

APPENDIX D

QUESTIONS/ACTIVITIES FOR TEACHERS AND STUDENTS

The questions below are intended for teachers as they educate K-12 Geography students using the Japanese American relocation centers as their focal point. These questions are based on the six essential elements of geography and the 18 geography standards as identified by the Geography Education Standards Project (1994).

Essential Elements and Standards of Geography

The essential elements standards of geography below are taken verbatim from the Geography Education Standards Project (1994):

Essential Element 1—The World In Spatial Terms

Standard 1. How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.

Standard 2. How to use mental maps to organize information about people, places, and environments in a spatial context.

Standard 3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Essential Element 2—Places and Regions

Standard 4. The physical and human characteristics of places.

Standard 5. That people create regions to interpret Earth's complexity.

Standard 6. How culture and experience influence people's perceptions of places and regions.

Essential Element 3—Physical Systems

Standard 7. The physical processes that shape the patterns of Earth's surface.

Standard 8. The characteristics and spatial distribution of ecosystems on Earth's surface.

Essential Element 4–Human Systems

Standard 9. The characteristics, distributions, and migrations of humans populations on Earth’s surface.

Standard 10. The characteristics, distribution, and complexity of Earth’s cultural mosaics.

Standard 11. The patterns and networks of economic interdependence on Earth’s surface.

Standard 12. The processes, patterns, and functions of human settlement.

Standard 13. How the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Essential Element 5–Environment and Society

Standard 14. How human actions modify the physical environment.

Standard 15. How physical systems affect human systems.

Standard 16. The changes that occur in the meaning, use, distribution, and importance of resources.

Essential Element 6–The Uses of Geography

Standard 17. How to apply geography to interpret the past.

Standard 18. How to apply geography to interpret the present and plan for the future.

Questions for K-12 Teachers

The following questions are intended for teachers to use when teaching students or to use as role model questions for students. The key Geography Standard (GS) addressed by each question is noted in parentheses at the end of the question.

Chapter 2: Background to Japanese American Relocation

When was the primary Japanese immigration to the U.S., and why did it occur? (GS 9, 12)

Generally, where did the Japanese settle when they immigrated to the U.S.? Why did they settle where they did? (GS 9, 12)

In what economic activities were the Japanese generally involved in the U.S. prior to the bombing of Pearl Harbor? (GS 11)

What were the roots of anti-Japanese sentiment in the U.S. just prior to the bombing of Pearl Harbor in 1941? (GS 6)

What events led to the evacuation of the Japanese Americans from the U.S. West Coast? (GS 9)

What were the ethical and legal ramifications of the West Coast evacuation of the Japanese Americans? (GS 13).

Why were Japanese Americans evacuated from all of California but only parts of Washington, Oregon, and Arizona? Why were Japanese removed from Alaska and some selectively removed from Hawaii? Why weren't other states evacuated? (GS 9)

Examine the map of relocation centers. Is the distribution of these centers logical? Why or why not? (GS 3)

Chapters 3-10

What is the location of each of the centers in relative (i.e., relation to other towns and other prominent features) and in precise (i.e., latitude, longitude, and elevation) terms? (GS 1)

How would you describe the geology, landforms, and landscapes of each of the centers? How are these linked to the other components of physical geography? (GS 3, 4, 7)

What are the characteristics of the weather and climate of each of the centers, and why are they that way? (GS 2, 4, 7)

What are the soils of each of the centers, what are their general characteristics, and how did they form? (GS 3, 4, 7)

What are the characteristics of surface and groundwater at each of the centers, and why are they this way? (GS 2, 4, 7)

How would you describe the flora and fauna of each of the centers, and what is their relationship to the overall physical and human geography of the area? (GS 3, 4, 8)

Can you identify any relationship between the evacuees and the Native Americans who had traditionally occupied each of the center lands? (GS 9, 10, 13)

What were the characteristics of race and ethnicity of each of the areas from the beginning of historic time until 1942? (GS 2, 4, 10)

How have the racial and ethnic groups of each of the areas changed over time? (GS 2, 9, 10, 12)

What were the primary components of each of the areas' economic geography, and why were they the way they were in the early to middle 20th century? (GS 2, 4, 11)

How would you characterize the land use of each of the areas as of early 1942? Why was it this way? (GS 2, 11)

Why has agriculture been such a major economic activity and land use in each of the relocation center areas over time? (GS 2, 11)

Why was each site chosen for a relocation center? (GS 1, 3)

Describe the layout of each of the centers. How did this layout reflect the existing geography of each of the areas? If a center consisted of several camps, why do you think the U.S. Army and the War Relocation Authority decided on such a layout? (GS 1, 3)

What was the state, county, and assembly center origin of the evacuees of each of the centers? (GS 1, 3, 9)

