promising to restrict Japanese immigration to the state. This negotiation led to the Gentlemen’s Agreement in 1907, which compelled the Japanese government to seize the passports of migrant laborers bound for the United States.¹

Thus, the anti-Japanese movement, which aimed at excluding both Japanese immigrants and US-born Nisei simultaneously, intimately shaped legal restrictions at both state and federal levels. In 1909, California’s anti-miscegenation laws added Japanese to its list of prohibited races.² Also, in 1913 and 1920, the state passed the Alien Land Law that stripped Japanese immigrants’ right to own or lease properties. Japanese immigrant organizations like the Japanese Association of America and individual activists mounted active resistance. For example, when the California state government invoked its Alien Land Law to deny certification of a hospital for Japanese immigrants, the community mobilized a legal battle. As a result, the 1928 US Supreme Court case *Jordan v. Tashiro* restored Japanese immigrant doctors’ right to build their hospital.³ Despite efforts like this, the powerful political lobbying driven by the interests of White farmers, business communities, and the general public compelled other western states, such as Oregon and Washington, to legislate their own alien land bills that threatened the future of Japanese families whose livelihood depended on their access to land.

Moreover, the widespread anti-Japanese sentiment culminated in the most exclusionary legal and judicial enactments that shaped US immigration and citizenship policies. In 1922, the US Supreme Court case *Takao Ozawa v. United States* denied naturalization rights to Japanese immigrants and stamped their permanent status as “aliens ineligible to citizenship.” Two years later the US Congress passed the Immigration Act of 1924, which, in addition to imposing a restrictive national quota, banned the legal entry of immigrants from Asia. The exclusionists also sought to strip US-born Nisei of their American citizenship by aggressively pushing for a constitutional amendment to alter the Fourteenth Amendment’s birthright citizenship clause. In 1921, the California state legislature endorsed the Japanese Exclusion League’s resolution demanding federal laws that would take away US citizenship from people of Asian ancestry.⁴ The widespread nativist sentiment had a profound socioeconomic impact on US-born Japanese Americans throughout the decades prior to World War II as they routinely faced racial violence and harassment, school segregation, job and housing discrimination, and other forms of racial oppression that made them citizens in name only.

It was in this context that, soon after the Japanese attack on Pearl Harbor, Franklin D. Roosevelt’s Executive Order 9066 in 1942 allowed forced removal of all persons of Japanese ancestry from their homes in the western United States, based on the popular sentiment that Japanese Americans were essentially Japanese enemies. Lieutenant General John L. DeWitt, who spearheaded this mass removal, claimed that “it makes no difference whether [a Nisei] is an American citizen; he is still a Japanese.”⁵ The sweeping characterization of Japanese Americans as enemy aliens engendered ferocious public support for the mass wartime incarceration without due process. Prominent West Coast political leaders, including the then California attorney general and future champion of civil rights Earl Warren, subscribed to this xenophobic sentiment and enthusiastically endorsed the mass removal of Japanese Americans from their states.

¹ Roger Daniels, *Asian America: Chinese and Japanese in the United States since 1850* (Seattle: University of Washington Press, 1988), 123–125.

² Deenesh Sohoni, “Unsuitable Suitors: Anti-Miscegenation Laws, Naturalization Laws, and the Constructions of Asian Identities,” *Law and Society Review* 75, no. 5 (2007): 252–223.

³ *Jordan v. Tashiro*, 278 US 123 (1928).

⁴ Valentine Stuart McClatchy, “Assimilation of Japanese: Can They Be Moulded into American Citizens?” (October 21, 1921), in V. S. McClatchy, ed., *Four Anti-Japanese Pamphlets* (Arno Press, 1978), 13–19, 33.

⁵ Commission on Wartime Relocation and Internment of Civilians, *Personal Justice Denied: Report of the Commission on Wartime Relocation and Internment of Civilians* (Washington, DC: US Government Printing Office, 1982), 66.

The dominant historical narrative has depicted Japanese Americans as patriotic victims of racism who quietly proved their loyalty to the United States, often touting the heroism of the Nisei soldiers who joined the armed forces out of the incarceration camps during the war. However, despite this popular memory of Nisei's unquestioned loyalty, many Japanese Americans in fact resisted the US government's violation of their constitutional rights and fought vigorously to reclaim their agency. Some, like Fred Korematsu of California, disobeyed the government's evacuation order and challenged the constitutionality of the mass incarceration throughout the war years and beyond. Many organized protests in the incarceration camps and resisted draft orders. Others, like Korematsu, fought their way to the Supreme Court to wage legal battles with their government. In late 1944, as a result of the lawsuit brought by a young Nisei woman named Mitsuye Endo, the Supreme Court ruled that the government could not continue to detain American citizens without evidence of disloyalty, leading to the eventual closure of the camps.⁶ The stories of these Japanese American resisters defy the popular Asian American model minority image as their struggles sowed the seeds of active Asian American social movements after the war, a critical missing link in the history of civil rights in the United States.

Michael Jin is an associate professor of history at the University of Illinois Chicago. He is the author of Citizens, Immigrants, and the Stateless: A Japanese American Diaspora in the Pacific (2021).

⁶ *Ex parte Mitsuye Endo*, 232 US 283 (1944).

LESSON 1

IMMIGRATION AND NATURALIZATION, 1906–1922

BY JOHN McNAMARA AND RON NASH (CREATED IN 2020, REVISED IN 2024)

OVERVIEW

Students will analyze five primary sources—four documents and a map—to understand the restrictive policies affecting Japanese immigration in the early twentieth century and the concept of naturalization as it was applied during that period. You will assess students’ understanding through their answers to critical thinking questions and class discussion of the essential questions.

ESSENTIAL QUESTIONS

- What policies limited Japanese immigration to the United States?
- What challenges did Japanese immigrants and Japanese Americans confront?

