

# After the Bombing of Pearl Harbor, was the internment of Japanese Americans justified?

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**Overview:** On December 7, 1941 Pearl Harbor was attacked by Japanese fighter pilots. Most of the base was destroyed. Within the next few days the United States declared war on Japan. This act of aggression caused fear and suspicion of Japanese Americans across the United States. In February 1942 President Roosevelt passed the Executive Order Act 9066 and the internment of Japanese Americans began. The question for this Mini-Q is was the internment of Japanese Americans after the bombing of Pearl Harbor justified.

## The Documents

**Document A** Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack

**Document B** FDR's "Day of Infamy" Speech

**Document C** Salvage scrap to blast the Jap

**Document D** Executive Order 9066

**Document E** Tule Lake Segregation Camp. California State Library <http://www.library.ca.gov/>

**Document F** 89 Panel: Japanese American Citizens League Testimony of John Y Tateishi

### **Hook Exercise: Japanese American Internment:**

Your neighbor is a Japanese American who was just given six days' notice to pack all of his family's belongings and move to an unknown place. He and his family are only allowed to take what they can carry. Everything else must be sold or left behind. For five days you watch your neighbor sell their things.

You watch other neighbors turn their backs and ignore the Japanese American family. Some of them even call them names and shout from across the street. Many seem sympathetic, but do nothing but look the other way.

Your task: With a partner talk through the situation. Do you think Japanese Americans being sent to internment camps is justified?

Justified

Not Justified

Your Decision

## Background Essay Questions

What Caused the Japanese American Internment?

On the morning of December 7, 1941, the Japanese launched a surprise air attack on **Pearl Harbor**, Hawaii. Much of the US Pacific Fleet was stationed there and the surprise attack caused many US losses. Four navy battle ships were sunk and another four damaged. The Japanese also sunk or damaged or destroyed smaller ships and aircraft. In total, about half of the pacific Fleet was damaged or destroyed. Along with the damage, 2,402 men killed and 1,282 wounded.

A day after the attack, President Franklin D. Roosevelt asked Congress to declare war on Japan. The resolution was approved, with only one representative voting against it. In the days immediately following the attack on Pearl Harbor the FBI arrested approximately 1,200 Japanese aliens within the United States, and President Roosevelt came under increasing political and public pressure to do something about the Japanese population in California. Many newspaper articles called for action, stirring up public fear and creating anxiety among the general public.

There were however, those who urged the president to exercise restraint and argued that internment was unconstitutional. Despite protest of the Justice department on February 19, 1942 President Roosevelt signed **Executive Order 9066** into law, granting the War Department broad powers to create military exclusion areas. By 1943, more than 110,000 Japanese Americans had been forced from their homes and moved to camps in remote inland areas of the US called **internment camps**.

## **Background Essay Questions**

1. What happened on December 7, 1941 at Pearl Harbor?
2. How did President Roosevelt respond to the attack on Pearl Harbor?
3. What happen on February 19, 1942?
4. By 1943, how many Japanese Americans were forced to relocate to internment camps?
5. Define or explain each of these terms:

Internment Camps

Executive Order 9066

Internment Camp

## Document A

**Source:** Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack. 1941. Miscellaneous Items in High Demand. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. 19 February 2013. <http://www.loc.gov/pictures/item/98506923/>



## Document B

**Source:** FDR's "Day of Infamy" Speech: Crafting a Call to Arms. *Our Heritage in Documents*. Prolong Magazine. National Archives. Winter 2001, Vol. 33, No. 4. 18 February 2013.

<http://www.archives.gov/publications/prologue/2001/winter/crafting-day-of-infamy-speech.html>

DRAFT No. 1  
December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in <sup>infamy</sup> ~~world history~~,  
the United States of America was <sup>suddenly</sup> ~~unprovokedly~~ and deliberately attacked  
by naval and air forces of the Empire of Japan, ~~which is at this time~~.

