

Name

US History 2

Activity 1: As a class, view the film (teacher code needed): [And Then They Came for Us](#)

Activity 2: In groups, discuss the following questions.

- What does it mean to be “loyal” to a country?
- How might one prove their loyalty?
- What might it take to overcome suspicions by others that you are disloyal?

Activity 3: Individual Work: Read “[Overview of Japanese Internment during World War II](#),” pages 16-19

Activity 4: As a group, read over the War Relocation Board’s 1943 “[Loyalty Questionnaire](#).” As you read the questionnaire, compile a list of the actions, habits, and other aspects of Japanese Americans’ lives the Board thought would help prove their loyalty or disloyalty.

- During the discussion, take time to read this [overview of the loyalty questionnaire](#) from the National Museum of American History describing the confusion and divisiveness the questionnaire generated within Japanese American communities.

Activity 5: Working alone, watch and take notes on the following resources

- 1) New York Times video [Vivid Memories of Tule Lake Internment Camp](#)
- 2) [The Orange Story](#)

Answer alone: What should we know about the internment of Japanese Americans during WWII?

Activity 6: In groups, discuss your answers to the question. Also reconsider your early answers to these questions.

- What does it mean to be “loyal” to a country?
- How might one prove their loyalty?
- What might it take to overcome suspicions by others that you are disloyal?

How can you apply your thoughts to issues that pervade American society today? (This is open ended. There is no wrong answer. There is no wrong issue you can connect this to.)