MATERIALS

- Source 1: A Letter from President Theodore Roosevelt to Victor Howard Metcalf, Secretary of Commerce and Labor, November 27, 1906, on the Gentlemen’s Agreement of 1907, Theodore Roosevelt Collection, MS Am 1540 (408), Harvard College Library, theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o280328
- Activity Sheet 1: Document Analysis: Theodore Roosevelt on the Gentlemen’s Agreement
- Source 2: The Immigration Act of 1917
 - o Excerpts from the Immigration Act of 1917, *An Act to Regulate the Immigration of Aliens to, and the Residence of Aliens in, the United States, US Statutes at Large* 39 Stat. 874 (1917), Law Library of Congress, loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf
 - o “Map Showing Asiatic Zone Prescribed in Section Three of Immigration Act, the Natives of Which Are Excluded from the United States, with Certain Exceptions” in US Department of Labor, *Immigration Laws and Rules of February 1, 1924* (Washington DC: Government Printing Office, 1924). Available in Google Books, google.com/books/edition/Immigration_Laws_and_Rules_of_February_1/HqGBNSWasIwC.
- Activity Sheet 2: Document Analysis: Immigration Act of 1917
- Source 3: Documents Related to *Takao Ozawa v. United States*, 1922
 - o Takao Ozawa, *Naturalization of a Japanese Subject in the United States: A Brief in Re Ozawa Case, Now Pending the Decision in the Supreme Court of the U.S.A.* (Honolulu, 1922), 1, 4, and 18–19, University of Hawai’i at Manoa Library, evols.library.manoa.hawaii.edu/items/e9ae0c8c-a7ba-4b4d-8cfc-0ea11061f0e2

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute’s Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary source materials. The three lessons in this unit explore the twentieth-century history of Japanese Americans, particularly in regard to immigration and citizenship status.

- o Excerpts from the US Supreme Court Decision in *Takao Ozawa v. United States*, 260 US 178 (1922), *US Reports*, Law Library of Congress, [loc.gov/item/usrep260178/](https://www.loc.gov/item/usrep260178/)
- Activity Sheet 3: Document Analysis: *Takao Ozawa v. United States*, 1922

PROCEDURE

1. You may choose to distribute the Historical Background essay, “Japanese Exclusion and Japanese American Resistance” by Michael Jin, Associate Professor of History, University of Illinois Chicago (see page 5) for your students to read or you may discuss the content with the class at any point throughout this unit.
2. You may choose to have the students work individually, with a partner, or in small groups of three or four.
3. You may choose to “share read” the documents with the class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model. This technique will support struggling readers as well as English language learners (ELL).
4. Distribute Sources 1–3 and the accompanying activity sheets. You may have the students read Source 3 and complete Activity Sheet 3 as homework. The primary sources include a letter, legislation, a map, and a US Supreme Court case. Students, whether individually or collaboratively, should read, examine, and discuss these primary sources and complete the activity sheets.
5. Once the students have completed the activities, you may facilitate a class discussion on the documents and how Asian Americans were affected by race-based legislation in the early twentieth century. This discussion could be framed with the essential questions for the lesson:
 - What policies limited Japanese immigration to the United States?
 - What challenges did Japanese immigrants and Japanese Americans confront?

LESSON 2

JAPANESE AMERICAN INTERNMENT AND REDRESS, 1942–1988

BY JOHN McNAMARA AND RON NASH (CREATED IN 2020, REVISED IN 2024)

OVERVIEW

Students will analyze textual and visual primary sources—five texts and a set of drawings—to understand the policy of Japanese internment during World War II, the impact of that policy, and its reconciliation decades later. Students will then use a class discussion of the lesson’s essential question to synthesize what they have learned.

ESSENTIAL QUESTION

- How did Japanese Americans advocate for equal rights?

MATERIALS

- Source 4: Relocation and Internment of Japanese and Japanese Americans, 1942
 - o Excerpts from President Franklin D. Roosevelt, Executive Order 9066, Milestone Documents, National Archives, [archives.gov/milestone-documents/executive-order-9066](https://www.archives.gov/milestone-documents/executive-order-9066)
 - o Excerpt from General John DeWitt’s Public Proclamation No. 4, March 27, 1942, CSU Japanese American Digitization Project, California State University, digitalcollections.archives.csudh.edu/digital/collection/p16855coll4/id/12194/
- Activity Sheet 4: Document Analysis: Executive Order 9066 and Proclamation No. 4, 1942
- Source 5: Excerpts from the US Supreme Court’s Decision in *Korematsu v. United States*, 1944, 323 US 214 (1944), *US Reports*, Law Library of Congress, [loc.gov/item/usrep323214/](https://www.loc.gov/item/usrep323214/)
- Activity Sheet 5: Document Analysis: *Korematsu v. United States*, 1944
- Source 6: Mine Okubo’s Sketches of Her Experiences in Japanese Internment Camps during World War II, Mine Okubo Collection, Japanese American National Museum, [janm.org/collections/mine-okubo-collection/](https://www.janm.org/collections/mine-okubo-collection/)
- Activity Sheet 6: Image Analysis: Details, Description, and Decision
- Source 7: The Civil Liberties Act of 1988
 - o Representative Norman Mineta (D-CA), speaking on HR 442 (later the Civil Liberties Act of 1988), 100th Congress, 1st sess., *Congressional Record* 133 (September 17, 1987): HR 24276, [congress.gov/congressional-record](https://www.congress.gov/congressional-record)

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RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

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- Activity Sheet 7: Document Analysis: The Civil Liberties Act of 1988

PROCEDURE

1. You may choose to have the students work individually, with a partner, or in small groups of three or four students. You may choose to share read the documents in class.
2. Distribute Sources 4–7 and the accompanying four activity sheets. The primary sources include proclamations, legal decisions, sketches, and legislation. Students or student groups should read, examine, and discuss these primary sources and complete the activity sheets.
3. Once the students have completed the activities, you may facilitate class discussion on the documents and how Asian Americans were affected by race-based legislation in the mid- to late-twentieth century. This discussion could be framed with the essential question for the lesson: How did Japanese Americans advocate for equal rights?