The United States was at the moment at peace with that nation and was  
<sup>still in</sup> ~~conducting~~ the conversation with its Government and its Emperor looking  
toward the maintenance of peace in the Pacific. Indeed, one hour after  
Japanese air squadrons had commenced bombing in <sup>Oahu</sup> ~~Hawaii and the Philippines~~,  
the Japanese Ambassador to the United States and his colleague delivered  
to the Secretary of State a formal reply to a <sup>recent American</sup> ~~former~~ message, from the  
<sup>While</sup> ~~Secretary~~. This reply <sup>started</sup> ~~contained~~ a statement that diplomatic negotiations  
~~must be considered at an end~~ <sup>it</sup> contained no threat <sup>or</sup> ~~any~~ hint of <sup>war</sup> ~~an~~  
armed attack.

It will be recorded that the distance ~~of Hawaii~~ <sup>from Japan</sup> and especially of  
Hawaii, from Japan makes it obvious that the <sup>was</sup> ~~attack~~ <sup>or war</sup> ~~was~~ deliberately  
planned many days ago. During the intervening time the Japanese Govern-  
ment has deliberately sought to deceive the United States by false  
statements and expressions of hope for continued peace.

*at the solicitation of Japan*



The attack <sup>the Hawaiian Islands</sup> yesterday on ~~Manila and on the Island of Guam~~ <sup>has</sup> caused severe damage to American naval and military forces. Very many American lives have been lost. In addition American ~~ships~~ ships have been torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

~~Japan has, therefore, undertaken a surprise offensive extending~~ <sup>Last night Japanese forces attacked Luzon.</sup> <sup>Philippine Islands</sup> throughout the Pacific area. The facts of yesterday speak for themselves. The people of the United States have already formed their opinions and well understand the implications ~~these attacks~~ <sup>to very</sup> ~~on~~ the safety of our nation.

As Commander-in-Chief of the Army and Navy I have ~~of course~~ directed that all measures be taken for our defense.

Long will we remember the character of the onslaught against us.

(A) No matter how long it may take us to overcome this perverted invasion, the American people will in their righteous might win through to absolute victory.

I speak the will of the Congress and of the people ~~of this~~  
~~country~~ when I assert that we will not only defend ourselves to  
the uttermost but will see to it that this form of treachery shall  
never endanger us again. Hostilities exist. There is no mincing  
the fact that our people, our territory and our interests are in  
grave danger.

I, therefore, ask that the Congress declare that since the  
unprovoked and dastardly attack by Japan on Sunday, December  
seventh, a state of war <sup>has</sup> <sup>and</sup> exists between the United States and the  
Japanese Empire.

\*\*\*\*\*

*Our people in  
full confidence in our might*



## Document C

**Source:** Salvage scrap to blast the jap, Library of Congress, Prints and Photographs Division, WPA Poster Collection, LC-USZC2-1109 DLC (color film copy slide)



## Document D

**Source:** Franklin D. Roosevelt: "Executive Order 9066 - Authorizing the Secretary of War To Prescribe Military Areas," February 19, 1942. Online by Gerhard Peters and John T. Woolley, *The American Presidency Project*. <http://www.presidency.ucsb.edu/ws/?pid=61698>.

### EXECUTIVE ORDER 9066

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 as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U.S.C., Title 50, Sec. 104):

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 who he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, 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 judgement of the Secretary of War of the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriated Military Commander may deem advisable to enforce compliance with the restrictions applicable to each Military area hereinabove authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

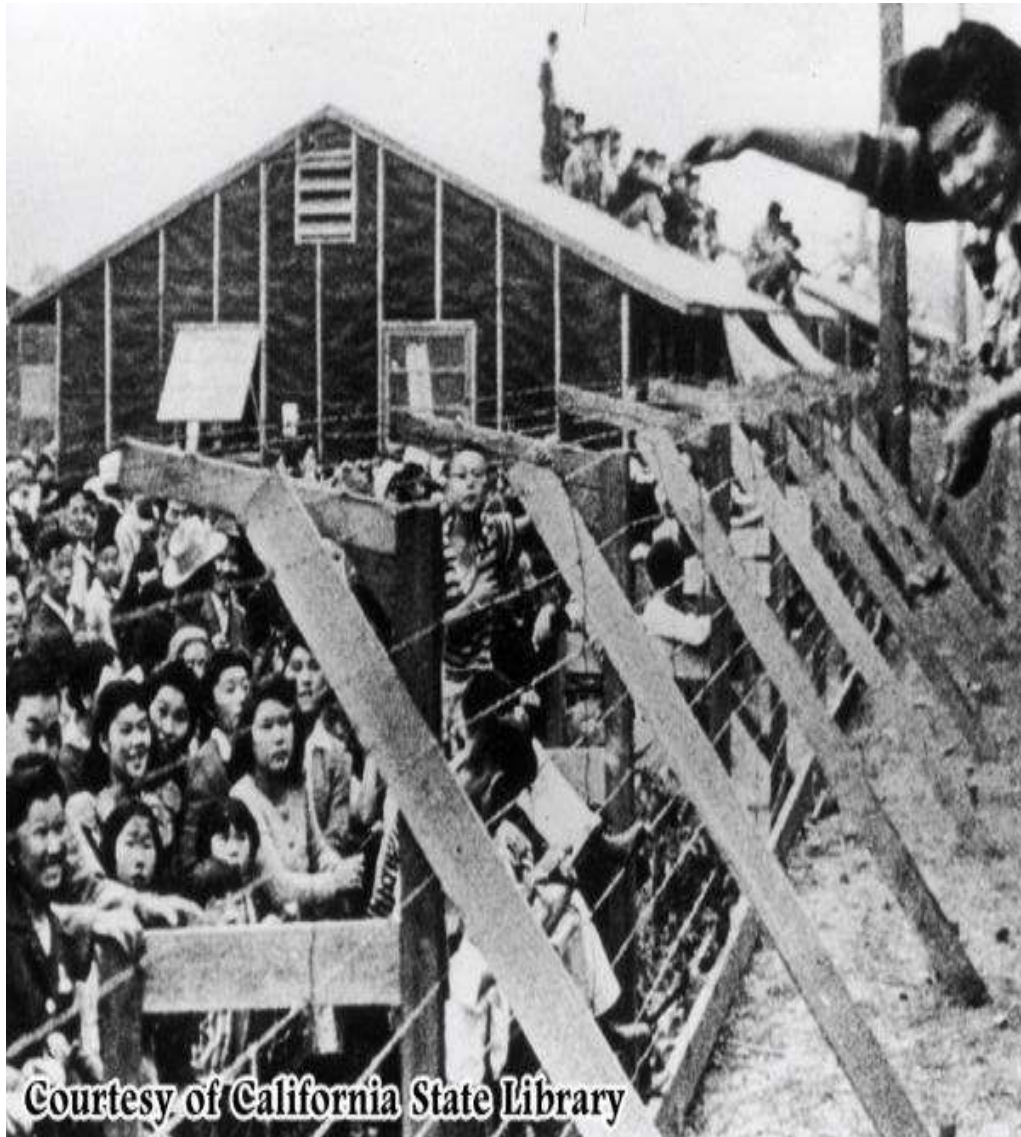
I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalizations, food, clothing, transportation,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

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect to the investigation of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.

THE WHITE HOUSE  
February 19, 1942

**Document E**

**Source:** Tule Lake Segregation Camp. California State Library <http://www.library.ca.gov/>



Courtesy of California State Library



## Document E

**Source:** 89 Panel: Japanese American Citizens League Testimony of John Y Tateishi. American Memory OCR. Library of Congress. 19 February 2013.  
<http://memory.loc.gov/service/digsymlinks/000/000171/00017162/0001716223/00017162238/00000087.txt>

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PANEL: JAPANESE AMERICAN CITIZENS LEAGUE  
TESTIMONY OF JOHN Y. TATEISHI, REDRESS CHAIRPERSON,  
JAPANESE AMERICAN CITIZENS LEAGUE; WILLIAM HOHRI,  
NATIONAL COUNCIL FOR JAPANESE AMERICAN REDRESS;  
MIKE M. MASAOKA, PRESIDENT NISEI LOBBY; PRESIDENT, ALEU-  
TIAN FRIBILOF ISLANDS ASSOCIATION; AND MIKE ZACHAROF,  
EXECUTIVE DIRECTOR; PHIL TUTIZOFF, CHAIRMAN OF THE  
BOARD

TESTIMONY OF MR. TATEISHI

Mr. TATEISHI. Thank you, Mr. Chairman, and members of the  
committee.

