

Moments in Time

Remembering the Santa Fe Japanese Internment Camp

Estimated Time

One class period

Materials

Remembering the Santa Fe Japanese Internment Camp video

Writing material

Vocabulary

- Internment
- Incarcerated
- Malaise
- Buddhism
- Libretto
- Noh

Standards Met

New Mexico State

Standards grades 9—12

- Social Studies/History 1B, 1D
- Civics and Government 3A
- Language Arts 3F

Extensions

There are lots of other resources for studying this moment in American History. Here are a couple of websites with material for teachers and students.

www.archives.gov/education/lessons/japanese-relocation/

www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

www.loc.gov/teachers/classroommaterials/lessons/fear/

www.pbs.org/childofcamp/history/index.html

www.newmexicohistory.org/filedetails.php?fileID=453

Lesson Plan by Beth Maloney

Goal

To explore the experiences of those held in the Santa Fe Japanese Internment Camp.

Student Learning

Students discuss the history of Japanese Internment camps and then respond to quotes through reflective writing.

Procedure

1. If possible have students watch the *Moments in Time – Remembering the Santa Fe Japanese Internment Camp* video on their own or in class. The Santa Fe Internment camp held 4555 Japanese American men for 4 years during World War II. These men were arrested and incarcerated without trial and forced to leave their families, businesses and communities. What happened in Santa Fe is part of a larger story of the internment of Japanese and Japanese Americans during this time.
2. Discuss Japanese internment as a whole class. Who knew that this was a part of our history? How could the United States government argue internment was necessary or constitutional? (See Extensions section for suggestions on additional resources and lesson plan ideas to scaffold the learning.)
3. Ask students to choose one of the selected quotes (listed on page 2) from the video and consider the following: Who is the speaker? How does the quote illuminate their experience? Students write reflectively for approximately 15 minutes.
4. In small groups, students share their thoughts and writing. Are there any general themes or points that surface? For example, fighting a feeling of helplessness, how did the prisoners turn to artistic expression as a tool for survival.
5. As a whole class, come back together to share small group discussion. Are there any additional questions about the history or types of Japanese American internment in Santa Fe or elsewhere in the United States?

Suggested Forms of Assessment

- Class discussion
- Reflective writing



NEW MEXICO HISTORY MUSEUM
PALACE OF THE GOVERNORS

Remembering the Santa Fe Japanese Internment Camp

PAGE TWO QUOTES FROM THE VIDEO

Lesson Plan by Beth Maloney

“My present status seems to my children great agony which is my endurable anguish” - Tamasaku Watanabe, petition for release, May 1945.

“Literacy was one of the ways they resisted what was called *barbed wire disease* ... that malaise that could come over them, this depression and that feeling of loss of control I think the predominant feeling for many of them was helplessness. What was interesting to me was that they tried so hard to cope with that, to resist it, to not succumb to what imprisonment can do to a person.” - Gail Okawa

“They were very gentle men, to my father Hal West. He always saw the irony with these guys with weapons and big guns that they would take up into their towers ... and the disconnect between that and the gentle quality of the men who were in the camp” – Jerry West

“It’s in the Japanese culture ... not to dwell on your own personal sadness.... rather than anger they (the men interned) felt shame”, “The way you survive was to go inward and disregard what is out there.” - Patrick Nagatani



NEW MEXICO HISTORY MUSEUM
PALACE OF THE GOVERNORS