How different was the physical and human environment of the center from the setting from which the evacuees came? (GS 3, 4)

How did the evacuees at this center interact with the physical and human environs of each of the settings? (GS 14, 15)

Agriculture was vital to the operation of each of the western centers. What were the characteristics of each center's agricultural program? How did the evacuee agriculturalists adjust to the physical and human realities of each center's setting? (GS 3, 11)

What was the source of each of the centers' domestic and irrigation water? What were the characteristics of each of these waters? (GS 3, 7, 8)

What were the characteristics of the government at each of the centers? (GS 12)

What businesses and industries operated in each center? How was business and industry related to the physical and human environment of each center? (GS 2, 11)

What were the characteristics of gardening and landscaping in each of the environments? How was gardening and landscaping related to the physical and human environments of the centers? (GS 10, 14)

What educational opportunities were available for K-12, higher education, and adult students in each of the centers? What were the physical and human conditions under which evacuees were educated? (GS 12)

What were the characteristics of Japanese culture and art in each of the centers? How was art related to the surrounding environment? (GS 10)

How did evacuees of each of the centers recreate? How was recreation related to the physical and human environment of the center? (GS 3, 12)

What forms of religion were practiced in each of the centers? How was religion related to the environment within and outside of the center? (GS 10, 12)

What were the characteristics of each of the center's health care systems? How was health related to the physical and human environment of the center? (GS 12)

What was the nature of "community" in each of the centers? What issues tended to disrupt this sense of community? (GS 10, 12, 13)

How did the evacuees interact with the surrounding areas' human population? What were the results of these interactions? (GS 2, 6, 9, 10)

How did the evacuees interact with the evacuees of other centers? (GS 3, 12, 13)

To where did the evacuees relocate and why? Why didn't evacuees relocate to particular regions? (GS 1, 9)

What impacts does each of the former centers have on today's setting? (GS 2, 14, 17)

Who now owns and/or manages the former center lands, and how are they managed? (GS 2, 16, 18)

What happened to the numerous buildings of the centers after they closed? How have they affected the architecture of the surroundings today? (GS 2, 12, 16)

What remained at each of the centers as of 2002-2003? (GS 2, 18)

What characterizes the physical and human geography of the former center settings today? (GS 2, 4)

What resources are available for interpretation and study in the vicinity of each of the former centers? (GS 2, 16, 18)

How and why has the management status of the former relocation center lands changed over time? (GS 16)

Chapter 11: Conclusions

Compare the locations of each of the sites. Which is closest to e.g., Chicago? Cleveland? Minneapolis? **(GS 3)**

Which of the sites had the gentlest topography? Why? **(GS 2, 7, 8)**

What is the relationship of each center's site to ice age lakes or floods? **(GS 3, 7, 8)**

Why do you think that the eight western relocation centers were all located in arid to semi-arid places? **(GS 3, 7, 8)**

Which of the sites had the hottest climate? Driest climate? Why? **(GS 2, 7, 8)**

What is the difference between the Sonoran Desert, Mohave Desert, Great Basin Desert, and the semi-arid Great Plains in terms of climate and vegetation? **(GS 3, 7, 8)**

Which site had the worst soils in terms of agriculture? **(GS 2, 7, 8, 15)**

Which site is located in the Colorado River drainage basin? Columbia River basin? Mississippi basin? Which are located in the Great Basin? What is the hydrologic significance of the Great Basin? **(GS 2, 4, 7, 8)**

Compare and contrast the relationships between the treatment of evacuees and that of Native Americans on the same lands over time. **(GS 9, 10)**

How did the agricultural programs of the various centers compare in terms of acreages involved, crop and livestock diversity, and overall productivity? **(GS 3, 10, 11)**

Why were certain forms of recreation more prevalent in some centers and not others? **(GS 3, 14, 15)**

Why were some centers considered peaceful while others were characterized by conflict? **(GS 13)**

Which local populations were the most hostile to the evacuees? Which were the most welcoming? Why did the receptions of the evacuees differ so? **(GS 3, 6, 9, 10, 13)**

How and why did a complex web of interactions occur between the relocation centers? **(GS 2, 9, 10, 12)**

Following the closure of the relocation centers, have the Bureau of Reclamation, Indian reservation, or private lands been most productive in terms of agriculture? Why? **(GS 2, 10, 11)**

Why have some of the centers received more attention than others in terms of National Historic Monument recognition? (GS 3, 16)

Given the situation in the U.S. since the 11 September 2001 attack on the World Trade Center by radical Muslim Al Kaida members, is it possible that the U.S. could again thwart the human rights of a large group of people? (GS 2, 9, 10)

References

Geography Education Standards Project, 1994: *Geography for Life: National Geography Standards 1994*. Washington, D.C.: National Geographic Research and Exploration.