

# PART 2

## ACTIVITIES THAT ENHANCE STUDENTS' EXPLORATION OF THE FIGHTING FOR DEMOCRACY EXHIBITION

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## OVERVIEW AND PURPOSE

In the first part of the *Fighting for Democracy* exhibition, seven oversize mirrors project flashing statements of discrimination and exclusion—statements which were written on signs, documented in oral histories, or personally heard by the individuals who are featured in the exhibition.

The people featured and their contemporaries grew up in the America of the 1920s and 1930s, a time of inequality and second-class status for many women and ethnic Americans. The mirror is an important symbol on two levels: it allows us to look back at ourselves and within. First, the mirror forces students to look into and confront this dark and painful aspect of America's past. The discriminatory statements may trigger in students anger, surprise, questions, and/or disbelief, prompting powerful reflection and discussion. Secondly, mirrors invite us to look at ourselves, at who we are and how others might see us individually or collectively. How are those perceptions shaped? How did they play out historically, and how do they play out today in the lives of our students?

In this lesson, students are introduced to the decades that preceded World War II, the era which shaped the characters in the exhibition and influenced how they would choose to “fight for democracy.” Students will explore connections between discrimination and injustice and reflect upon their own identity, personal history, and other injustices that exist today.

## NATIONAL STANDARDS ADDRESSED

National Standards for Social Studies Teachers: I. Culture and Cultural Diversity; II. Time, Continuity, and Change; III. People, Places, and Environments; IV Individual Development and Identity; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance; and X. Civic Ideals and Practices

Standards for the English Language Arts: Standard 3, 6, 9, 11, 12

## DURATION OF LESSON

1 to 3 class periods

## MATERIALS

- Photocopies of reproducibles 4.1, 4.2, 4.3
- Chart paper

## ACTIVITIES

### Reflecting on Personal Identity



1. Have students complete Reflecting on Personal Identity<sup>3</sup> (reproducible 4.1), by the Anti-Defamation League, in which students are asked four questions to examine the factors that have shaped their identities and belief systems.
2. After students have completed the four questions, create on chart paper a composite list of all responses given by students to the first question and engage students in discussion.

NOTE: The composite list accomplishes a number of objectives. First, it reveals that there is diversity represented in the classroom, even in groups that, at first glance, appear to be homogeneous. This activity helps to define the word “diversity” broadly. In addition, seeing all the descriptors makes obvious the fact that there are a wide variety of words used to describe cultural identity groups. For example “Black” and “African American” are not the same, and it is important to be sensitive to people’s right to name themselves. Another important aspect of this exercise is that it provides an opportunity for participants to discuss feelings associated with being a member of a group that is part of the dominant culture in society as well as feelings associated with identifying oneself as a member of a subordinate or numerical minority group in society.

3. Have students consider the following questions and journal on any or all of the following writing prompts:
  - a. Describe what you see when you look at yourself in the mirror? How do you think others view you? Do you see what others see? What do others miss about YOU when they judge you based on your outward appearance?
  - b. What kinds of messages do you receive from adults or peers in your life? Are they positive, critical, supportive, discouraging, etc.? How do those messages make you feel, and how do you respond to those messages?
  - c. Do do you find yourself judging based on aspects of appearance? How might seeing others in this way prevent you from knowing who they really are?

Note

3. Adapted with permission from The A WORLD OF DIFFERENCE® Institute Workshop Framework. New York: Anti-Defamation League, 2002. www.adl.org. All rights reserved.)

4. Partner students together, particularly students who seldom interact with one another, and have them share their journal responses.
5. Engage students in a discussion around identity, based on the following questions:
  - a. What factors shape our identity? How might others' views of us affect our self-perception and actions?
  - b. Can our identities change over time? What can cause one's identity to change over time?
  - c. How do we connect our personal identity to the larger world in which we live?

### Statements of Exclusion



NOTE: This activity introduces students to statements of exclusion appearing within the *Fighting for Democracy* exhibition and can be done in the exhibition space, in the classroom using reproducible 4.2, or online at [www.ncdemocracy.org/ffdonline](http://www.ncdemocracy.org/ffdonline) 

1. One part of the *Fighting for Democracy* exhibition includes encountering prejudicial statements that might have been heard or seen during the 1920s and 1930s (reproducible 4.2). This reproducible may be given to students in its entirety, or teachers may choose to cut and post each statement around the classroom, asking students to circulate silently before they complete their reflection.
2. Ask students to write down one statement that sparks an emotional response or raises additional questions for them, and have them reflect on it (reproducible 4.3).
3. Facilitate interaction among students by having them share their chosen statement and reflection in pairs, small groups, or as a whole class.

