

Executive Order 9066

Primary Resource Document - Lesson 3

Title: Presidential order of evacuation EO 9066

Summary: This lesson describes and uses examples of primary historical documents used for evacuation during WWII.

Age/grade level: 9th - 12th

Related EALR: CIVICS - ...understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship. (See your grade level specific CBA.)

Suggested materials: Enlargement (overhead slide) of the Instructions to Evacuate and copies of *Executive Order 9066 and the President: Executive Order Authorizing the Secretary of War to Prescribe Military Areas; Omoide IV story – “Executive Order 9066” – Chuck Kato, Cards or paper slips listing a variety of ethnic origins including several Japanese.

Time needed: One or two class sessions

Lesson Objective: Students will analyze two historical documents to develop an awareness of how the internment process evolved and experience empathy with the participants of the involved parties.



Presenting the Lesson

Preparation:

**Depending on the maturity of your group, modify the document usage by only presenting the Instructions to Evacuate rather than both the poster and a copy with the actual wording of Executive Order 9066.*

1. Post an enlarged version of the Instructions to Evacuate based on Executive Order 9066 in the doorway in which students enter. Position it so they will see it. Alternatively, you can display the instructions on an overhead when students enter.
2. *Make copies of [Executive Order 9066](#) (and [EO Authorizing the Secretary of War](#)).
3. Create a class set of paper slips or index cards with a variety of ethnicities written on them. Include at least 25% of them as Japanese and Japanese American.
4. As student enter, pass out the ethnicity cards or have them already at their seats.

Set/Introduction:

Give students a moment to consider the posting. Point it out if necessary, telling students that the notice may or may not apply to them.

Main activity:

**During each of the activity discussion and sharing points, use the guided questions to assist student interpretation of the event and the related documents.*

1. Explain that the cards/papers are students' new ethnic groups depicting their ancestry or their country of origin. The posted document now applies to the group.
 2. With a partner of their ethnic group or as individuals, have them write down what they will do next.
 3. Tell students that this order was given directly from the President of the United States as an Executive order or a direct command from the Executive branch of the US government.
 4. Ask students to share what they felt when they saw instructions posted.
- * If you are working with a younger group, skip the next two steps and go to #7 before summarizing the lesson.*
5. Pass out copies of the Executive Order 9066 signed by F.D. Roosevelt. Go over the document together pointing out phrases that specifically led to internment and the Instruction poster.
 6. Pass out copies of the President: Executive Order Authorizing the Secretary of War to Prescribe Military Areas. You may also have groups read separate documents and discuss them as points leading up to the internment action.
 7. Read the story, "Executive Order 9066" by Chuck Kato from Omoide IV.

Secondary activity:

Have students research newspapers, archived websites, and other related sources find other modern or past Executive Orders. Encourage them to evaluate their impact on large or small groups, individuals and environment.

Guided questions/Potential answers:

- What is meant by "enemy alien?"
- Do you think the actions of the US government that resulted after the Executive Order 9066 was given were justified? Why or why not? (*Answers will vary.*)
- If you had been alive during that time, what do you think your reaction would have been? (*Answers will vary.*)
- How do you think parents and community members felt when Executive Order 9066 went public? (*Answers will vary.*)

Summary:

Inform students that the poster is a copy of a real document used during World War II to initiate the evacuation of people of Japanese ancestry from their homes and businesses. After a few minutes, have them share their concerns.

There are many Japanese and non-Japanese people who are still living and experienced the posting of the "Instructions to All Persons of Japanese ancestry" as children. If possible, encourage students to take the opportunity to ask them about what they felt and subsequently what happened. Alternatively, have students take copies of the Executive Order to another adult outside of school and have them record people's reactions to be shared later in class.

Assessment options:

Have students respond in writing to any or all of the following questions or the guided questions above. You can use the [response rubric](#) in the pdf section of this guide to help assess understanding.

- What was the reasoning used to justify the issuance of Executive Order No. 9066?
- Under what authority did President Roosevelt issue Executive Order No. 9066?
- To whom did President Roosevelt designate authority to carry out the evacuation?
- Give specific examples of the powers authorized by the President to be used in carrying out the Order.

Extensions/Follow up:

Use this lesson and the documents in conjunction with the Bill of Rights lesson and the Constitutional Issues: Checks and Balances lesson found in this Instructional Guide.

Additional Bibliography:

Other resources can be found in the [References/Bibliography](#) section of this guide.

Notes: