International School of Monterrey

Reading Comprehension

___th Grade
Trimester ___

Name _____ Date _____ List #: ____-____

Japanese American Internment

This text is from the Library of Congress.



Lee, Russell, photographer. Los Angeles, *California.*
Japanese-American evacuation from West Coast areas under U.S. Army war emergency order.
Japanese-American child who will go with his parents to Owens Valley. Library of Congress.

Japanese American child who will go with his parents to Owens Valley

A Date Which Will Live in Infamy...

"... 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," declared President Franklin D. Roosevelt in his address to a joint session of Congress.

The repercussions of this event in the U.S. were immediate. In cities and towns up and down the West Coast, prominent Japanese Americans were arrested, while friends and neighbors of Japanese Americans viewed them with distrust. Within a short time, Japanese Americans were forced out of their jobs, and many experienced public abuse, even attacks.

When the president issued Executive Order 9066 in February 1942, he authorized the evacuation and relocation of "any and all persons" from "military areas." Within months, all of California and much of Washington and Oregon had been declared military areas. The process of relocating thousands of Japanese Americans began.

Relocation

The relocation process was confusing, frustrating, and frightening. Japanese Americans were required to register and received identification numbers. They had to be inoculated against communicable diseases. They were given just days to divest themselves of all that they owned,

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including businesses and family homes. Bringing only what they could carry, they were told to report to assembly centers: large facilities like racetracks and fairgrounds.
These centers became temporary housing for thousands of men, women, and children. Stables and livestock stalls often served as living and sleeping quarters. There was no privacy for individuals - all their daily needs were accommodated in public facilities. Internees waited, for weeks that sometimes became months, to be moved from the assembly centers to their assigned war relocation centers.



Adams, Ansel, photographer. Hog farm, Manzanar
Relocation Center, California / photograph by Ansel Adams. California Manzanar, 1943.
Photograph. Retrieved from the Library of Congress.
Hog farm

Life in the Camps

These hardships continued when internees reached their internment camp. Located in remote, desolate, inhospitable areas, the camps were prison-like, with barbed wire borders and guards in watchtowers. Many people, not always family members, shared small living spaces and, again, public areas served internees' personal needs.

Eventually, life in the camps settled into routines. Adults did what they could to make living quarters more accommodating. Schools were established for the educational needs of the young. Residents performed the jobs necessary to run the camps. Self-governing bodies emerged, as did opportunities for gainful employment and for adult teaching and learning of new skills. Evidence of normal community living appeared as newspapers, churches, gardening, musical groups, sports teams, and enclaves of writers and artists emerged. The barbed wire and watchtowers, however, remained in place.

Serving Their Country

Despite this treatment, Japanese Americans did their best to get through the internment experience and serve their country during a time of war. More than 30,000 Japanese American men enlisted in the armed forces. The all-Japanese American 442nd Regiment became the most decorated unit of its size in U.S. history.

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After the War

First generation Japanese immigrants were hardest hit by the internment. Many lost everything - homes, businesses, farms, respect, status, and sense of belonging. Their children and grandchildren also experienced disruptions to their lives, but they emerged after the war with lives that, while changed, were not destroyed. These second and third generation Japanese American citizens began to shoulder responsibility for leadership in the Japanese American community.

____**1.** What happened to Japanese Americans on the West Coast after Pearl Harbor?

A. Many Japanese Americans were forced to move back to the Empire of Japan.
B. Many Japanese Americans were questioned by United States leaders.
C. Many Japanese Americans opened new businesses and became successful.
D. Many Japanese Americans were relocated to internment camps.

____**2.** How does the text describe the temporary housing conditions for Japanese Americans once the relocation process began?

A. The internment centers were prison-like, with many people sharing small, cramped spaces without privacy.
B. Japanese Americans moved to large local gyms where they stayed in small cubicles with little privacy for months.
C. Japanese Americans moved to nearby hotels while they waited for weeks, or even months, to be relocated to a camp.
D. Japanese Americans had to move to extra bedrooms in other people's homes and work for them, while they waited for weeks.

____**3.** Read the following sentences from the text.

"Eventually, life in the camps settled into routines. Adults did what they could to make living quarters more accommodating. Schools were established for the educational needs of the young. Residents performed the jobs necessary to run the camps. Selfgoverning bodies emerged, as did opportunities for gainful employment and for adult teaching and learning of new skills. Evidence of normal community living appeared as newspapers, churches, gardening, musical groups, sports teams, and enclaves of writers and artists emerged."

What conclusion can you draw from this evidence?

A. Japanese Americans came together as communities to make life bearable while in internment camps.
B. The internment camps gave Japanese Americans access to schools and churches for the first time.
C. The internment camps must have produced beautiful art because of everything that was going on.
D. The U.S. government provided a lot of support for Japanese Americans in internment camps.

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____**4.** Why was it surprising that so many Japanese Americans volunteered to fight for the U.S. armed forces?

A. It is surprising that the U.S. was able to keep a record when so many Japanese Americans were still in camps.
B. Japanese Americans needed to spend five years in training before they were allowed to join the armed forces.
C. Many Japanese Americans fought to serve and protect the U.S. even though they were being mistreated by the U.S.
D. Japanese Americans were busy working at the camps so it is surprising that they found the time to join the armed forces.

____**5.** What is the main idea of this text?

A. President Franklin D. Roosevelt told Congress that December 7, 1941 would live in infamy because the naval and air forces of the Empire of Japan attacked the United States of America and it was a scary and painful day for the country.
B. More than 30,000 of the Japanese Americans living in the internment camps joined the U.S. armed forces and the all-Japanese American 442nd Regiment earned the most medals and awards for its size in U.S. history.
C. Japanese Americans tried to go on living their lives in the internment camps so they established schools, self-governing bodies, newspapers, churches, and musical groups, and took on jobs like gardening and writing.
D. After the attack on Pearl Harbor, Japanese Americans on the West Coast were forced to relocate to internment camps where they lived in poor conditions and were impacted by their mistreatment for many years.

____**6.** Read the following sentences from the text.

"First generation Japanese immigrants were hardest hit by the internment. Many lost everything - homes, businesses, farms, respect, status, and sense of achievement. Their children and grandchildren also experienced **disruptions** to their lives, but they emerged after the war with lives that, while changed, were not destroyed."

As used in this excerpt, what does the word "**disruptions**" most closely mean?

A. bouncing back after hardship
B. guidance or support
C. losing close friendships
D. problems or interruptions

____**7.** Choose the answer that best completes the sentence below.

More than 30,000 Japanese Americans joined the U.S. armed forces _____ they were forced into internment camps and treated unfairly by the U.S. government.

A. ultimately
B. even though
C. for example
D. above all

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8. Who attacked the United States of America on December 7, 1941?

9. How did many Americans view Japanese Americans after the attack on Pearl Harbor?

10. What motivated the U.S. government's decision to relocate Japanese Americans to internment camps?
Use evidence from the text to support your answer.

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