### Identity through a Historical Lens



1. Mention to students that the statements they just encountered were written on signs, documented in oral histories, or personally heard by the individuals who are featured in *Fighting for Democracy*.
2. Activate students' prior knowledge or have students speculate about life in America during the period before World War II by discussing the following questions:
  - a. What might it have been like to live in America during the 1920s and 1930s if you were a woman or ethnic minority?
  - b. Are there some freedoms and rights that women and ethnic Americans have today that were not available to them during the 1920s and 1930s?
  - c. How do you think we came to have those rights today?

NOTE: If students need additional background information for this time period, you may refer them to the Historical Overview for Character Study reproducible 5.2, or supplement with your own resources.

## EXTENSION ACTIVITIES



CRITICAL THINKING



RESEARCH



COLLABORATION



PARTNERSHIPS

- Have students research and teach each other about different “isms” such as racism, sexism, anti-Semitism, ageism, heterosexism, ableism and classism, and suggest how to combat them.
- Encourage students to plan a time or event to bring together two different individuals or groups on campus that have distinct identities (for example, honor students, special education students, ESL students, athletic teams, students from select clubs, etc.) and who may not have daily interaction to formally meet and get to know each other.
- Have students research the efforts of various groups in the United States who are still fighting to get their identity recognized or rights protected.

## ASSESSMENT IDEAS

- Personal Identity activity
- Reflection on Statements of Exclusion
- Participation in discussion
- Original research

# FIGHTING FOR DEMOCRACY: EXAMINING STORIES OF WORLD WAR II AMERICA

## REFLECTING ON PERSONAL IDENTITY

**Directions:** The purpose of this activity is to help you examine your own identity and belief systems and to explore how your attitudes and behaviors are shaped by your background, including race, ethnicity, religion, sexual orientation, and other cultural and societal factors. Please complete the following four questions referencing your background.

1. If I had to describe my background, I would say I am a:

2. One time I was very aware that I was at least one of those words was:

3. One thing that makes me feel proud about being at least one of these four words is:

4. One thing that is difficult or embarrassing about being one of these four words is:

**Note**

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# FIGHTING FOR DEMOCRACY: EXAMINING STORIES OF WORLD WAR II AMERICA

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## STATEMENTS OF EXCLUSION

In the decades before World War II, many Americans were excluded from citizenship and denied the right to vote. Only a limited few enjoyed the full benefits of American democracy.

The following statements were written on signs, documented in oral histories, or personally heard by the individuals who are featured in the *Fighting for Democracy* exhibition.

**NO FILIPINOS ALLOWED**

**OFFICERS' CLUB, BLACKS NOT ALLOWED**

**FOR WHITES ONLY**

**NO JEWS ALLOWED IN THE POOL**

**YOU CAN'T SERVE ON A JURY BECAUSE YOU'RE MEXICAN**

**JAPS KEEP MOVING**

**MARRY AN ASIAN IMMIGRANT LOSE YOUR CITIZENSHIP**

**NO MEXICAN WILL EVER GET AN "A" IN MY CLASS**

**YOU CAN'T BE CLASS PRESIDENT BECAUSE YOU'RE JAPANESE**

**NO INDIANS ALLOWED**

**YOU CAN'T SIT AT THIS LUNCH COUNTER**

**YOU CAN'T PLAY MAJOR LEAGUE BASEBALL BECAUSE YOU'RE BLACK**

**THIS IS A WHITE MAN'S NEIGHBORHOOD**

**YOU CAN'T BE A STUDENT AT THIS SCHOOL BECAUSE YOU'RE JEWISH**

**YOU CAN'T LIVE IN THIS NEIGHBORHOOD BECAUSE YOU'RE AN IMMIGRANT**

**YOU CAN'T BE A CITIZEN BECAUSE YOU'RE ASIAN**

**ENGLISH ONLY**

**LOWER WAGES FOR WOMEN**

**YOU DON'T GET A PROMOTION BECAUSE YOU'RE A WOMAN**

**WE DON'T CUT JAP HAIR**

**YOU HAVE TO GO TO A SEPARATE SCHOOL BECAUSE YOU'RE MEXICAN**

**YOU CAN'T SIT ON THIS BEACH BECAUSE YOU'RE BLACK**

**YOU CAN'T VOTE BECAUSE YOU'RE INDIAN**

**YOU CAN'T OWN LAND BECAUSE YOU'RE NOT A CITIZEN**

# FIGHTING FOR DEMOCRACY: EXAMINING STORIES OF WORLD WAR II AMERICA

## REFLECTING ON STATEMENTS OF EXCLUSION

page 1

Directions:

One part of the *Fighting for Democracy* exhibition includes encountering prejudicial statements that might have been heard or seen during the 1920s and 1930s. In the left hand column, write down two statements that spark an emotional response or raise questions for you. In the right hand column, reflect on why you chose the statements, how these words made you feel, and/or how the statements relate to you.

STATEMENTS	MY REFLECTION
1)	
2)	

**Write down two similar statements that someone might hear or experience on your school campus, in your neighborhood, or in the nation at large. How do these statements make you feel?**

STATEMENT #1

STATEMENT #2

Continued on back

## REFLECTING ON STATEMENTS OF EXCLUSION

The statements you initially read related primarily to prejudice or discrimination directed toward people of a particular race or ethnicity. What other groups of people today might face prejudice or discrimination?

Write down one example of prejudice or discrimination that you've experienced personally.

How do stereotypes and discriminatory treatment of others in the past and today affect our democracy?

## OVERVIEW AND PURPOSE

This lesson is designed for use in conjunction with the *Fighting for Democracy* exhibition, which features the stories of individuals who, during World War II and its aftermath, fought for democratic rights and redefined who was American.

One way of engaging students in the *Fighting for Democracy* exhibition is to invite them to become historians. In doing so, they will encounter a variety of artifacts—photos, diary entries, letters, oral histories—related to one character’s life. Their task is to create a narrative explaining the contributions that each person has made to the story of democracy in America. Students will also be able to connect the experiences of these individuals to themselves and their world today.

As historians, students will practice a number of important skills, including doing research, analyzing artifacts, making inferences, presenting their conclusions orally, and collaborating with peers to deepen their learning. They will also explore the ideas of point of view and perspective, two concepts central to the historian’s craft. Throughout, students will be responsible for their own learning.

## NATIONAL STANDARDS ADDRESSED

National Standards for Social Studies Teachers: I. Culture and Cultural Diversity; II. Time, Continuity, and Change; III. People, Places, and Environments; IV. Individual Development and Identity; V. Individuals, Groups, and Institutions; VI. Power, Authority, and Governance; and X. Civic Ideals and Practices

Standards for the English Language Arts: Standard 1, 3, 4, 6, 7, 8, 10, 11, 12

## DURATION OF LESSON

2 to 5 class periods

## MATERIALS

- Character bookmarks
- Photocopies of reproducibles 5.1, 5.2, 5.3, 5.4, 5.5: introduction to the characters; World War II historical context; historical detectives, student directions, exhibition epilogue, research project ideas
- Photocopies of character resource cards and background information cards

NOTE: For this lesson, resource cards for the exhibition can be used in multiple ways: in the classroom, during a visit to the National Center, or while exploring the *Fighting for Democracy* online exhibition at [www.ncdemocracy.org/ffdonline](http://www.ncdemocracy.org/ffdonline). 

## ACTIVITIES

### Build Background Knowledge



1. Introduce the lesson by telling students that they will be studying about the lives of people in history who shaped the way our democracy looks today. Activate students’ prior knowledge by asking them what they know about what life was like for women and different minority groups in the United States before World War II (see Identity through a Historical Lens activity in Lesson 4).
2. Introduce students to these individuals (reproducible 5.1) and the bookmarks in the back pocket of the guide.
3. Read with students the document from the *Fighting for Democracy* exhibition entitled “World War II Historical Context for Character Study,” which describes life before World War II, during the war, and after the war (reproducible 5.2).