LESSON 3

THE TWENTIETH CENTURY: A LONG ROAD

BY JOHN McNAMARA AND RON NASH (CREATED IN 2020, REVISED IN 2024)

OVERVIEW

In this lesson the students will integrate what they have learned from the documents they read and analyzed in Lessons 1 and 2. They will use their knowledge to create a 250-word briefing that highlights the most significant details from the primary sources.

ESSENTIAL QUESTION

- What policies limited Japanese immigration to the United States?
- What challenges did Japanese immigrants and Japanese Americans confront?
- How did Japanese Americans advocate for equal rights?

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GRADE LEVELS: 7–12

RECOMMENDED TIME FOR COMPLETION: One 45-minute class period

UNIT OVERVIEW: This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History™ (TLTH) resources, designed to align with the Common Core State Standards. Students will learn and practice skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual primary source materials. The three lessons in this unit explore the twentieth-century history of Japanese Americans, particularly in regard to immigration and citizenship status.

MATERIALS

- Source 1: A Letter from President Theodore Roosevelt to Victor Howard Metcalf, Secretary of Commerce and Labor, November 27, 1906, on the Gentlemen's Agreement of 1907, Theodore Roosevelt Collection, MS Am 1540 (408), Harvard College Library, theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o280328
- Activity Sheet 1: Document Analysis: Theodore Roosevelt on the Gentlemen's Agreement
- Source 2: The Immigration Act of 1917
 - o Excerpts from the Immigration Act of 1917, *An Act to Regulate the Immigration of Aliens to, and the Residence of Aliens in, the United States, US Statutes at Large* 39 Stat. 874 (1917), Law Library of Congress, loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf
 - o “Map Showing Asiatic Zone Prescribed in Section Three of Immigration Act, the Natives of Which Are Excluded from the United States, with Certain Exceptions” in US Department of Labor, *Immigration Laws and Rules of February 1, 1924* (Washington DC: Government Printing Office, 1924). Available in Google Books, google.com/books/edition/Immigration_Laws_and_Rules_of_February_1/HqGBNSWasIwC.
- Activity Sheet 2: Document Analysis: Immigration Act of 1917
- Source 3: Documents Related to *Takao Ozawa v. United States*, 1922
 - o Takao Ozawa, *Naturalization of a Japanese Subject in the United States: A Brief in Re Ozawa Case, Now Pending the Decision in the Supreme Court of the U.S.A.* (Honolulu, 1922), 1, 4, and 18–19, University of Hawai'i at Manoa Library, evols.library.manoa.hawaii.edu/items/e9ae0c8c-a7ba-4b4d-8cfc-0ea11061f0e2

- o Excerpts from the US Supreme Court Decision in *Takao Ozawa v. United States*, 260 US 178 (1922), *US Reports*, Law Library of Congress, loc.gov/item/usrep260178/
- Activity Sheet 3: Document Analysis: *Takao Ozawa v. United States*, 1922
- Source 4: Relocation and Internment of Japanese and Japanese Americans, 1942
 - o Excerpts from President Franklin D. Roosevelt, Executive Order 9066, Milestone Documents, National Archives, archives.gov/milestone-documents/executive-order-9066
 - o Excerpt from General John DeWitt's Public Proclamation No. 4, March 27, 1942, CSU Japanese American Digitization Project, California State University, digitalcollections.archives.csudh.edu/digital/collection/p16855coll4/id/12194/
- Activity Sheet 4: Document Analysis: Executive Order 9066 and Proclamation No. 4, 1942
- Source 5: Excerpts from the US Supreme Court's Decision in *Korematsu v. United States*, 1944, 323 US 214 (1944), *US Reports*, Law Library of Congress, loc.gov/item/usrep323214/
- Activity Sheet 5: Document Analysis: *Korematsu v. United States*, 1944
- Source 6: Mine Okubo's Sketches of Her Experiences in Japanese Internment Camps during World War II, Mine Okubo Collection, Japanese American National Museum, janm.org/collections/mine-okubo-collection/
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 - o Excerpts from the Civil Liberties Act of 1988, *An Act to Implement Recommendations of the Commission on Wartime Relocation and Internment of Civilians*, Public Law 100–383, *US Statutes at Large* 102 Stat. 903 (August 10, 1988), govinfo.gov/content/pkg/STATUTE-102/pdf/STATUTE-102-Pg903.pdf
- Activity Sheet 7: Document Analysis: The Civil Liberties Act of 1988
- Activity Sheet 8: Briefing the Secretary of State

PROCEDURE

1. Students may work individually, with a partner, or in small groups of three or four.
2. Students should have access to the primary sources from Lessons 1 and 2 along with their analysis of those documents.
3. They will have the following instructions: The US secretary of state is preparing for a meeting with the Japanese foreign minister and wants to be prepared to address the history and significance of Japanese immigration and US citizenship in the twentieth century. You have been tasked with briefing the secretary. Your briefing document cannot exceed 250 words, but it must include all of the information you think is important for the secretary to know.
4. Optional: You may have the students give their briefing as an oral presentation, in which case you or another student can play the role of the secretary of state and ask the students questions about their briefing after their presentation.

Source 1

**A Letter from President Theodore Roosevelt to Victor Howard Metcalf,
Secretary of Commerce and Labor, November 27, 1906, on the Gentlemen's Agreement of 1907**

Historical Context: In autumn 1906, the San Francisco School Board decided to assign all children of Japanese descent to a segregated school, called the Oriental Public School for Chinese, Japanese, and Koreans. Japanese officials were outraged at what they believed to be a breach of the treaty of 1894, pulling President Theodore Roosevelt and federal officials into an international incident.