My name is John Y. Tateishi. I am currently the chairman of the  
National Committee for Redress of the Japanese American Citizens  
League or the JACL. I would like to thank the committee for inviting  
me to speak on behalf of the JACL advocating the passage of H.R.  
5499.

It is a pleasure for me to come from my home in the San Francisco  
bay area to speak in favor of this legislation.

In view of the pressing time schedule of this committee, I would like  
to keep my comments short and address specifically the legislation  
before you and the proposal to establish a commission to investigate  
the events of 1942.

I might point out, however, that although I may look young, I was  
in one of the camps. I was at Mansanar which is in the Owens Valley  
in California.

One of the questions that arises in discussing the Commission is  
whether or not this Commission can do any more than a committee of  
the Congress. I think that one of the important things that we can  
investigate is to look at why some of the events took place. For ex-  
ample, as you, Mr. Chairman, have pointed out, the Director of the  
FBI, Mr. Hoover, himself, was against the internment. His agency  
had investigated the Japanese American communities throughout the  
west coast.

There was also an investigation by Naval Intelligence, by Army In-  
telligence, and by a special Presidential representative, Lt. Cmdr.  
Curtis B. Munson.

All the intelligence reports indicated quite clearly there was "no  
Japanese problem" on the west coast in the event of an invasion, and  
those who might be questionable had already been identified by these  
investigative agencies, to that the very basis which lay for the ration-  
ale for the internment itself, the exclusion and internment of Japanese  
Americans, was this question of loyalty of Japanese Americans in the  
event of an invasion by Japan. But that question had already been  
determined.

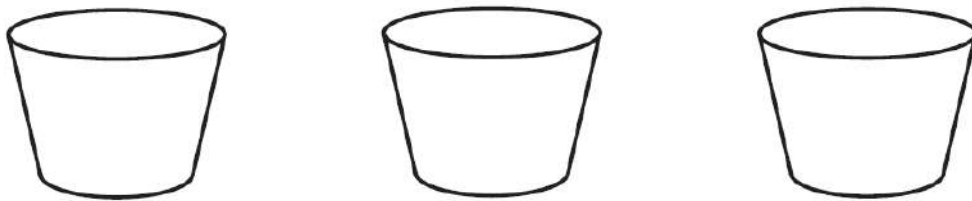
I think that the benefit of this type of Commission is that it can  
investigate, gather the facts and come to some determination of why  
those types of things happened in 1942 that we experienced.

We know from the documents that we have been able to see there  
was no question of our loyalty as far as the Government was con-

## **Bucketing – Getting Ready to Write**

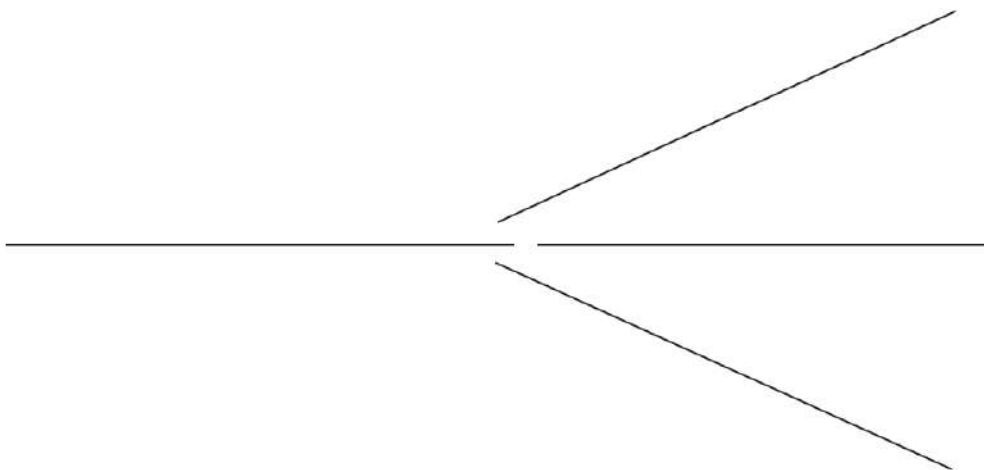
### **Bucketing**

Look over all the documents and organize them into your final buckets. Write final bucket labels under each bucket and place the letters of the documents in the buckets where they belong. It is okay to put a document in more than one bucket. Remember, your buckets are going to become your body paragraphs.



### **Thesis Development and Roadmap**

On the chickenfoot below, write your thesis and your roadmap. Your thesis is always an opinion and answers the Mini-Q question. The road map is created from your bucket labels and lists the topic areas you will examine in order to prove your thesis.



# **From Thesis to Essay Writing**

## **Mini-Q Essay Outline Guide**

### **Working Title**

#### **Paragraph #1**

Grabber

Background

Stating the question with key terms defined

Thesis and roadmap

#### **Paragraph #2**

Baby Thesis for bucket one

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

#### **Paragraph #3**

Baby Thesis for bucket one

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

#### **Paragraph #4**

Baby Thesis for bucket one

Evidence: supporting detail from documents with document citation

Argument: connecting evidence to the thesis

#### **Paragraph #5**

Conclusion: Restatement of main idea along with possible insight or wrinkle



## Rubric

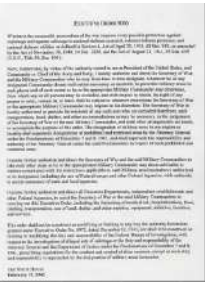

Here are the standards for the DBQ essay scores from the highest score of a 5, to the lowest score a 0. You will earn one of these scores if the DBQ answer demonstrates the following:

<b>5</b>	<ul style="list-style-type: none"> <li>• A strong thesis statement. It directly answers the question.</li> <li>• The essay thoroughly addresses all aspects of the task by accurately analyzing and interpreting at least 3 documents.</li> <li>• Incorporates information from the documents in the body of the essay.</li> <li>• Incorporates relevant outside information.</li> <li>• Richly supports the theme or problem with relevant facts, examples, and details.</li> <li>• Excellent organization; a well-written essay with proper spelling, grammar, and mechanics.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• A thesis that answers the question.</li> <li>• The essay addresses all aspects of the task by accurately analyzing and interpreting at least 3 documents.</li> <li>• Incorporates information from the documents in the body of the essay.</li> <li>• Incorporates some relevant outside information.</li> <li>• Includes relevant facts, examples, and details, but discussion may be more descriptive than analytical</li> <li>• Clear organization and good writing; only minor errors in spelling, grammar, and mechanics.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• A weaker thesis that may not adequately answer the question.</li> <li>• Addresses most aspects of the task or addresses all aspects of the task in a limited way, using some of the documents.</li> <li>• Incorporates some information from the documents in the body of the essay.</li> <li>• Incorporates limited or no relevant outside information.</li> <li>• Includes some facts, examples, and details, but discussion is more descriptive than analytical.</li> <li>• Weaker organization and writing; errors in spelling, grammar, and mechanics that detract from the essay's quality.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• A weak thesis that fails to adequately answer or even address the question.</li> <li>• Attempts to address some aspects of the task, making limited use of the documents.</li> <li>• Presents no relevant outside information.</li> <li>• Includes few facts, examples, and details; discussion restates contents of the documents.</li> <li>• Poorly organized essay and writing; many errors in spelling, grammar, and mechanics.</li> <li>•</li> </ul>



1	<ul style="list-style-type: none"> <li>• A confused and unfocused thesis that fails to address the question.</li> <li>• Shows limited understanding of the task with vague, unclear references to the documents.</li> <li>• Presents no relevant outside information.</li> <li>• Includes little or no accurate or relevant facts, details, or examples.</li> <li>• Disorganized and unfocused writing; many errors in spelling, grammar, and mechanics.</li> </ul>
0	<p>No thesis statement; no attempt to address the question.</p> <p>No understanding of the topic or question; fails to address the task.</p> <p>No use or only misuse and misunderstanding of the documents.</p> <p>No information from any learning beyond simply the documents used.</p> <p>A lack of organization and structure. Little attempt made. Blank paper.</p>