**Research**



4. Introduce the tasks that students will complete during the course of this lesson using the Historical Detectives Activity on pages 61 and 62 (reproducible 5.3). Make sure to emphasize the overarching questions that should drive the students' research and presentations.
  - a. What conditions of inequality did this individual face as a young person and during World War II?
  - b. What actions did this person take that may have contributed to the U.S. becoming more democratic?
  - c. How does this person help you better understand United States history?
5. Give students each a Character Resource Card and a Background Information Card for one of the people featured in the *Fighting for Democracy* exhibition.

NOTE: Teachers may choose to divide the class into groups and assign each group to research a particular character. Alternately, you may allow them to research the person whose story most speaks to them based on the biographies they have read on reproducible 5.1.

6. Circulate while students are engaged in their tasks, answering questions when needed, and letting them know when oral presentations should begin.

**Present**



7. There are many ways in which students may present their findings about their characters. In each case, they should answer the three essential questions listed above. Below are several suggested possibilities, for which you might want to create a rubric. Students may:
  - a. Prepare for and present a 3-4 minute summary on their character, explaining how they think their characters' life choices contributed to the "fight for democracy." Students should be encouraged to ask questions of their peers.

- b. Take on the persona of the character they are researching and write and deliver a testimony explaining that person's beliefs and actions.
- c. Create a poster depicting key events in the life of the person they researched, and present their poster to the class (illustrated timeline or collage). They may also use the person's own words, symbols, etc.
- d. Create and perform a news broadcast from the past or short episode in the style of the television show *Biography*, reporting on the key events and significance of their character's life, especially his or her contributions to democracy.
- e. Write and deliver a eulogy for their character, highlighting significant moments and contributions this individual made to society. How should this person be remembered and why?

**Synthesize**



8. Now that students have learned about all of the people featured in the *Fighting for Democracy* exhibition, engage them in a discussion and/or have them write an essay in which they suggest answers to one or more of the following questions:
  - a. What did these people have in common? How were they different?
  - b. What ways/methods did they choose to fight for equality and freedom during and after the war?
  - c. How do you think the individuals' actions/participation in the war affected how their fellow Americans viewed them? How do you think their actions/participation changed the way they viewed themselves and their place in America?
  - d. How do you think our nation changed for women and people of color since the 1940s as a result of the choices made by the people you studied and many more like them?

## Connect



9. Encourage students to make personal connections to their learning by having them do one of the following:
  - a. Talk and/or write in response to the following questions:
    - Which of these stories spoke to you most and why?
    - Do you think that democracy has moved forward since World War II? Can you think of current events that could have an effect on the furthering or limiting democracy?
    - Which are ways in which you believe our democracy could be improved? How could young people like you make sure that democracy continues to move forward?
  - b. Have students imagine that one of the individuals they learned about became their teacher for one day. Questions for students might include:
    - What do you think they would teach you?
    - What would they talk about and why?
    - What would they say about democracy?
    - What would you like to say back to them?
  - c. Invite students to write a poem about any or all of the people they learned about today.
  - d. Post each of the *Fighting for Democracy* exhibition epilogue challenge questions on pages 123 and 124 (reproducible 5.4) on posters around the classroom. Have students brainstorm in writing their responses as they rotate from poster to poster. Discuss.

## EXTENSION ACTIVITIES



- Have students read an account of World War II that they find in a U.S. history textbook and compare this telling of history with their experience in the *Fighting for Democracy* exhibition. How are they similar? Different? What is put in? Left out? Why do they think this may be?
- Invite students to research further one of the groups or movements mentioned in the exhibition listed on page 125 (reproducible 5.5).
- Engage students in a discussion about how the exhibition informs their understanding of “we, the people”? What happens when the stories about contributions to history by a diversity of people are not told?
- Encourage students to research those who chose to fight in World War II and those who, for matters of conscience, refused to do so. Have students write an essay comparing and contrasting these positions, or have students write a persuasive essay or speech arguing whether or not they believe that dissent during wartime is democratic.
- Have students read and learn about the stories of **Frank Emi** and **Bayard Rustin**, two individuals who protested during World War II (see Frank Emi and Bayard Rustin Character Resource Card and Background Information Card). Using the Character Resource Card template (reproducible 5.6), have students research and create their own cards based on someone in their community who has fought for a democratic cause. Encourage students to contribute photos and quotes. These cards can be used to share with the class.

## ASSESSMENT IDEAS

- Completed Historical Detectives handout
- Oral presentation, poster, news broadcast, or eulogy on one of the historical characters
- Discussion/writing/synthesizing learning about all the characters
- Personal connection activity
- Extension activity

## INTRODUCTION TO THE CHARACTERS



### **HÉCTOR GARCÍA: FIGHTING FOR EQUAL EDUCATION**

Hometown: Mercedes, Texas

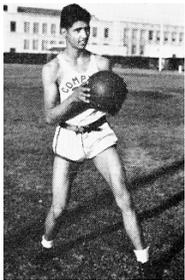
As a young child Héctor Garcia attended a segregated school for Mexican Americans in Mercedes, Texas. While serving in an integrated unit during the war, Héctor witnessed the suffering of Europeans and North Africans and vowed to devote his life to helping those in need. Following the war, Héctor founded the American G.I. Forum to fight against segregation and inequality and committed his life to bettering the living and working conditions of Mexican American families and laborers.



### **FRANCES SLANGER: FIGHTING FOR FREEDOM**

Hometown: Boston, Massachusetts

As a child of a fruit peddler, Frances loved to read the English classics and write poems in her journal while on the rooftop of her family's tenement building. Against her parents' wishes, she applied to the Boston City Hospital's School of Nursing. Shortly after D-Day, Frances waded onshore the beaches of Normandy amid persistent shelling. She was one of the eighteen nurses of the 45th Field Hospital, who within their first day would receive seventeen truckloads of wounded soldiers. Stationed just yards from the front lines of combat, Frances was killed when an enemy shell exploded near her tent.



### **BILL TERRY: FIGHTING FOR EQUAL OPPORTUNITIES**

Hometown: Los Angeles, California

Bill Terry grew up a star athlete on Compton Junior College's and UCLA's basketball teams. When war broke out, Bill passed all the required exams to become a pilot. When it was discovered that he was African American, he was denied service. Not giving up, Bill applied for the segregated pilot program at Tuskegee Institute. When Bill became disillusioned by the discriminatory conditions of training, he and sixty other officers participated in an act of non-violent protest and entered a segregated white officer's club. They were arrested and Bill charged with a felony. It would not be until 1995 that Bill was granted a pardon and was able to vote in an election.



### **GEORGE SAITO: FIGHTING FOR CIVIL RIGHTS**

Hometown: Los Angeles, California

When George lost his mother at an early age, he had to help his father raise his younger siblings in their home in Los Angeles, California. With the bombing of Pearl Harbor, the Saito family was forced to leave the West Coast and incarcerated in Amache concentration camp in Colorado. Wanting to prove their loyalty to the United States, George and his younger brother, Calvin, volunteered for service in the Army. While overseas, Calvin was killed while attempting to take a hill in Italy. Three months later, while climbing the heavily forested hills in France, George was killed in his company's fight to rescue the legendary "lost battalion."

Continued on next page

## INTRODUCTION TO THE CHARACTERS



### DOMINGO LOS BAÑOS: FIGHTING FOR DEMOCRACY ABROAD

Hometown: Kalaheo, Kaua'i

Domingo loved to play football with the neighborhood boys who also lived in the segregated Filipino camp on the sugar plantation fields of Kalaheo, Kaua'i. He was senior class president at Kauai High School when war broke out. As part of the First Filipino Infantry Regiment, Domingo snuck behind enemy lines to find valuable information. Seeing the hardships of the people living in Asia, Domingo became a teacher and spent many years of his life committed to bettering the education and living conditions of students in Thailand.



### HAZEL YING LEE: FIGHTING FOR GENDER EQUALITY

Hometown: Portland, Oregon

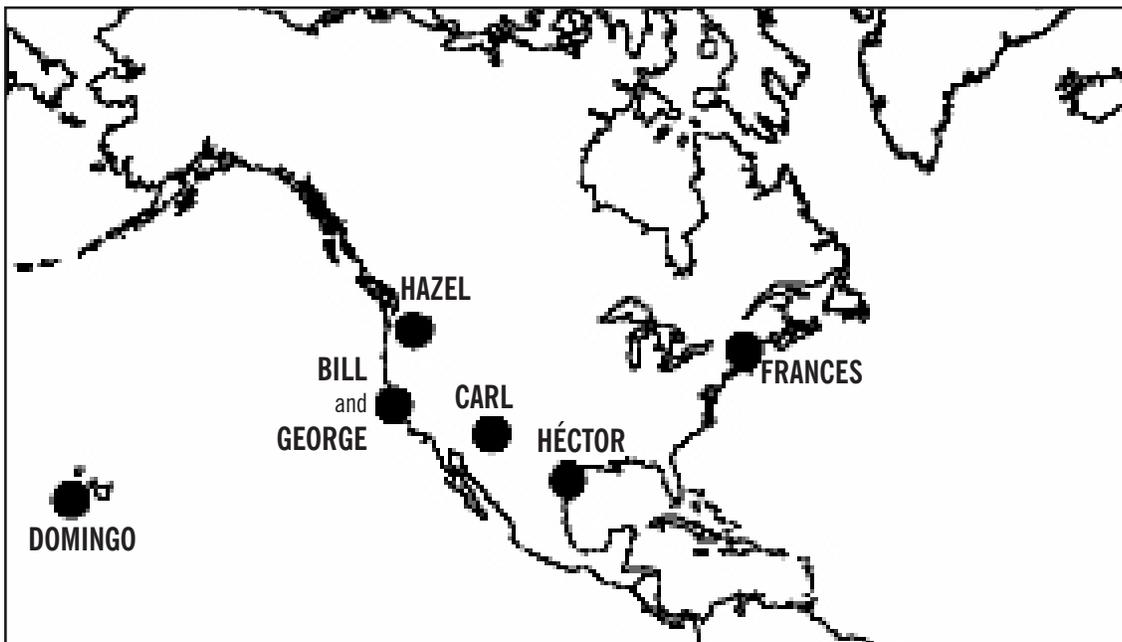
As a teenager, Hazel dreamed of flying. In her hometown of Portland, Oregon, Hazel's choices after high school graduation were to work in a stockroom or as an elevator operator. Hazel pursued her dreams instead and received her pilot's wings. Soon after the bombing of Pearl Harbor, Hazel joined the Women Airforce Service Pilots to ferry and test fly U.S. planes stateside. Hazel was one of the 38 women pilots to die while flying for their country during the war.



### CARL GORMAN: FIGHTING FOR THE RIGHT TO SPEAK

Hometown: Chinle, Arizona

Carl came of age on the Navajo Indian reservation in Chinle, Arizona. At a reservation school, Carl was beaten for speaking his native language. During the war, the U.S. Marine Corps recruited Navajos for "special duty"—to develop a top-secret military code using their native language. Having used the Navajo code to save countless American lives during the war, Carl returned from service in the Pacific to help his people preserve and document their culture and tradition.



## WORLD WAR II HISTORICAL CONTEXT FOR CHARACTER STUDY

### PRE-WAR

#### SECOND-CLASS AMERICANS

Before the war, “Whites-only” signs and restricted neighborhoods and beaches reminded ethnic Americans of their second-class status. Social clubs and schools were segregated on the basis of race.

World War I and mass unemployment during the Great Depression heightened anti-black and anti-immigrant sentiment throughout the country. Cultural traditions and native languages were seen as markers of “foreignness.” Violent racial conflicts broke out, and immigration from most countries was curbed. The perception of who was considered “American” narrowed.



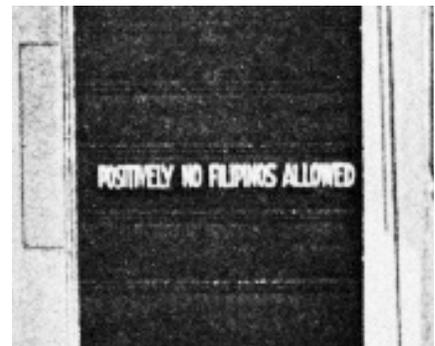
Sign hanging outside a café in South Texas, ca. late 1940s.  
Dr. Héctor P. García Papers, Special Collections & Archives,  
Texas A&M University-Corpus Christi Bell Library (NCPD.1.2004.59)



Segregated drinking fountain at Halifax county courthouse,  
North Carolina, April 1938.  
Library of Congress (LC-USF33-001112-M1)



