

Date _____

KEY

"We Are Now in This War"

Immediately after the Japanese attack on Pearl Harbor, President Roosevelt spoke to the nation on a special radio address. This powerful speech rallied Americans, shocked and outraged by the Pearl Harbor attack, to the war effort. Here are parts of Roosevelt's speech.

U.S. President Franklin Roosevelt, December 9, 1941

The sudden criminal attacks perpetrated by the Japanese in the Pacific provide the climax of a decade of international immorality. Powerful and resourceful gangsters have banded together to make war upon the whole human race. Their challenge has now been flung at the United States of America. The Japanese have treacherously violated the long-standing peace between us.

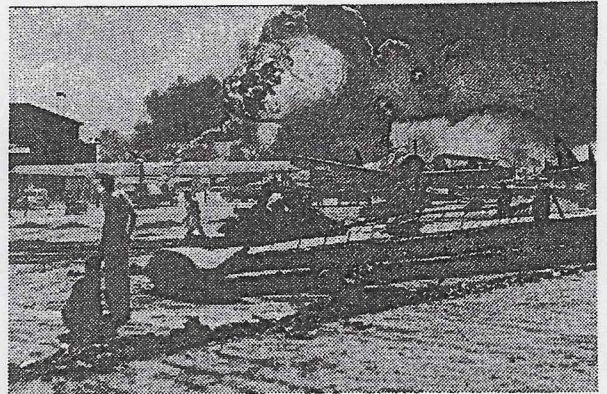
We are now in this war. We are all in it—all the way. . . . We must be set to face a long war against crafty and powerful bandits. The attack at Pearl Harbor can be repeated at any one of many points in both oceans and along both our coastlines and against all the rest of the hemisphere.

It will not only be a long war, it will be a hard war. . . .

We have learned a terrible lesson. . . . And what we have learned is this: There is no such thing as security for any nation—or any individual—in a world ruled by the principles of gangsterism. There is no such thing as impregnable defense against powerful aggressors who sneak up in the dark and strike without warning. We have learned that our ocean-girt hemisphere is not immune from severe attack—that we cannot measure our safety in terms of miles on any map. . . .

We don't like it—we didn't want to get in it—but we are in it and we're going to fight it with everything we've got. . . . We are going to win the war, and we are going to win the peace that follows.

And in the dark hours of this day—and through dark days that may be yet to come—we will know that the vast majority of the members of the human race are on our side. Many of them are fighting with us. All of them are praying for us. For, in representing our cause, we represent theirs as well—our hope and their hope for liberty under God.



Pearl Harbor during Japanese aerial attack, December 7, 1941

Directions: Imagine you are an American listening to this radio broadcast on December 9, 1941. Describe your reaction to the speech.

This is your opinion - how would you react to know the U.S. was going to war.

Name _____

Answer Key

Date _____

THE HOME FRONT WORLD WAR II

Short Answer Questions

1) What is meant by the term 'total war?'

See below

2) What do you think is meant by the term 'Home Front?'

Activities of the civilians in a nation at war

3) How did people feel about the work and sacrifices they were asked to make?

It made them feel full of pride to help w/ the war effort.

4) What types of supplies and equipment did the factories back home produce?

(look at start of video)

Aircraft - Jeeps - Bullets

5) What items and commodities were people asked to conserve?

Gas - Sugar - Meat - Coffee

6) What specific groups contributed to the Home Front? What contributions did they make?

People bought war bonds. Families planted Victory Gardens. People joined the Civilian Conservation Corp.

7) Who was "Rosie the Riveter"?

Cultural icon of WWII representing women who worked in factories + shipyards - replaced male workers who joined the military

Vocabulary

Global war - a military conflict fought on a world-wide scale

Total war - a conflict involving and impacting not just the military, but all other segments of a society including industry, agriculture, finance, entertainment, and the civilian population

Scrap drives - rallies held to collect discarded and unwanted, but usable, materials that could be made into material and munitions for war

Labor unions - groups of workers who join together to bargain and negotiate for improved wages, benefits and working conditions

Name

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JAPANESE AMERICAN INTERNMENT WORLD WAR II VIDEO QUESTIONS

Short Answer Questions

1) What was Executive Order 9066?

Made it legal to forcibly relocate the Japanese people from West Coast to internment camps.

2) What was the justification for issuing Executive Order 9066 (think – how were the people on the West Coast feeling after Japanese attack on Pearl Harbor)?

People feared a future attack by Japan + prejudice

3) What evidence was there that Japanese Americans were involved in sabotage or espionage in the United States?

None

4) Approximately how many Japanese Americans were relocated? Where were they sent?

110,000 - Internment camps miles inland.

5) Who was in charge of operating the camps?

Military

6) About two-thirds of the people sent to internment camps were ^{native} born American born citizens.

What did they have to do immediately before they were placed into camps?

