

## INTRODUCTION

### Artist Henry Sugimoto at the Jerome Relocation Center

Before presenting the artist Henry Sugimoto, who was an art teacher at the Jerome Relocation Center, Arkansas, a brief historical background of the events leading to the Japanese internment at Jerome are provided below.

#### *Pearl Harbor*

In 1939 wars were going on in different parts of the world: Germany invaded Poland; Polish allies, England and France declared war against Germany; and in 1940 Germany attacked Belgium, Netherlands, Luxembourg, Denmark, and Norway.

Germany and Japan were allies in this war. For years Japan had nurtured the goal of becoming a powerful nation in the world. Therefore, it had begun conquering countries in Asia. By the spring of 1940, after conquering France and the Netherlands, Germany let Japan take over the former French and Dutch colonies in the Pacific, Indochina and Netherlands Indies. However to get the Netherlands Indies, Japan had to move its soldiers by ship to the place.

The United States expressed its disapproval of Japan's conquests by moving the US Navy's Pacific fleet from California to Pearl Harbor. Pearl Harbor was a US Navy base near Honolulu, at Oahu in the Hawaiian island and on the Pacific Ocean. Hawaii, which was about 2000 miles from California, was a US territory (it became a state in 1959). When Japan moved deeper into Indochina, the US showed further disapproval by stopping oil exports to Japan.

An angered Japan, under Army General and Prime Minister, Hideki Tojo was prepared for war against the US. However, its navy admiral, Isoroku Yamamoto, a former resident of the US, was against war. But he was interested in weakening the power of the US by attacking the US Navy at Pearl Harbor. He presumed that the US would not fight back, rather, negotiate a deal with Japan, thereby letting Japan continue with its conquest of nations.

In a two-hour surprise attack, beginning on Sunday morning, December 7, 1941, Japanese warplanes bombed US ships anchored in Pearl Harbor. The attack resulted in 21 sunk or damaged US ships, 188 destroyed and 159 damaged airplanes, a total of 2,403 killed

servicemen and civilians, and 1178 wounded. This attack caused the US to join World War II and declare war on Japan and its allies.

### ***Relocating Japanese Americans to the Assembly Centers***

Most of the Japanese Americans, called Nikkei (pronounced Nee-kay) lived on the West Coast of the United States and in the American territory of Hawaii. From times well before the attack on Pearl Harbor, the Japanese Americans were subjected to discrimination and racial prejudice. Issei (pronounced Ees-say), were Japanese citizens who had migrated from Japan to the US to better their lives. By law, these first-generation migrants who were foreign-born were denied US citizenship. However, their children born in the United States, called Nisei (pronounced Knee-say), automatically became US citizens. The Nisei knew only America, spoke English, practiced American customs, and considered themselves American.

Patriotic Japanese Americans were as shocked about the Pearl Harbor bombings as the rest of the US. Immediately after the bombings, the FBI raided the houses of respectable Japanese Americans without search warrants. Some of the Japanese Americans were arrested and taken away from their families without any reason.

The Pearl Harbor bombings caused an outpouring of hatred toward all Japanese. Newspapers and radio began spreading propaganda toward all things Japanese—including fellow Americans with Japanese faces. The Japanese Americans were not allowed in restaurants, cafés, movie theaters, roller-skating rinks, public parks, and stores. Shop windows and billboards displayed offending and threatening words aimed at the Japanese Americans. Their cemeteries and homes were vandalized, farms terrorized, and a few shot and killed. The Japanese Americans were addressed derogatorily as “Japs” and were seen as spies. The Army thought that the best way to protect America from these spies was to remove the Japanese Americans from the West Coast and relocate them in isolated camps in the interior of the country.