My dear Secretary Metcalf:

Let me begin by complimenting you upon the painstaking thoroughness and admirable temper with which you have been going into the case of the treatment of the Japanese on the coast. If our treaty contains no "most favored nation" clause then I am inclined to feel as strongly as you do that we had better take no action to upset the action of the Board of Education of the City of San Francisco. I had a talk with the Japanese Ambassador before I left for Panama; read him what I was to say in my annual message, which evidently pleased him very much; and then told him that in my judgment the only way to prevent constant friction between the United States and Japan was to keep the movement of the citizens of each country into the other restricted as far as possible to students, travelers, business men, and the like; that inasmuch as no American laboring men were trying to get into Japan, what was necessary was to prevent all immigration of Japanese laboring men – that is, of the coolie class – into the United States; that I earnestly hoped his Government would stop their coolies, all their working men, from coming either to the United States or to Hawaii. He assented cordially to this view and said that he had always been against permitting Japanese coolies to go to America or to Hawaii. Of course the great difficulty in getting the Japanese to take this view is the irritation caused by the San Francisco action. I hope that my message will smooth over their feelings so that the Government will quietly stop all immigration of coolies into our country. At any rate I shall do my best to bring this about.

Sincerely yours,

Theodore Roosevelt

Source: A Letter from President Theodore Roosevelt to Victor Howard Metcalf, Secretary of Commerce and Labor, November 27, 1906, on the Gentlemen's Agreement of 1907, Theodore Roosevelt Collection, MS Am 1540 (408), Harvard College Library, theodorerooseveltcenter.org/Research/Digital-Library/Record?libID=o280328.

 NAME

PERIOD

DATE

Activity Sheet 1

Document Analysis: Theodore Roosevelt on the Gentlemen's Agreement of 1907 (1906)

Important Phrases

Which phrases or sentences in President Roosevelt's letter are the most important or powerful? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

Critical Thinking Questions

1. How did a local school issue in San Francisco create a diplomatic controversy between Japan and the United States in 1906?

2. How did President Theodore Roosevelt attempt to resolve this diplomatic controversy?

Source 2

Excerpts from the Immigration Act (Asiatic Barred Zone Act) of 1917

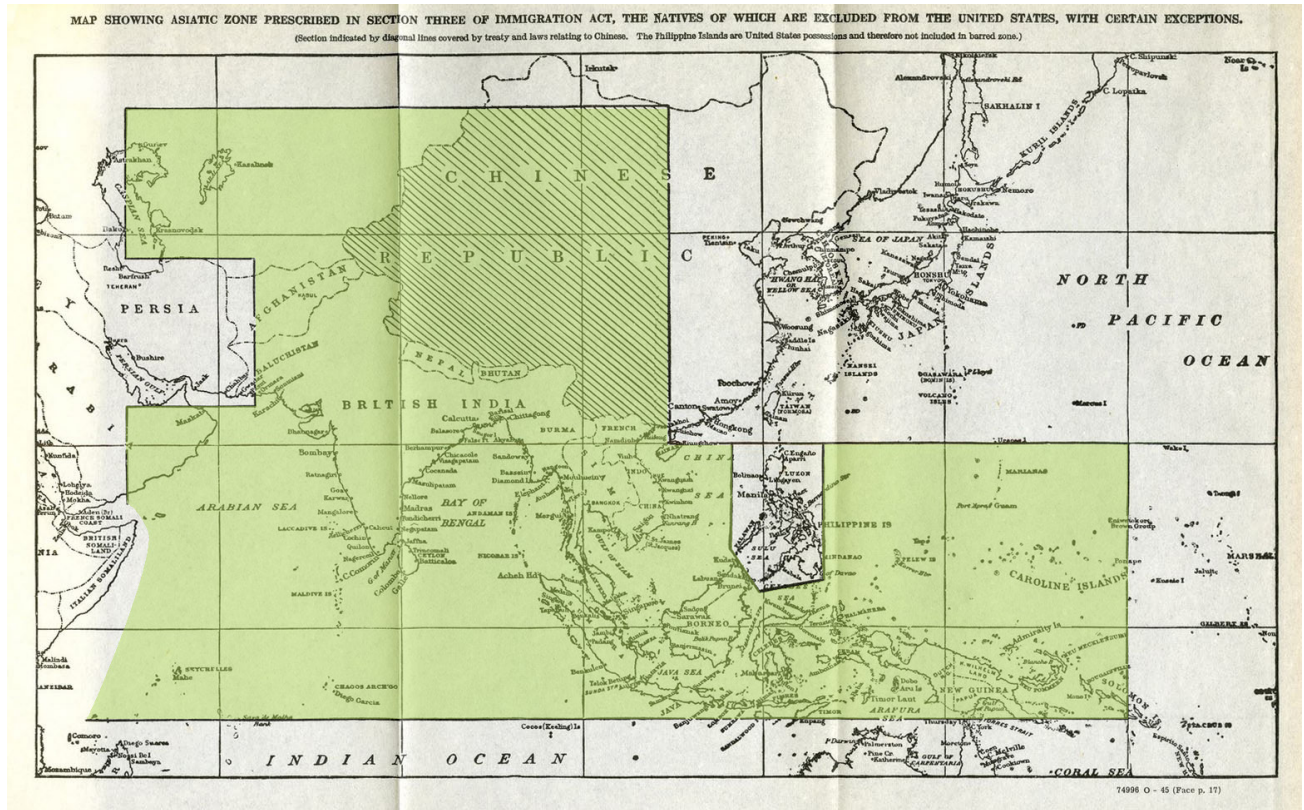
Sec. 3. That the following classes of aliens shall be excluded from admission into the United States: All idiots, imbeciles, feeble-minded persons, epileptics, insane persons; persons who have had one or more attacks of insanity at any time previously; persons of constitutional psychopathic inferiority; persons with chronic alcoholism; paupers; professional beggars; vagrants; persons afflicted with tuberculosis in any form or with a loathsome or dangerous contagious disease; persons . . . who are found to be . . . mentally or physically defective, . . . persons who have been convicted of or admit having committed a felony or other crime or misdemeanor involving moral turpitude; polygamists, . . . anarchists, . . . prostitutes, . . . persons who directly or indirectly procure or attempt to procure or import prostitutes, . . . contract laborers, . . . persons likely to become a public charge; . . . all children under sixteen years of age, unaccompanied by or not coming to one or both of their parents, except that any such children may, in the discretion of the Secretary of Labor, be admitted if in his opinion they are not likely to become a public charge and are otherwise eligible; unless otherwise provided for by existing treaties, persons who are natives of islands not possessed by the United States adjacent to the Continent of Asia . . . The provision next foregoing, however, shall not apply to persons of the following status or occupations: Government officers, ministers or religious teachers, missionaries, lawyers, physicians, chemists, civil engineers, teachers, students, authors, artists, merchants, and travelers for curiosity or pleasure, nor to their legal wives or their children under sixteen years of age who shall accompany them or who subsequently may apply for admission to the United States. . . .

