

## DENYING CIVIL RIGHTS

### Performance Standard 14F.G

Write an essay about and debate the right of the government to limit our Constitutional rights accordingly:

- *Knowledge*: Describe the principles and tenets of the due process clause of the fifth Amendment and the equal protection clause of the fourteenth Amendment.
- *Reasoning*: Analyze and evaluate the right of the government to limit Constitutional rights of Japanese-Americans during World War II.
- *Communication*: Present and defend a position in an essay and a debate that is well-focused, cogent, and logical; express all ideas in a way that provides evidence of knowledge and reasoning processes.

### Procedures

1. *In order to understand the development of United States political ideas and traditions (14F)*, students should experience sufficient learning opportunities to develop the following skills:
  - Analyze the causes and effects of when national interests have called for the limitation or restriction of civil rights (e.g., internment of Japanese Americans during World War II).
  - Present a position on the limitation or restriction of civil rights.
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Ask students to read the passages from *The Salvage* and other readings on the Japanese-American internment during World War II. They may read additional material as they develop their position regarding the question.
4. (Option 1) Ask each student to write a two-page position paper that will address the question: “Does the government have the right to limit or restrict our Constitutional rights?”
5. (Option 2) Have students conduct the debate on the same question, using the format in the “Debate Procedures” task sheet.
6. Evaluate each student’s work using the Social Science Rubric as follows and add the scores to determine the performance level:
  - *Knowledge*: The description and references to the principles and tenets of the due process clause of the 5<sup>th</sup> Amendment and the equal protection clause of the 14<sup>th</sup> Amendment were complete and accurate.
  - *Reasoning*: The explanations and arguments for or against the government’s right to limit Constitutional rights were thorough and well-reasoned.
  - *Communication*: The written essay and the delivery in the debate were well-focused, cogent, and logical; the knowledge and reasoning were completely and effectively communicated.

### Examples of Student Work follow

### Time Requirements

- Three class periods

### Resources

- Resource material for background information regarding the question
- *The Salvage*
- “Debate Procedures” task sheet (optional)
- Social Science Rubric

## **Debate Procedures**

### **1. Opening Round**

- a. Side One speaks first.
  
- b. Side Two speaks second.

### **2. Cross Examination**

- a. Side One speaker questions Side Two speaker.
  
- b. Side Two speaker questions Side One speaker.

### **3. Rebuttal**

- a. The Side One speaker summarizes the argument and re-states the major criticisms of Side Two position.
  
- b. The Side Two speaker summarizes the argument and re-states the major criticisms of the Side One position.

## Was it right to imprison Japanese-Americans during World War II?

On December 7, 1941, Japanese fighter jets bombed Pearl Harbor. The Japanese wanted more tanks, so they decided to try and weaken the U.S. Navy. Several days later, American troops rounded up Japanese-Americans and forced them into relocation centers, which were just like prisons.

In the first months of the following year, American military forces rounded up all people of Japanese heritage on the western coast and put them into relocation centers. The newly-formed War Relocation Authority controlled the 10 relocation camps in California, Oregon, and Arizona. There was almost no freedom and there were guards everywhere. Some Germans and Italians were also forced into relocation centers. In July, 1943, the loyal and disloyal were separated. People that could and have proved their loyalty to America were set free and could live anywhere in the United States except in the Western coastal states. Those internees, who still seemed disloyal were segregated in the Tule Lake center. After December 1944, the relocation

centers were closed. Tule Lake was the last center to be closed.

I believe that this action was paranoid and that it was wrong for the government to imprison the Japanese-Americans for no reason. The 5th Amendment of the Constitution clearly states that nobody can be imprisoned if they're innocent. Also, the 14th Amendment states that no state can deprive a citizen of their freedom of life, liberty, and property. Therefore, the government violated the Constitution and many innocent people suffered.

# Japan Assessment

S.S. period 2  
5-15-01 20

"Did the U.S. government have the right to limit the constitutional rights of the Japanese Americans?"

I didn't think the U.S. had the right to limit the rights of the Japanese Americans because all of those innocent people were put behind barbed wire. Just because they gave the Japanese food and visitations, all of this wasn't first class stuff. Just because people who had parents who immigrated to the U.S. (Nisei) and people who emigrated to the U.S. (Issei) were from Japan doesn't necessarily mean that they are secretly making connections with the Japanese in Japan. Poor innocent children were in those jails. Visitations were rough because the visitor was about five feet from the prisoner. The prisoners had to stand in line for food, showers, and even the restroom! The United States definitely should have made a better choice in having the Japanese Americans have equal rights. They are U.S. citizens and not from Japan anymore. Japanese Americans couldn't have "secretly" made connections with Japan because they are Japanese Americans and U.S. citizens and Japan was against the United States. So how could they want to make connections with Japanese

Americans? The Japanese wouldn't trust them. Japanese Americans could have told the United States that Japan wanted them to help them out. So Japan couldn't possibly trust them! So why did the U.S. put those innocent people in jail or prison? They did because they knew that they originated from Japan and could possibly make connections. Or was it discrimination? It probably was. The way they looked possibly told the U.S. that they could have connections with Japan. So they put them into prison. They treated them very badly even though they gave them food and necessities. What if Japan put Americans in jail because they were making connections with the U.S.? Then the U.S. would really think about what they did. Japan would have probably put Americans in jail because of how they looked too! Some of those reasons may not have been correct, but you may now see my point. This was why I thought the U.S. treated the Japanese badly. The Equal Protection of the Laws states that there should be equality between all citizens and the Japanese Americans and there wasn't. You shouldn't limit the rights; you should make them equal.