Yielding to the Congress and the public, President Franklin D. Roosevelt signed Executive Order 9066 on February 19, 1942, which authorized the removal of all Japanese from the West Coast and subsequent relocation to camps. According to the Order, the Secretary of War, Lieutenant General John L. DeWitt, had to establish military areas in various parts of the US to relocate the Japanese Americans from the eight states of Washington, Oregon, California,

Arizona, Nevada, Utah, Idaho, and Montana. The General's views about the Japanese Americans can be seen in the following words, "A Jap's a Jap. They are a dangerous element .... It makes no difference whether he is an American; theoretically he is still a Japanese, and you can't change him ... by giving him a piece of paper" (April 13, 1943).

General DeWitt announced the Civilian Exclusion Order on March 2, according to which all Japanese Americans had to evacuate their homes and depart to undisclosed destinations between one to three weeks. The Order also stated that the government was not responsible for any possessions that the Japanese Americans left behind on the West Coast during their relocation. So, the Japanese Americans had to sell their houses, cars, furniture, and farms at extremely low prices. They also had to leave behind their friends. Not all whites were prejudiced against Japanese Americans—the Japanese Americans had friends in some whites and blacks. The latter offered to take care of some possessions of the Japanese Americans. Japanese Americans were allowed to take just clothing and toiletry with them. The Japanese Americans not only lost their jobs, but also their constitutional and legal rights.

General DeWitt established the Wartime Civil Control Administration (WCCA) to carry out the internment plan. The WCCA established sixteen assembly centers to provide temporary facilities for the evacuated Japanese Americans, until permanent relocation centers were constructed. The following table provides a list of the location of the assembly centers by towns and states:

### Assembly Centers

# of Assembly Centers	Assembly Centers By Towns	Assembly Centers By State	# of States	# of Assembly Centers By State
1	Mayer	Arizona	1	1
2	Fresno (fairgrounds)	California	2	1
3	Manzanar			2
4	Marysville (fairgrounds)			3
5	Merced (fairgrounds)			4
6	Pinedale			5
7	Pomona (fairgrounds)			6
8	Sacramento			7
9	Salinas (rodeo)			8
10	Santa Anita (converted race track)			9
11	Stockton (fairgrounds)			10
12	Tanforan (converted race track)			11
13	Tulare (fairgrounds)			12
14	Turlock (fairgrounds)			13
15	Portland (fairgrounds)	Oregon	3	1
16	Puyallup (fairgrounds)	Washington	4	1

Between March 22 and late April, Japanese Americans were evacuated from their homes to the assembly centers. The conditions at Santa Anita, a race track converted into an assembly center, briefly described here, tells how life at the assembly centers was for the Japanese Americans: A barbed wire fence surrounded the camp with guard towers. Armed guards with binoculars stood guard all day and at night. Their army searchlights went back and forth flashing the lights at 10-second intervals all night long. The race tracks were muddy and had puddles.

Dark and dirty stables served as apartments. Wood shavings, nails, dust, straw, manure, and dead bugs lay on the floors of the stables. The Japanese Americans were provided with metal army cots with canvas bags. They were shown piles of straw to make-do as mattresses. They had to stand in long lines to receive sub-standard food.

***Relocating Japanese Americans to Internment Camps***

On March 18, 1942 President Roosevelt signed Executive Order 9102. As per the Order, the War Relocation Authority (WRA) was created to assist in the evacuation of the Japanese Americans to ten permanent relocation centers. These centers were situated many miles inland and often in remote and uninhabited places. The following table gives the list of the Relocation Centers by towns and states:

**Relocation Centers**

<b># of Relocation Centers</b>	<b>Relocation Centers By Towns</b>	<b>Relocation Centers By State</b>
1	Poston	Arizona
2	Gila River	Arizona
3	Jerome	Arkansas
4	Rohwer	Arkansas
5	Manzanar	California
6	Tule Lake	California
7	Granada	Colorado
8	Minidoka	Idaho
9	Topaz	Utah
10	Heart Mountain	Wyoming

Below is a map showing the sites in the western U.S. associated with the relocation of Japanese Americans during World War II:

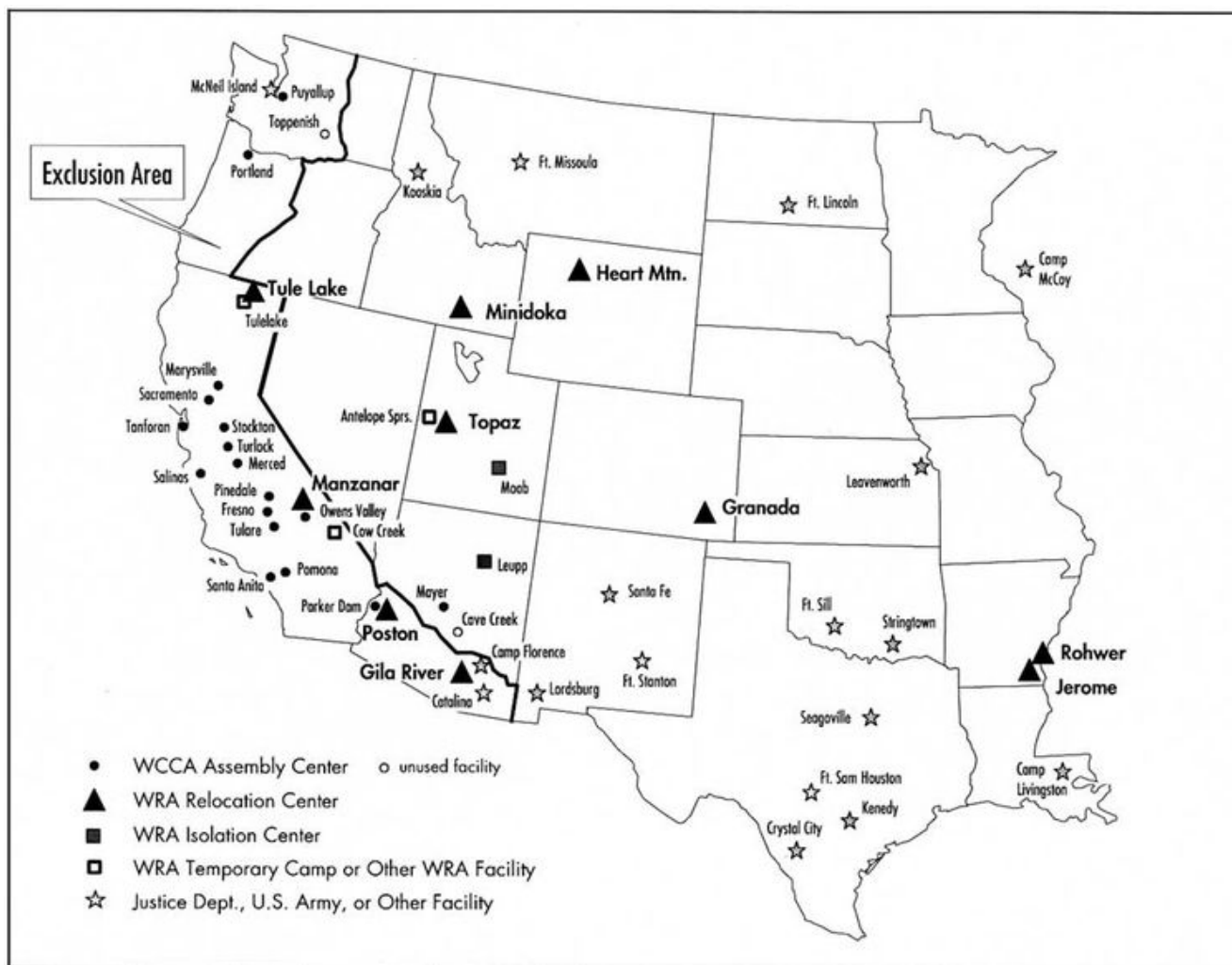


Figure 1.1. Sites in the western U.S. associated with the relocation of Japanese Americans during World War II.

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The Relocation Centers began operating on different dates, as can be seen from the table below:

**Start Date of Operations at the Relocation Centers**

#	Relocation Center	Operation Start Date in 1942
1	Manzanar, CA	March 21 (same as Assembly Center)
2	Poston, AZ	May 8
3	Tule Lake, CA	May 25
4	Gila River, AZ	July 10
5	Minidoka, ID	August 10
6	Heart Mountain, WY	August 11
7	Granada, CO	August 27
8	Topaz, UT	September 11
9	Rohwer, AR	Sep 18
10	Jerome, AR	October 6

***The Jerome Relocation Center in Arkansas***

On September 18, 1942, the internees started arriving at the camp at Rohwer and on October 6, 1942 to Jerome in Arkansas in special trains with blackened or shaded windows and armed guards. The journey itself was four-days long passing through four southwestern states. The Jerome Relocation Center was located in Drew County and partly in Chicot County, in the Mississippi river delta region, 0.5 miles south of the town of Jerome, 18 miles south of McGehee, 120 miles southeast of Little Rock, and between the Big and Crooked Bayous. The Center operated between October 6, 1942 and June 30, 1944 for a period of 634 days. It held a maximum of 8, 497 Japanese Americans at a point in time.

The center was divided into 50 blocks and had over 610 buildings. The buildings were A-framed structures. There were 36 residential blocks—but they were without plumbing or running water. Each block had fourteen residential barracks, making 504 of them for the 36

residential blocks. Each barrack with an area of 20'x120' was divided into four to six apartments. Thus, there were approximately 2500 apartments on the camp. In addition, each block had a recreational building, a mess hall, and a combined building for laundry and bathroom. Other buildings in the camp were meant for a hospital, a dental clinic, gymnasiums, auditoriums, administration, fire stations, military police, canteens, motion pictures, a warehouse (for storing coal) and factory, a barber shop, a shoe repair shop, motor pools, and a segregated residential section for white WRA personnel. On October 23, 1942, a post office was set up. In 1943, the internees cultivated 630 acres of land at the center and raised more than 1200 hogs for food. Barbed wire partially surrounded the camp and in heavily wooded areas, military soldiers guarded the seven watch towers located at vantage points.

The Jerome Relocation Center was one of the smallest and least developed internment camps and it was closed on June 30, 1944—the first of the camps to close in the country. The internees were transferred to the other Relocation Center in Arkansas, Rohwer, which was twenty-six miles north by rail from Jerome. On December 17, 1944, the U.S. War Department announced revocation of the West Coast exclusion order against Japanese Americans, effective from January 2, 1945. This announcement was made anticipating a possible negative ruling of Supreme Court the following day which declared that the WRA could not detain loyal citizens against will, thus opening the way for Japanese Americans to return to West Coast. On January 2, 1945, restrictions preventing resettlement of the Japanese Americans on the West Coast were removed, though many exceptions continued to exist. A few carefully screened Japanese Americans had returned to the coast in late 1944. On July 2, 1948 President Truman signed the Japanese American Evacuation Claims Act, which allowed financial compensation to Japanese Americans because of their forced evacuation.

In the ongoing World War II, the US dropped atomic bombs on Hiroshima and Nagasaki in Japan on August 6 and 9 respectively. On September 2, 1945 Japan surrendered formally, thereby ending the six-year long conflict. By the end of 1945 many Japanese American relocation centers had closed. Only the Tule Lake Segregation Center operated until March 20, 1946, because many evacuees there had renounced their American citizenship.

On July 31, 1980 President Jimmy Carter signed a bill to create the Commission on Wartime Relocation and Internment of Civilians (CWRIC) to determine whether any wrongs had



been committed in the internment of 120,000 Japanese Americans. This led to President Ronald Reagan signing the Civil Liberties Act on August 10, 1988, which provided for the payment of \$20,000 to each internee, an apology to the estimated 60,000 survivors of internment, and a \$1.25 billion education fund.

### ***The School at the Jerome Relocation Center***

Sixty-six percent of the internees had US citizenship and thirty-nine percent were below nineteen years of age at the Jerome Relocation Center. The camp had 2,483 school-age children, a full thirty-one percent of the population. Three blocks were allocated for elementary and high schools, but were not built. It is hypothesized that one of the residential buildings was used for the purpose of school.

At Jerome, the Denson School System opened on January 4, 1943, very late for the academic year. The school consisted of nursery, kindergarten, and adult education sections as well as junior and senior high schools. The mess hall barracks were used as auditoriums, the recreation buildings were converted into gymnasiums and the mess kitchens into libraries. It took several weeks before the students had folding chairs and months before they had typewriters, science equipment and library materials. When the supplies arrived, they were not in sufficient quantity. There were approximately 2061 students and ninety-five teachers. Arkansas and Japanese teachers taught the students.

The students showed great interest in their studies and teachers had to look for sufficient materials to keep their students busy. They worked on assignments until they were completed. They obeyed their teachers whether it was during class or recess; lunch break or after school let-out. Class attendance was excellent. They enjoyed the friendliness of their southern teachers. And typical of students, the west coast evacuees mimicked the southern accent of their teachers.

The students organized school clubs and honor societies, elected school officers, and published a school newspaper and a yearbook. Friendships, dating, and romances were part of the scene too. The Jerome Relocation Center witnessed 103 weddings and no divorces.

Artist Henry Sugimoto taught art at the school. A painting of Sugimoto was published in the Denson School Yearbook. The Yearbook is part of the US War Relocation Authority Papers

at the Special Collections Department of the University of Arkansas Libraries. The painting portrays a family at the Jerome Relocation Center. Observe the painting while imagining yourself in the position of the Japanese Americans at the Jerome Relocation Center, and try to feel the experiences that they underwent.

## LESSON

### Artist Henry Sugimoto at the Jerome Relocation Center



*Mr. Sugimoto and his art class.*

Henry Yuzuru Sugimoto was born on March 12, 1900, in Wakayama, Central Japan. When he was still a baby, his father, Yoichi Sugimoto, migrated to the United States. And when he was nine years old, his mother also left for the U.S. Henry and his younger brother, Harry, continued to live in Japan with their maternal grandparents and other members of their extended family. The grandparents and the extended family showered love and care on the two brothers as if they were their own children—thus Henry and Harry had a happy childhood. Their parents wrote letters periodically and kept in touch with the family in Japan. Henry was thus influenced by the United States of America right from his birth. Henry was talented in art and his grandfather encouraged the young boy.

Meanwhile, Yoichi Sugimoto had established himself in a job in the U.S. and was able to provide for his children. Therefore, he and his wife summoned Henry and Harry to join them in California. Parting was tough for the grandparents and extended family as well as for the children. After sailing for a month on a ship, the brothers reached San Francisco. Henry was nineteen years old at the time.

The Sugimotos lived in the small farming town of Hanford in California, about thirty miles south of Fresno in the Central Valley. Henry was well-educated in Japan, but he had to enroll at the Hanford Union High School in order to learn English. He excelled in art, though English and other subjects were challenging for him. He graduated from high school in 1924. After a brief five years of reunion with his parents, Henry Sugimoto moved to the San Francisco Bay Area to attend the University of California, Berkeley.

At the university, Henry Sugimoto soon realized that he did not like to study science. Therefore, he could not fulfill his father's wish of pursuing medicine. His friend introduced him to the California School of Arts and Crafts (now called the California College of Arts and Crafts, CCAC). For the next four years, Sugimoto learned the basics of drawing and painting,

watercolor, and printmaking techniques. He concentrated on oil painting. He became interested in Impressionist painters and the European style of painting. Henry Sugimoto received his Bachelor of Fine Arts degree with honors in 1928. After graduating he took additional courses at the California School of Fine Arts (now, San Francisco Art Institute).

Like the American and Japanese artists of the time, Henry Sugimoto wanted to see the original paintings of great European artists, so he decided to go to Paris to study further. To finance his trip, he used the savings from his summer jobs and the money from his life insurance policy. Before he left for France, he got engaged to his long-time friend, Susie Tagawa. In Paris Sugimoto attended the Alliance Française language school during the day to learn French and he focused on his paintings in the afternoon and at night. He attended the Académie Colarossi, an art school.

In the fall of 1930, Henry Sugimoto turned in his artwork to the Salon d'Automne (Autumn Salon), an exhibition that introduced innovative art and the artist to the world. His work was rejected and consequently he became depressed. To help ease his condition, his friends took him on a trip to the countryside. The place, Voulangis, impressed him very much and he decided to live there with painter Ogi. Ogi offered constructive criticism of Sugimoto's paintings. This helped Sugimoto improve his artwork. In 1931 his paintings were displayed at several exhibitions in France. He also turned in two of his paintings again to the prestigious Salon d'Automne and this time one of his paintings got accepted. Sugimoto was overjoyed.

In 1932, when the U.S. was in the middle of the Great Depression, Sugimoto's parents asked him to return to California. He returned to Hanford in March that year, carrying back with him over two hundred paintings he had created in France. At Hanford he worked as a domestic helper to support himself during the day. Sugimoto made a one-person exhibition of his paintings at the California Palace of the Legion of Honor in San Francisco. The show was a success. Later, San Francisco's Courvoisier Gallery displayed Sugimoto's paintings. The Museum of Modern Art in New York offered to exhibit Sugimoto's work as well, but because of his prior commitments in California, he had to turn down their offer. He also held exhibitions at the Oakland Art Gallery, the San Francisco Museum of Art, and the Foundation of Western Art.

Sugimoto married Susie Tagawa on April 24, 1934, at the Japanese Presbyterian Church. They lived in the Bay Area for about two years. They returned to Hanford to be near their families when their daughter, Madeleine Sumile Sugimoto, was born. Henry Sugimoto worked part-time in a laundry and also taught Japanese language classes at a local Nisei school to support his family. He continued to paint as well.

During the mid-thirties, Sugimoto traveled in California to the Yosemite Valley, Carmel, Los Angeles, and San Diego. This gave him a reprieve from the hardships of making a living and concentrating on painting. He traveled to Mexico City in 1939. The city's architecture and murals by Mexican artists inspired him. He was also able to show and sell his paintings.

Following the Pearl Harbor bombings, Sugimoto and his family were confined to the temporary internment camp, the Fresno Assembly Center, in May 1942. During those times, he was afraid to paint in the open—he feared that the FBI would arrest him and take him away from

his family. In October 1942 the War Relocation Authority (WRA) moved the Sugimotos to the Jerome Relocation Center in Arkansas. Henry Sugimoto became an art teacher at the Center's high school. At night he also taught adult classes. He was paid nineteen dollars a month. The rest of the time, he sketched and painted. The government officials used his paintings of camp life as an example to show the freedom that the internees enjoyed. In February 1944 his paintings were exhibited at Hendrix College in Conway, Arkansas. Henry Sugimoto and his wife, Susie, were permitted to attend the exhibit escorted by the Director of the Jerome Relocation Center.

When the Relocation Center at Jerome closed in June 1944, the Sugimotos were transferred to the Rohwer Relocation Camp, also in Arkansas. By the end of World War II, all the Relocation Centers had been closed. The internees were allowed to reestablish themselves anywhere in the country. As an artist, Henry Sugimoto wanted to move to New York and, therefore, their family left for Upper Manhattan in August 1945.