That after three months from the passage of this Act, in addition to the aliens who are by law now excluded from admission into the United States, the following persons shall also be excluded from admission thereto, to wit:

All aliens over sixteen years of age, physically capable of reading, who can not read the English language, or some other language or dialect, including Hebrew or Yiddish: *Provided*, That any admissible alien, or any alien heretofore or hereafter legally admitted, or any citizen of the United States, may bring in or send for his father or grandfather over fifty-five years of age, his wife, his mother, his grandmother, or his unmarried or widowed daughter, if otherwise admissible, whether such relative can read or not; and such relative shall be permitted to enter. That for the purpose of ascertaining whether aliens can read the immigrant inspectors shall be furnished with slips . . . each containing not less than thirty nor more than forty words in ordinary use, printed in plainly legible type in some one of the various languages or dialects of immigrants. Each alien may designate the particular language or dialect in which he desires the examination to be made, and shall be required to read the words printed on the slip in such language or dialect. . . .

Source: An Act to Regulate the Immigration of Aliens to, and the Residence of Aliens in, the United States, US Statutes at Large 39 Stat. 874 (1917), *Law Library of Congress*, loc.gov/law/help/statutes-at-large/64th-congress/session-2/c64s2ch29.pdf.

“Map Showing Asiatic Zone Prescribed in Section Three of Immigration Act, the Natives of Which Are Excluded from the United States, with Certain Exceptions,” 1924



Source: US Department of Labor, Immigration Laws and Rules of February 1, 1924 (Washington DC: Government Printing Office, 1924). Color added.

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Activity Sheet 2
Document Analysis: Immigration Act of 1917

Important Phrases

Which phrases or sentences in the Immigration Act of 1917 are the most important or powerful? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

Critical Thinking Questions

1. What categories of immigrants were denied admission to the United States by the Immigration Act of 1917?

2. What specific groups of immigrants were denied admission to the United States by the literacy test?

Source 3

Excerpts from Documents Related to *Takao Ozawa v. United States*, 1922

Excerpts from Takao Ozawa, Naturalization of a Japanese Subject in the United States, October 1922

Any Japanese who is well qualified, and has a good character and a strong attachment to the United States, and will do his best for the welfare of this country ought to be admitted under existing law being included within the meaning of “Free White Person.”

. . . AS TO MY CHARACTER. I neither drink liquor of any kind, nor smoke, nor play cards, nor gamble nor associate with any improper persons. My honesty and my industriousness are well known among my Japanese and American acquaintances and friends; and I am always trying my best to conduct myself according to the Golden Rule. So I have all confidence in myself that as far as my character is concerned, I am second to none.

AS TO MY ATTACHMENT TO THE UNITED STATES. In name, General Benedict Arnold was an American, but at heart he was a Traitor. In name I am not an American, but at heart I am a true American. I set forth the following facts that will sufficiently prove this: (1) I did not report my name, my marriage, or the names of my children to the Japanese Consulate in Honolulu; notwithstanding all Japanese subjects are requested to do so. These matters were reported to the American Government. (2) I do not have any connection with any Japanese churches or schools, or any Japanese organizations here or elsewhere. (3) I am sending my children to an American Church and American School in place of a Japanese one. (4) Most of the time I use the American (English) language at home, so that my children can not speak the Japanese language. (5) I educated myself in American Schools for nearly eleven years by supporting myself. (6) I have lived continuously within the United States for over twenty-eight years. (7) I chose as my wife, one educated in American Schools here, instead of one educated in Japan. (8) I have steadily prepared to return the kindness which our Uncle Sam has extended me; that is, the United States gave me a good, free education for nearly eleven years. It is this education which enables me to support my family; so it is my honest hope to do something good to the United States before I bid a farewell to this world.

All the above stated facts are absolutely true; and they will sufficiently prove that I have a strong attachment to the United States. . . .

Now I believe I have sufficiently proved that the naturalization law was not based on any race classification; and that the term “Free white person” was not used with an intention to exclude any race; and that the expression “Free white person” delivered from the term “free inhabitants” with the meaning as an independent, industrious, good person who will live permanently in the United States; and that the term “free” was used to exclude pauper, loafer, criminals, and the term “white” was used simply to distinguish black race from others; and that to make naturalization depend upon race classification is to make an important result depend upon the application of any abandoned scientific theory, a cause of preceeding surely bring the law and its administration into disrepute; and that according to the modern race color classification, Japanese belong to one of four white races.

Source: Takao Ozawa, Naturalization of a Japanese Subject in the United States: A Brief in Re Ozawa Case, Now Pending the Decision in the Supreme Court of the U.S.A. (Honolulu, 1922), 1, 4, and 18–19, University of Hawai‘i at Manoa Library, evols.library.manoa.hawaii.edu/items/e9ae0c8c-a7ba-4b4d-8cfc-0ea11061f0e2.

Excerpts from the US Supreme Court Decision in Takao Ozawa v. United States, 1922

Justice George Sutherland delivered the unanimous opinion of the US Supreme Court:

. . . The language of the naturalization laws from 1790 to 1870 had been uniformly such as to deny the privilege of naturalization to an alien unless he came within the description “free white person” . . . Beginning with the decision of Circuit Judge Sawyer . . . the federal and state courts, in an almost unbroken line, have held that the words “white person” were meant to indicate only a person of what is popularly known as the Caucasian race. . . .

The appellant, in the case now under consideration, however, is clearly of a race which is not Caucasian and therefore belongs entirely outside the zone on the negative side. . . . These decisions are sustained by numerous scientific authorities. . . . We think these decisions are right and so hold.

Source: Takao Ozawa v. United States, 260 US 178 (1922), US Reports, Law Library of Congress, [loc.gov/item/usrep260178/](https://www.loc.gov/item/usrep260178/).

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Activity Sheet 3

Document Analysis: *Takao Ozawa v. United States, 1922*

Important Phrases

Which phrases or sentences in Takao Ozawa's brief and the US Supreme Court decision in *Takao Ozawa v. US* are the most important or powerful? Choose three (at least one from each document) and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

Critical Thinking Questions

1. What non-racial qualifications did Takao Ozawa demonstrate for American citizenship?

2. How did Justice George Sutherland explain and justify the unanimous Supreme Court ruling that denied Takao Ozawa American citizenship?

Source 4

Relocation and Internment of Japanese and Japanese Americans, 1942

Excerpts from President Franklin D. Roosevelt's Executive Order No. 9066, 1942

Authorizing the Secretary of War to Prescribe Military Areas

Whereas the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities. . . .

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders . . . to prescribe military areas . . . from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. . . .

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities, and services.

Source: President Franklin D. Roosevelt, Executive Order 9066, Milestone Documents, National Archives, archives.gov/milestone-documents/executive-order-9066.

Excerpt from General John DeWitt's Public Proclamation No. 4, 1942

. . . I, J. L. DeWitt, Lieutenant 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 that the present situation requires as a matter of military necessity that, commencing at 12:00 midnight, P. W. T., March 29, 1942, all alien Japanese and persons of Japanese ancestry who are within the limits of Military Area No. 1, be and they are hereby prohibited from leaving that area for any purpose until and to the extent that a future proclamation or order of this headquarters shall so permit or direct. Any person violating this proclamation will be subject to the criminal penalties provided.

Source: General John DeWitt's Public Proclamation No. 4, March 27, 1942, CSU Japanese American Digitization Project, California State University, digitalcollections.archives.csudh.edu/digital/collection/p16855coll4/id/12194/.

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Activity Sheet 4

Document Analysis: Executive Order 9066 and Public Proclamation No. 4, 1942

Important Phrases

Which phrases or sentences in Executive Order 9066 and Public Proclamation No. 4 are the most important or powerful? Choose three (at least one from each document) and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

Critical Thinking Questions

1. What reasons did President Roosevelt give for issuing Executive Order 9066?

2. Who was most affected by Public Proclamation 4?

Source 5

Excerpts from the US Supreme Court Decision in *Korematsu v. United States*, 1944

Justice Hugo Black delivered the Majority Opinion (6-3) of the US Supreme Court:

We are unable to conclude that it was beyond the war power of Congress and the Executive to exclude those of Japanese ancestry from the West Coast war area at the time they did. . . .

Citizenship has its responsibilities as well as its privileges, and in time of war the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger. . . .

It is said that we are dealing here with the case of imprisonment of a citizen in a concentration camp solely because of his ancestry, without evidence or inquiry concerning his loyalty and good disposition towards the United States. Our task would be simple, our duty clear, were this a case involving the imprisonment of a loyal citizen in a concentration camp because of racial prejudice. Regardless of the true nature of the assembly and relocation centers—and we deem it unjustifiable to call them concentration camps with all the ugly connotations that term implies—we are dealing specifically with nothing but an exclusion order. To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the properly constituted military authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress, reposing its confidence in this time of war in our military leaders—as inevitably it must—determined that they should have the power to do just this. There was evidence of disloyalty on the part of some, the military authorities considered that the need for action was great, and time was short. We cannot—by availing ourselves of the calm perspective of hindsight—now say that at that time these actions were unjustified.

Justice Robert H. Jackson delivered a Dissenting Opinion:

Much is said of the danger to liberty from the Army program for deporting and detaining these citizens of Japanese extraction. But a judicial construction of the due process clause that will sustain this order is a far more subtle blow to liberty than the promulgation of the order itself. A military order, however unconstitutional, is not apt to last longer than the military emergency. . . . But once a judicial opinion rationalizes such an order to show that it conforms to the Constitution, or rather rationalizes the Constitution to show that the Constitution sanctions such an order, the Court for all time has validated the principle of racial discrimination in criminal procedure and of transplanting American citizens. The principle then lies about like a loaded weapon ready for the hand of any authority that can bring forward a plausible claim of an urgent need. Every repetition imbeds that principle more deeply in our law and thinking and expands it to new purposes. . . . A military commander may overstep the bounds of constitutionality, and it is an incident. But if we review and approve, that passing incident becomes the doctrine of the Constitution. There it has a generative power of its own, and all that it creates will be in its own image. Nothing better illustrates this danger than does the Court's opinion in this case.