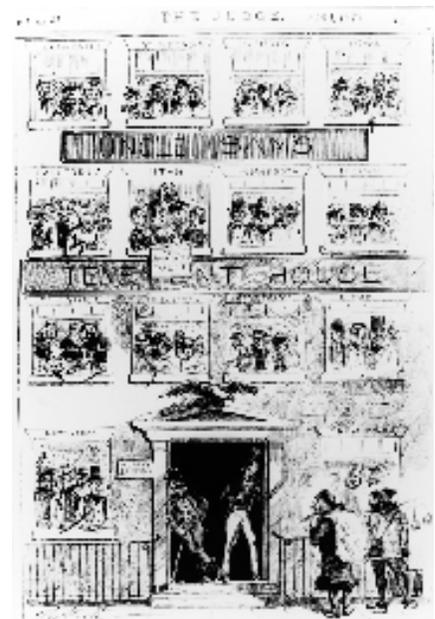
Sign in front of neighborhood in Los Angeles, California, barring  
people of color from living there, ca. 1920s-1950s.  
Southern California Library of Social Studies and Research (PH001)



Outside a hotel in Stockton, California, ca. 1930s.  
Visual Communications, Los Angeles, California (FA0038)



Residents of Hollywood, California, start a campaign to push  
Japanese Americans out of the community, May 1923.  
Courtesy of United Press International, Japanese American National  
Museum (NRC.1998.227.1)



Anti-Semitic cartoon, ca. 1882.  
Gift of the Anti-Defamation League,  
Japanese American National Museum (95.78.2)

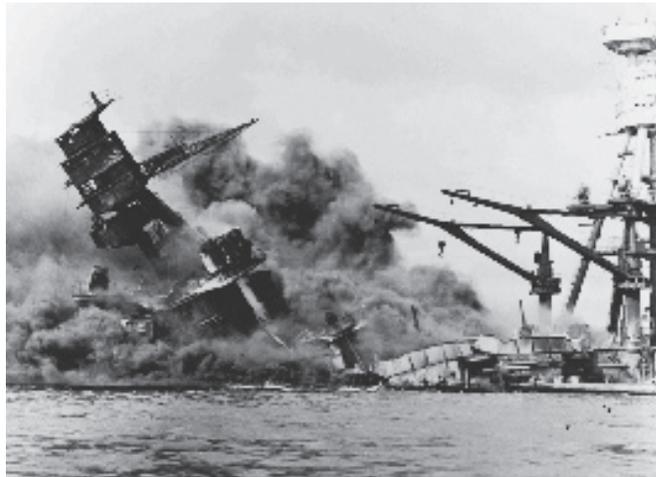
**WORLD WAR II HISTORICAL CONTEXT FOR CHARACTER STUDY**

**WAR**

**ATTACK ON PEARL HARBOR**

On the morning of December 7, 1941, planes of the Imperial Japanese Navy attacked the U.S. Naval Base at Pearl Harbor and nearby Army Air Corps fields on the island of O’ahu, Hawai’i. By noon, over 2,000 Americans had lost their lives. The next day, the United States declared war upon Japan. Japan’s allies, Germany and Italy, soon declared war upon the United States.

Japan had already been at war in the Pacific, and by early 1942, U.S. troops were surrendering to Japanese forces in Guam and the Philippines. At this time it seemed possible that the U.S. could lose the war in the Pacific.



U.S.S. West Virginia burns after attack on Pearl Harbor, Hawaii, December 7, 1941.

Collection of the U.S.S. Arizona Memorial, National Park Service, Japanese American National Museum (NRC.1998.192.1)

*Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the empire of Japan.*

President Franklin D. Roosevelt, December 8, 1941

*We were watching the Pearl Harbor area. All of a sudden three aircraft came zooming over us. They were rather low in altitude, but you could see very clearly that the wings were gray and there were red dots on them. I knew that hell was ready to begin for my life....*

Daniel Inouye, Honolulu, Hawai’i

*Following the attack on Pearl Harbor, we were all placed in a war relocation center at Amache, Colorado. My brothers and I were the first to volunteer for Army service... My brothers qualified, but I was rejected and went into the next best thing—war work.*

Kazuo Saito, Los Angeles, California



Afternoon edition of Honolulu Star Bulletin, December 7, 1941.