In New York City, Susie found a job as a typist. Inbetween cooking and doing several temporary jobs, Henry Sugimoto finally got a steady job in a textile company to create fabric patterns. In 1949 the couple had a son, Phillip. After a long time of denying U.S. citizenship to Japanese immigrants like Sugimoto, the Walter-McCurran Act of 1952 finally made it possible. Sugimoto became a U.S. citizen in 1953 to show the loyalty he had for the U.S. In 1962, he decided to retire from work in order to involve himself completely in art. During his retirement he visited Japan after more than forty years. He also stayed in France for a year.

In the 1960s, Sugimoto began to work in a new medium—printmaking. In the 1970s people showed great interest in Sugimoto's paintings. He wrote his unpublished autobiography when he was 78 years old. In 1981 he testified before the U.S. Commission on Wartime Relocation and Internment of Civilians and showed them several of his camp-life paintings. Susie Sugimoto died in 1987. Henry Sugimoto battled cancer in his late eighties, dying in 1990 in New York City.

In all his ninety years Henry Sugimoto had to call several places in several countries as his home. His earlier landscape paintings showed influences of multiple cultures and artists. He used his Western-style painting to tell the story of Japanese Americans. Some of the institutions that have collected Sugimoto's paintings are the Japanese American National Museum in Los Angeles, California, and the Smithsonian National Museum of American History, Washington, D.C.

A painting of Henry Sugimoto was published in the Denson School Yearbook. The Yearbook is part of the U.S. War Relocation Authority Papers at the Special Collections Department of the University of Arkansas Libraries. The painting portrays a family at the Jerome Relocation Center. Observe the painting while imagining yourself in the position of the Japanese Americans at the Jerome Relocation Center, and try to feel the experiences that they underwent.



Mr. Henry Y. Sugimoto, who contributed the above painting, is one of the most distinguished Japanese artists in the United States. Among the many honors he has won are the first prize from the San Joaquin League of United Artists and a gold medal at the San Francisco World Fair. His paintings have been exhibited throughout the nation as well as abroad, in France, Italy, Japan, and Mexico.

**Please note:**

**The lesson plan is suggestive of a beginning point for teachers. Teachers are advised to modify to meet their specific classroom needs.**

**LESSON PLAN**

***Lesson:* Artist Henry Sugimoto at the Jerome Relocation Center**

***Recommended grade level:* 7-8**

***Time required:* 4-5 class periods of 55 minutes duration**

***Curriculum fit:* English**

***English Curriculum Frameworks:***

OV.1.8.1, 1.8.2, 1.8.3, 1.8.4, 1.8.5, 1.8.6, 1.8.8, 1.8.9; 2.8.4; 3.8.1; W.4.8.1, 4.8.2, 4.8.3, 4.8.7, 4.8.9, 4.8.10; 5.8.3, 5.8.4, 5.8.6, 5.8.9, 5.8.10; 6.8.6, 6.8.7, 6.8.8, 6.8.10; 7.8.2, 7.8.3, 7.8.4, 7.8.5, 7.8.6, 7.8.11; R.9.8.1, 9.8.6, 9.8.18, 9.8.19, 9.8.22.

***Objectives:***

*Students will be able to:*

- demonstrate their understanding of the conditions of Japanese Americans during World War II by a writing activity and presenting it to the class.
- demonstrate their comprehension and appreciation of the painting by Henry Sugimoto done at the Jerome Relocation Center by a writing activity and presenting it to the class.

***Procedure:***

**Phase 1: Brainstorming Wordlists**

- 1) Create three groups of students.
- 2) Display the scan or transparency of the painting by Henry Sugimoto.
- 3) Instruct students to observe the painting and ask group 1 to make a list of nouns, group 2 to make a list of adjectives, and group 3 to make a list of verbs.
- 4) Call upon the groups to read out their lists to the class.
- 5) Write down their word lists on the blackboard.
- 6) Write on the blackboard any other nouns, adjectives, and verbs that the students may have missed.
- 7) Ask students to note down all the lists.