Source: *Korematsu v. United States*, 323 US 214 (1944), US Reports, *Law Library of Congress*, [loc.gov/item/usrep323214/](https://www.loc.gov/item/usrep323214/).

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Activity Sheet 5**Document Analysis: *Korematsu v. United States, 1944******Important Phrases***

Which phrases or sentences in the majority and dissenting opinions from the US Supreme Court decision in *Korematsu v. US* are the most important or powerful? Choose three (at least one from each opinion) and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

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Critical Thinking Questions

1. According to Justice Hugo Black, why was the exclusion order to relocate people of Japanese ancestry from the West Coast within the powers of Congress and the President?

2. How did Justice Black explain the following statement: "Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire"? To what extent do you agree or disagree with his viewpoint?

3. Why did Justice Robert Jackson dissent from the majority opinion in this case?

Source 6

Mine Okubo's Sketches of Her Experiences in Japanese Internment Camps during World War II

Mine Okubo (1912–2001) was a Japanese American artist and writer who was held in internment camps from 1942 to 1944 during World War II. She drew more than 2,000 sketches of her daily life experiences.

Image 1: "Receiving Hostile Looks While Traveling by Bus"

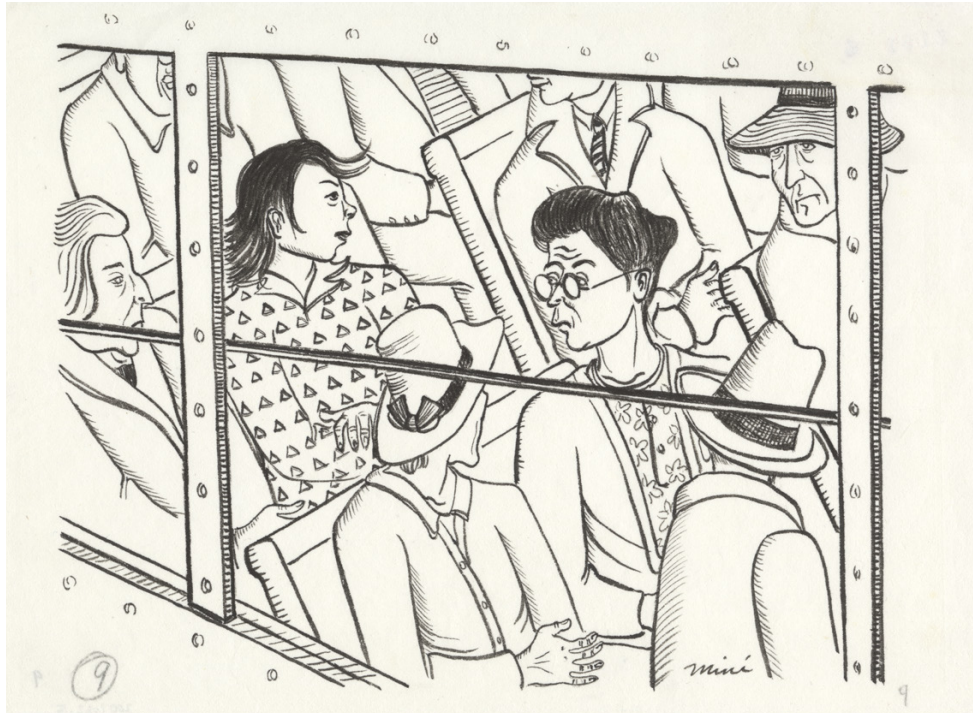


Image 2: "Mine with Open Newspaper, Surrounded by Anti-Japanese Slogans, Berkeley, California"

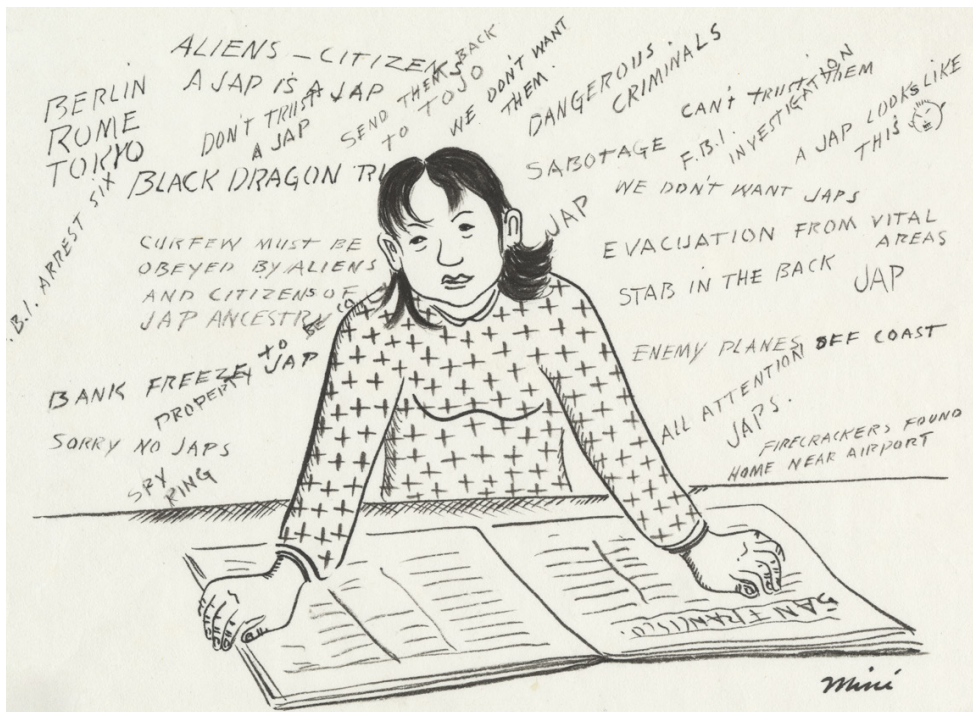


Image 3: "Registering at the Civil Control Station, Pilgrim Hall"



Image 4: "Overlooking the Internment Camp"



Source: Mine Okubo Collection, Japanese American National Museum, janm.org/collections/mine-okubo-collection/.