## Resource Table


Image	Description	Citation	URL
	<p>Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack. 1941.</p>	<p>Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack. 1941. Miscellaneous Items in High Demand. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. 19 February 2013. <a href="http://www.loc.gov/pictures/item/98506923/">http://www.loc.gov/pictures/item/98506923/</a></p>	<p><a href="http://www.loc.gov/pictures/item/98506923/">http://www.loc.gov/pictures/item/98506923/</a></p>
	<p>FDR's "Day of Infamy" Speech: Crafting a Call to Arms.</p>	<p>FDR's "Day of Infamy" Speech: Crafting a Call to Arms. <i>Our Heritage in Documents</i>. Prolong Magazine. National Archives. Winter 2001, Vol. 33, No. 4. 18 February 2013. <a href="http://www.archives.gov/publications/prologue/2001/winter/crafting-day-of-infamy-speech.html">http://www.archives.gov/publications/prologue/2001/winter/crafting-day-of-infamy-speech.html</a></p>	<p><a href="http://www.archives.gov/publications/prologue/2001/winter/crafting-day-of-infamy-speech.html">http://www.archives.gov/publications/prologue/2001/winter/crafting-day-of-infamy-speech.html</a></p>
	<p>Salvage scrap to blast the jap,</p>	<p>Salvage scrap to blast the jap, Library of Congress, Prints and Photographs Division, WPA Poster Collection, LC-USZC2-1109 DLC (color film copy slide)</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field(NUMBER+@band(cph+3b49009))">http://memory.loc.gov/cgi-bin/query/r?ammem/wpapos:@field(NUMBER+@band(cph+3b49009))</a></p>

	<p>Tule Lake Segregation Camp</p>	<p>Tule Lake Segregation Camp. California State Library <a href="http://www.library.ca.gov/">http://www.library.ca.gov/</a></p>	<p><a href="http://lanternreview.com/blog/wp-content/uploads/2010/05/internment-image.jpg">http://lanternreview.com/blog/wp-content/uploads/2010/05/internment-image.jpg</a></p>
	<p><i>Franklin D. Roosevelt: "Executive Order 9066 - Authorizing the Secretary of War To Prescribe Military Areas,"</i></p>	<p><i>Franklin D. Roosevelt: "Executive Order 9066 - Authorizing the Secretary of War To Prescribe Military Areas,"</i> February 19, 1942. Online by Gerhard Peters and John T. Woolley, <i>The American Presidency Project</i>. <a href="http://www.presidency.ucsb.edu/ws/?pid=61698">http://www.presidency.ucsb.edu/ws/?pid=61698</a>.</p>	<p><a href="http://www.presidency.ucsb.edu/ws/?pid=61698">http://www.presidency.ucsb.edu/ws/?pid=61698</a>.</p>
	<p>Naval dispatch from the Commander in Chief Pacific (CINCPAC) announcing the Japanese attack on Pearl Harbor, 7 December 1941.</p>	<p>Library of Congress Manuscript Division</p>	<p><a href="http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/002))">http://lcweb2.loc.gov/cgi-bin/query/r?ammem/mcc:@field(DOCID+@lit(mcc/002))</a></p>
	<p>President Roosevelt signing the declaration of war against Japan</p>	<p>Library of Congress, Prints and Photographs Division [reproduction number, LC-USZ62-15185 DLC</p>	<p><a href="http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a17434))">http://memory.loc.gov/cgi-bin/query/r?ammem/presp:@field(NUMBER+@band(cph+3a17434))</a></p>

	<p>Oakland, Calif., Feb. 1942</p>	<p>Lange, Dorothea. Oakland, Calif., Feb. 1942. 1942 February. Farm Security Administration and Office of War Information Collection. Library of Congress Prints and Photographs Division. 15 February 2013. <a href="http://www.loc.gov/pictures/item/2001705924/">http://www.loc.gov/pictures/item/2001705924/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2001705924/">http://www.loc.gov/pictures/item/2001705924/</a></p>
	<p><b>Santa Anita reception center, Los Angeles, California. The evacuation of Japanese and Japanese-Americans from West Coast areas under U.S. Army war emergency order. Registering Japanese-Americans as they arrive</b></p>	<p>Lee, Russel. Santa Anita reception center, Los Angeles, California. 1942 April. Farm Security Administration and Office of War Information Collection. Library of Congress Prints and Photographs Division. <a href="http://www.loc.gov/pictures/item/fsa1998003578/PP/">http://www.loc.gov/pictures/item/fsa1998003578/PP/</a></p>	<p><a href="http://www.loc.gov/pictures/item/fsa1998003578/PP/">http://www.loc.gov/pictures/item/fsa1998003578/PP/</a></p>
	<p>Entrance to Manzanar, Manzanar Relocation Center</p>	<p>Adams, Ansel. Entrance to Manzanar, Manzanar Relocation Center. 1943. Adams, Ansel, 1902- Manzanar War Relocation Center photographsLibrary of Congress Prints and Photographs Division Washington. 19 February 2013. <a href="http://www.loc.gov/pictures/item/2002695960/">http://www.loc.gov/pictures/item/2002695960/</a></p>	<p><a href="http://www.loc.gov/pictures/item/2002695960/">http://www.loc.gov/pictures/item/2002695960/</a></p>