Gift of Kazuyoshi and Yachiyo Iki, Japanese American National Museum (2001.40.1)

### WAR

#### DOUBLE VICTORY

After December 7, thousands of women and people of color enlisted in the military and filled jobs in the war industries. For many, it was an opportunity to find work in positions previously unavailable to them.

For others, the war resulted in the massive violation of their Constitutional rights. Approximately 110,000 Americans of Japanese ancestry were forced to leave their West Coast homes and were incarcerated in America's concentration camps. Increased xenophobia during the war led to brutal race riots. Hundreds of Americans were killed on U.S. streets nationwide.

Many Americans found that they were fighting for a double victory: first, against the enemy overseas; and second, for justice at home.

*We're fighting two wars. One for American democracy and one against the prejudice towards us in America...*

Sakae Takahashi,  
442nd Regimental Combat Team

*We said it was unfair not to trust us, to put us in concentration camps and then ask us to fight in a segregated unit. We said if they would return our rights as citizens and release our families from the camps, we would go. We felt it was a matter of conscience.*

Mits Koshiyama,  
Heart Mountain draft resister

### POST-WAR

#### FIGHTING FOR TOMORROW

In a unified effort to defend their country, men and women, regardless of race, class, or gender had worked together on the factory assembly line and on the battlefield. Segregated units had fought in the most violent battles overseas to protect American freedom.

Ordinary men and women, who had fought for democracy in the armed forces, now returned home unwilling to accept second-class citizenship. With this newfound perspective, they fought for democracy at home—to expand the Constitutional rights of all Americans. The legacy of their courage and sacrifice would lay the foundation for future civil rights and women's movements.

*Having successfully fought World War II, we felt that we earned the right to be treated as equals. From that moment on, I always felt equal to or just as good as anybody else. So I was never afraid to venture into whatever field or afraid to express an opinion...*

Colonel Young O. Kim,  
442nd Regimental Combat Team

*I saw this white kid fighting, because someone had called him a Polak and I found out he was Polish and hated the word Polak. He fought every time he heard it. I began to learn something—that others suffered too.*

César Chávez,  
United States Navy

## HISTORICAL DETECTIVES ACTIVITY

### Directions to Students:

While experiencing the *Fighting for Democracy* exhibition, you will take on the role of a historian. A historian is a type of detective who examines evidence from the past and tries to explain what happened, how it happened, and what it all means. Imagine you are a historical detective trying to piece together the life story of one of the people featured in the exhibition by sifting through various photos, media clips, quotes, oral histories, and other documents.

Your task is to educate your classmates about the person you are researching and to help them understand what this person's story tells us about World War II and about the "fight for democracy." During the course of your research and in your presentation to your classmates, you should answer the following three essential questions:

- What conditions of inequality did this individual face as a young person and during World War II?
- What actions did this person take that may have contributed to the U.S. becoming more democratic?
- How does this person help you better understand United States history?

## RESEARCH AND DRAW CONCLUSIONS:

In preparing to tell a coherent story about your character, you may want to look for answers to the following questions:

Who is the person you are researching? (Write in name) \_\_\_\_\_

### Pre World War II

1. Where was the person from?
  
  
  
  
  
  
  
  
  
  
2. What conditions of inequality did this person face while growing up?
  
  
  
  
  
  
  
  
  
  
3. What were his or her personal interests or ambitions?

## HISTORICAL DETECTIVES ACTIVITY

### During World War II

1. Why did the person you are researching join or resist the war effort?
2. Describe his/her experience during the war: What role did he or she play during WWII? What were his or her experiences? What did he or she accomplish? Which events had the most impact on him or her?
3. How did his or her previous experiences and identity shape his or her actions during the war?

### After World War II

1. After the war, how did the person's actions contribute to his or her community/society?
2. What do you think is the most important reason why we should remember this person?
3. How do you think this person's actions might have contributed to making the U.S. more democratic?

## PRESENT AND DEFEND YOUR FINDINGS

- Prepare for and present your findings on your character as directed by your teacher.
- Be sure to address the three essential questions in the shaded box under the directions, and be prepared to answer questions from and pose questions to your peers.

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**CHARACTER RESOURCE CARDS**  
**BACKGROUND INFORMATION CARDS**