## **Phase 2: Writing Activities**

- 1) Create four student groups.
- 2) Instruct each student in group 1 to describe the painting in prose using the wordlists.
- 3) Instruct each student in group 2 to compose a poem using the wordlists to describe the painting.
- 4) Instruct each student in group 3 to write a diary entry using the wordlists to describe the painting.
- 5) Instruct each student in group 4 to write a letter to a friend using the wordlists to describe the painting.
- 6) Read student-work and provide feedback to students.



**Artist Henry Sugimoto at the Jerome Relocation Center**

**ASSESSMENT**

*The questions are based on the Introduction to Artist Henry Sugimoto at the Jerome Relocation Center.*

1. Pearl Harbor was a US Navy base located at _____ in Hawaiian island.
A. Lanai
B. Maui
C. Niihau
D. Oahu
2. An all-inclusive Japanese word for Japanese Americans is:
A. Issei
B. Nikkei
C. Nisei
D. Sansei
3. The Executive Order 9066 of February 1942 authorized the US President to:
A. remove all Japanese Americans from the West Coast and subsequent relocation to camps.
B. remove all Japanese Americans from their homes to undisclosed destinations.
C. remove all Japanese Americans from their homes to temporary assembly centers.
D. remove all Japanese Americans from their homes to permanent internment camps.
4. The provision of the Civilian Exclusion Order of March 1942 was to:
A. remove all Japanese Americans from the West Coast and subsequent relocation to camps.
B. remove all Japanese Americans from their homes to undisclosed destinations.
C. remove all Japanese Americans from their homes to temporary assembly centers.
D. remove all Japanese Americans from their homes to permanent internment camps.
5. The Executive Order 9102 of March 1942 authorized the War relocation Authority (WRA) to:
A. remove all Japanese Americans from the West Coast and subsequent relocation to camps.
B. remove all Japanese Americans from their homes to undisclosed destinations.
C. remove all Japanese Americans from their homes to temporary assembly centers.
D. remove all Japanese Americans from their homes to permanent internment camps.

6. There were ____ Relocation Centers in Arkansas for Japanese Americans in 1942.
A. 2
B. 3
C. 4
D. 5
7. The Japanese American Evacuation Claims Act was signed by:
A. President Roosevelt
B. President Truman
C. President Carter
D. President Reagan
8. A bill to create the Commission on Wartime Relocation and Internment of Civilians was signed by:
A. President Roosevelt
B. President Truman
C. President Carter
D. President Reagan

## READING OPEN-RESPONSE ITEM

The Fourteenth Amendment to the US Constitution states, “No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” Using three examples from the lesson, describe why Japanese Americans felt they were deprived of the Amendment between 1942 and 1946.

### RUBRIC FOR READING OPEN-RESPONSE ITEM

<b>SCORE</b>	<b>DESCRIPTION</b>
<b>4</b>	The response clearly describes the reasons using three examples.
<b>3</b>	The response clearly describes the reasons using three examples, but a part of the description is unclear.
<b>2</b>	The response clearly describes the reasons using two examples.
<b>1</b>	The response clearly describes the reason using one example.
<b>0</b>	The response is incorrect or irrelevant.
<b>B</b>	Blank – No Response. A score of “B” will be reported as “NA” (No Attempt – Zero Score).

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**GLOSSARY OF TERMS**

<b>Impressionist</b>	an artist whose paintings focus on the general tone and effect, and not on elaborate details of the subject being painted
<b>Landscape</b>	a view of outdoor scenery
<b>Mural</b>	a scene painted on a wall
<b>Prestigious</b>	important; highly-respected
<b>Reprieve</b>	to provide temporary relief to a person from something harmful, especially danger or pain
<b>Summon</b>	to call; to send for

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**ADDITIONAL RESOURCES**

Kim, Kristine. *Henry Sugimoto: Painting an American Experience*. Berkeley, CA: Heyday Books, 2000.