

# We Are All Americans: People of Japanese Ancestry during World War II

## ***Free Workshop for Social Studies & Humanities Middle & Secondary Teachers***

### **Space limited**

June 26, 27, & 28, 2019

9:00 AM - 4:00 PM

\$450 Stipend

Additional support  
for teachers from  
other islands

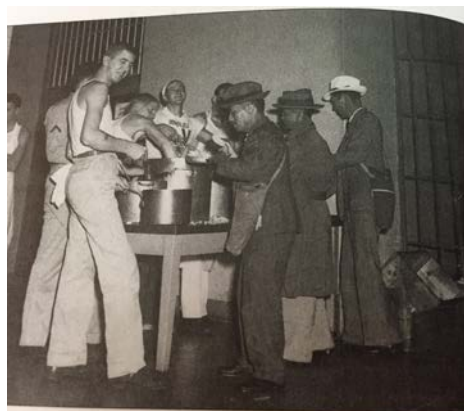
Refreshments and light  
lunch provided

Standards Based  
ResourcePacket

Japanese Cultural  
Center of Hawai'i  
2454 South Beretania St  
Honolulu, HI 96826

***Field trip to Honouliuli  
National Historic Site***

*Inmates carrying gas masks receive their meals from military police at the Honolulu Immigration Station. Courtesy of the National Park Service.*



*Honouliuli Internment Camp. Courtesy of the National Park Service*

Join us for a three-day workshop in which we look at Japanese Americans in Hawai'i and on the mainland during World War II and examine what does it mean to be an American. We look at this in three sections:

In the first section we will look at the ***Untold Stories: Department of Justice Internment Camps--arrests and incarcerations*** that began December 7, 1941. In the 1930s and 1940s numerous people living in the United States and Hawai'i were identified as "enemy aliens" and placed on a secret government list called the *Custodial Detention List*. We will take a close look at the *Custodial Detention List* and the political policies and climate that led to the incarceration of both citizens and aliens of Japanese ancestry within hours of the bombing of Pearl Harbor. Through dialogue, primary materials, personal stories, we will piece together a more complex narrative and analysis about the earliest government actions, public response, and the trauma, resilience, and resistance of the individuals and communities of people of Japanese ancestry.

In the second section we will engage in an **open-ended inquiry on the question of loyalty**, its personal and public meaning. At no time was there a deeper **moral dilemma than when Japanese Americans faced with the decision to serve in the US military** while many were confined in concentration camps without due process. Through inquiry we will delve into the nuances of this dilemma - how the motives, actions, and consequences played out for individuals, families, and communities. We will ask for your input to create a curriculum that will dig deeply into this **moral dilemma** to ask why did individuals make the choices they made? What does it take to be accepted as American and what does it mean to be American?

Section three will be the field trip to Honouliuli National Historic Site. Through place-learning and historical accounts about those interned in Honouliuli, we will explore the human story of surveillance and unjust incarceration and examine ways to support students' development of historic empathy and significance.

## OUR WORKSHOP TEAM

**MICHELE GEE** is the Chief of Interpretation and Education at Golden Gate National Recreation Area/ National Park Service. Michele began her park career with Golden Gate National Parks Conservancy in 2000. Prior to that Michele worked for the San Francisco Conservation Corps where she managed a middle school program, supervised AmeriCorps members in the restoration of Crissy Field and served as an AmeriCorps VISTA. Michele studied Conservation and Land Management in Australia before graduating from UC Santa Barbara in Environmental Studies. In 2014, Michele served the CA Dept. of Education Task Force to develop a state blueprint for environmental literacy. Michele is a founder and chair of the GGNRA Employee Diversity and Inclusion Committee member of the GGNRA Arts in the Parks Committee. She serves on the Board of Directors at The Ecology Center in Berkeley. [michele\\_gee@nps.gov](mailto:michele_gee@nps.gov)

**GRACE MORIZAWA** is the Education Coordinator for the National Japanese American Historical Society. Previously she was an elementary school teacher in Oakland and principal of Lake Elementary School in San Pablo, CA. Morizawa is a Sansei, third generation Japanese American. She is a teacher consultant with the Bay Area Writing Project. She has a BA in English from Pacific University, an MA in Creative Writing from San Francisco State, and a doctorate from the Leadership in Education and Equity Program at UC Berkeley. [grace@njahs.org](mailto:grace@njahs.org)

**STAN PESICK** taught 11th grade United States History in the Oakland Unified School District for eighteen years. Between 2008-2012 he coordinated the Oakland Unified History/Social Studies Department. He has worked with the Bay Area Writing Project as a teacher consultant since 1989. Since 2014 he's worked as a curriculum consultant to the National Japanese American Historical Society. He is currently working with National Writing Project, UC Berkeley, to develop materials and methods focused on helping students write more effectively for political and civic purposes. Pesick has a Ph.D. from Stanford University.

**ROSALYN TONAI** is the executive director of the National Japanese American Historical Society. She was the project director and co-curator of the exhibition *Strength & Diversity, Japanese American Women, 1885 to 1990*, a groundbreaking award-winning museum exhibition co-produced by the National Japanese American Historical Society and the Oakland Museum of California. Tonai has co-edited four teacher's/classroom guides, *The Bill of Rights: the Japanese Americans and the World War II Experience*, *Honor Bound, the Story of the 442nd Regimental Combat Team*, *Making Peace and Classroom Activities Guide: Diamonds in the Rough*, *Japanese Americans in Baseball*. She is a graduate of the Getty Museum Management Institute and the Coro Foundation Asian Pacific leadership program. Ms. Tonai has an M.P.A. from the Nonprofit Management Institute, University of San Francisco's College of Professional Studies and a B.A. Social Welfare from UC Berkeley.

*This workshop is co-sponsored by the National Japanese American Historical Society; the National Park Service, with support from the Japanese Cultural Center of Hawai'i. For more information see [www.njahs.org](http://www.njahs.org). The project was funded in part by the Japanese American Confinement Sites Grant, administered by the National Parks Service.*



HOW TO  
APPLY

Applications for *UNTOLD STORIES: DOJ Teacher Education Project* will be accepted through **June 18, 2019**, or until our workshop capacity is reached. **Teachers from other islands, please contact Grace Morizawa for addition support.**

Email or mail your applications to Melissa Bailey [melissa@njahs.org](mailto:melissa@njahs.org)  
Hawai'i Workshop  
National Japanese American Historical Society, Inc.  
1684 Post St.  
San Francisco, CA 94115

For workshop information email: [grace@njahs.org](mailto:grace@njahs.org)

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Hawai'i workshop

NAME

ADDRESS

CITY, STATE, ZIP

EMAIL

BEST PHONE TO REACH

SCHOOL

SUBJECT TAUGHT

PLEASE TELL US WHY YOU WANT TO THIS WORKSHOP AND HOW YOU WILL USE IT IN YOUR CLASSROOM.