	<p>San Francisco, Calif., April 1942. First-graders, some of Japanese ancestry, at the Weill public school pledging allegiance to the United States flag. The evacuees of Japanese ancestry will be housed in War relocation authority centers for the duration of the war.</p>	<p>San Francisco, Calif., April 1942. First-graders, some of Japanese ancestry, at the Weill public school pledging allegiance to the United States flag. April 1942. Farm Security Administration and Office of War Information Collection (Library of Congress). Library of Congress, Prints and Photographs Division. 19 February 2013.</p>	<p><a href="http://www.loc.gov/pictures/item/2001705948/">http://www.loc.gov/pictures/item/2001705948/</a></p>
<p>Text of Munson report</p>			<p><a href="http://memory.loc.gov/service/digsymlinks/000/000171/00017162/0001716223/00017162238/00000062.txt">http://memory.loc.gov/service/digsymlinks/000/000171/00017162/0001716223/00017162238/00000062.txt</a></p>
	<p>Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor.</p>	<p>Lange, Dorothea. Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. 1942 March. Farm Security Administration / Office of War Information Collection. Library of Congress Prints and</p>	<p><a href="http://www.loc.gov/pictures/item/2004665381/">http://www.loc.gov/pictures/item/2004665381/</a></p>



		Photographs Division. 18 February 2013. <a href="http://www.loc.gov/pictures/item/2004665381/">http://www.loc.gov/pictures/item/2004665381/</a>	
Website: <b>Presentations and Activities, Immigration</b> Library of Congress			<a href="http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/japanese4.html">http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/japanese4.html</a>
<b>Teacher guide: Japanese American Internment during WW II</b> Library of Congress			<a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher_guide.pdf">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher_guide.pdf</a>
<b>Primary source set: Japanese American Internment during WW II</b> Library of Congress			<a href="http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/">http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/</a>
Map of America's Relocation Camps			<a href="http://www.janm.org/projects/clasc/map.htm">http://www.janm.org/projects/clasc/map.htm</a>
	<b>Executive Order 9066: Resulting in the Relocation of Japanese</b>	National Archives	<a href="http://www.archives.gov/historical-docs/todays-doc/index.html?doc-date=219">http://www.archives.gov/historical-docs/todays-doc/index.html?doc-date=219</a>
	<b>Korematsu v. United States: The U.S. Supreme Court Upholds Internment</b>		<a href="http://historymatters.gmu.edu/d/5151">http://historymatters.gmu.edu/d/5151</a>

	<b>Milton Eisenhower Justifies the Internment of Japanese Americans</b>		<a href="http://historymatters.gmu.edu/d/5153/">http://historymatters.gmu.edu/d/5153/</a>
	<b>“Evacuation Was a Mistake”: Anger at Being Interned</b>		<a href="http://historymatters.gmu.edu/d/5152">http://historymatters.gmu.edu/d/5152</a>
	<b>[Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack]</b>	Pearl Harbor naval base and U.S.S. Shaw aflame after the Japanese attack. 1941. Miscellaneous Items in High Demand. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. 19 February 2013. <a href="http://www.loc.gov/pictures/item/98506923/">http://www.loc.gov/pictures/item/98506923/</a>	<a href="http://www.loc.gov/pictures/item/98506923/">http://www.loc.gov/pictures/item/98506923/</a>