Source 7
The Civil Liberties Act of 1988

Excerpts from Norman Mineta's remarks on HR 442, Later the Civil Liberties Act of 1988

Mr. Speaker, I respectfully urge my colleagues to approve the rule for the Civil Liberties Act of 1987.

Now, after 45 years, Congress has the opportunity to close the book on one of the most shameful events in our Nation's history: The internment, beginning in 1942, of 120,000 loyal Americans simply on the basis of their ethnic ancestry. There was no trial; there was no jury.

Those interned were not foreign spies disloyal to the United States. Many had sons or brothers fighting with the 442d Regimental Combat Team, which was comprised of Americans of Japanese ancestry and which is the most highly decorated unit in the history of American fighting forces.

Among those interned were old men and women who had toiled in the fields of California. Their hard labor made barren lands productive, lands that many would lose as a result of the internment.

Those interned were not unscrupulous agents of a foreign power. They were business people who had worked long and hard to build small businesses and to become respected members of their communities. And, those interned were not recent immigrants of uncertain loyalty; most were born in this country and were proud citizens from birth.

I was one of those interned. I was 10 years old. If someone, anyone, could show me how by any stretch of the imagination any reasonable person could suspect me to have been a security threat, I would abandon this effort here and now.

The fact remains that no Americans of Japanese ancestry committed any acts of treason or disloyalty, and the fact remains that the internment was not a mere inconvenience to Japanese-Americans. . . .

Congress enacted legislation in 1942 to implement the internment, and it is now up to Congress to demonstrate our national—and natural—capacity for justice and wisdom. Let us show the strength of our Nation and our system of laws by admitting the errors of 1942, apologizing for these errors, and making some efforts toward redressing the damage we have done.

Let us state clearly and unequivocally our commitment that such a wholesale abuse of civil rights will never again happen in this land. H.R. 442 will state such a commitment and redress these wrongs.

Source: Representative Norman Mineta (D-CA), speaking on HR 442 (the Civil Liberties Act of 1988), 100th Congress, 1st sess., Congressional Record 133 (September 17, 1987): H-24276, [congress.gov/congressional-record](https://www.congress.gov/congressional-record).

Excerpts from the Civil Liberties Act of 1988

Sec. 2. STATEMENT OF THE CONGRESS.

- a. WITH REGARD TO INDIVIDUALS OF JAPANESE ANCESTRY.—The Congress recognizes that, as described by the Commission on Wartime Relocation and Internment of Civilians, a grave injustice was done to both citizens and permanent resident aliens of Japanese ancestry by the evacuation, relocation, and internment of civilians during World War II. As the Commission documents, these actions were without adequate security reasons and without any acts of espionage or sabotage documented by the Commission on Wartime Relocation and Internment of Civilians, and were motivated 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 and constitutional rights of these individuals of Japanese ancestry, the Congress apologizes on behalf of the Nation. . . .

Civil Liberties Act of 1988

TITLE I: UNITED STATES CITIZENS OF JAPANESE ANCESTRY AND RESIDENT JAPANESE ALIENS

SEC. 102. REMEDIES WITH RESPECT TO CRIMINAL CONVICTIONS.

- a. Review of Convictions.—The Attorney General is requested to review any case in which an individual living on the date of the enactment of the Act was, while a United States citizen or permanent resident alien of Japanese ancestry, convicted of a violation of—
1. Executive Order Numbered 9066, dated February 19, 1942;
 2. The Act entitled “An Act to provide a penalty for violation of restrictions or orders with respect to persons entering, remaining in, leaving, or committing any act in military areas or zones” . . .
 3. any other . . . order respecting the evacuation, relocation, or internment of individuals solely on the basis of Japanese ancestry; on account of the refusal by such individual, during the evacuation, relocation, and internment period, to accept treatment which discriminated against the individual on the basis of the individual’s Japanese ancestry.
- b. Recommendations for Pardons.—Based upon any review under subsection (a), the Attorney General is requested to recommend to the President for pardon consideration those convictions which the Attorney General considers appropriate.
- c. Action by the President.—In consideration of the statement of the Congress set forth in section 2(a), the President is requested to offer pardons to any individuals recommended by the Attorney General under subsection (b). . . .

SEC. 105. RESTITUTION.

- a. Location and Payment of Eligible Individuals.—
1. In general.— . . . the Attorney General shall . . . pay out of the Fund to each eligible individual the sum of \$20,000, unless such individual refuses . . . to accept the payment. . . .
 - A. acceptance of payment under this section shall be in full satisfaction of all claims against the United States arising out of acts describe [above] and
 - B. each eligible individual who does not refuse . . . shall be deemed to have accepted payment . . .

Source: An Act to Implement Recommendations of the Commission on Wartime Relocation and Internment of Civilians, *Public Law 100–383*, US Statutes at Large *102 Stat. 903 (August 10, 1988)*, govinfo.gov/content/pkg/STATUTE-102/pdf/STATUTE-102-Pg903.pdf.

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Activity Sheet 7

Document Analysis: The Civil Liberties Act of 1988

Important Phrases

Which phrases or sentences in Congressman Mineta's speech and the Civil Liberties Act of 1988 are the most important or powerful? Choose three (at least one from each document) and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful?

Phrase 2:

Why is this phrase important or powerful?

Phrase 3:

Why is this phrase important or powerful?

Critical Thinking Questions

1. According to the Act, what harm had the US government done to Japanese internees during WWII?

2. How were those harmed to be compensated? Were there any strings attached?