Abandon/Sell their businesses/homes - leave behind many belongings + friends

Vocabulary

Prejudice - unreasonable feelings, opinions, attitudes or beliefs, especially of a hostile nature, against racial, religious, national groups, or others

Executive Order - a command issued by the President having the force of law. It is different from a law as the President does not need Congress (Legislative Branch) to pass the order. It has to be upheld by the judicial branch. And can be overturned by any sitting President by issuing another Executive Order

Internment - being confined with limited rights and freedom and no ability to leave

KEY

Name _____ Date _____ Class _____

Supreme Court Case Study 32



The Rights of People of Suspect Ethnic Backgrounds

Korematsu v. United States, 1944

***** Background of the Case *****

After the bombing of Pearl Harbor in December 1941 by Japanese planes, anti-Japanese sentiment on the West Coast rose to almost hysterical proportions. All people of Japanese ancestry, even citizens of the United States, were suspected of being pro-Japan, or worse—saboteurs and spies for Japan. Yielding to such sentiments, President Franklin D. Roosevelt issued an executive order that authorized the military to evacuate and relocate “all or any persons” in order to provide “protection against espionage and against sabotage to national defense. . . .” The military first set curfews on the West Coast for persons of Japanese ancestry. Later the military removed all persons of Japanese ancestry to war relocation centers. The order affected approximately 112,000 persons of Japanese ancestry, of whom about 70,000 were native-born American citizens. An act of Congress later reinforced the president’s order by providing penalties for violations.

Spring

Korematsu, a Japanese American citizen, refused to leave his home in California for a relocation camp. He was convicted in a federal court. His appeal to a United States circuit court failed, and he then brought the case before the United States Supreme Court.

Constitutional Issue *****
Since the president is commander in chief of the armed forces and Congress is given the power to declare war, was the executive order and its Congressional counterpart a constitutional exercise of the war power?

***** The Supreme Court’s Decision *****

The Court decided against Korematsu by a vote of 6 to 3. Justice Hugo Black wrote for the Court. In 1943 the Court had upheld the government’s position in a similar case, Hirabayashi v. United States. That case concerned the legality of the West Coast curfew order. In Hirabayashi, as well as in Korematsu, the Court’s language pointed toward the necessity of giving the military the benefit of the doubt on the grounds of wartime necessity. # |

Why the U.S. won

In the earlier case, the Court had held that “we cannot reject as unfounded the judgment of the military authorities and of Congress. . . .” Likewise, in the Korematsu case, the Court declared, “We are unable to conclude that it was beyond the war power of Congress and the Executive to exclude those of Japanese ancestry from the West Coast area at the time they did.” # |

Justice Black cited evidence that, following internment, “approximately five thousand citizens of Japanese ancestry refused to swear unqualified allegiance to the United States and to renounce allegiance to the Japanese Emperor, and several thousand evacuees requested repatriation to Japan.” Although the Court admitted awareness of the hardships internment imposed on American citizens, it stated, “hardships are part of war. . . . Citizenship has its responsibilities as well as its privileges, and in time of war the burden is always heavier.”

(continued)

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Supreme Court Case Study 32 (continued)



The question of racial prejudice "merely confuses the issue," said the Court. The true issues are related to determining "military dangers" and "military urgency." These issues demanded that citizens of Japanese ancestry be relocated by the military authorities. Black observed, "Congress, reposing its confidence in this time of war in our military leaders. . . , determined that they should have the power to do just this. . . . The need for action was great, and the time was short. We cannot—by availing ourselves of the calm perspective of hindsight—now say that at that time these actions were unjustified."

***** Dissenting Opinions *****

The Justices siding w/ Korematsu

Justices Frank Murphy and Robert H. Jackson wrote separate dissents. Murphy called the Court's decision "legalization of racism." He objected particularly on the grounds that the Japanese Americans affected had been deprived of equal protection of the law as guaranteed by the Fifth Amendment. Further, Murphy wrote, as no provision had been made for hearings "this order also deprives them of all their constitutional rights to procedural due process." He saw no reason why the United States could not have done as Great Britain had done earlier in hearings during which about 74,000 German and Austrians residing in Britain were examined. Of these, only 2,000 had been interned.

#3
+ #21

#4
Following the Law
Innocent until Proven guilty

In his dissent, Justice Jackson conceded that there might have been reasonable grounds for the internment orders. But, he wrote, "Even if they were permissible military procedures, I deny that it follows that they are constitutional. . . . A military commander may overstep the bounds of constitutionality, and it is an incident. But if we review and approve, that passing incident becomes the doctrine of the Constitution."

After the war, many people realized the injustice of the Court's decision. Finally, in 1988, Congress issued a formal apology to all internees and voted to give every survivor of the camps \$20,000 in reparation.

Only those who were still alive...
46+ years later

Case Analysis

Questions

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. On what constitutional basis did the Supreme Court deny Korematsu's appeal?
Give the military benefit of doubt during wartime
2. If you had been a native-born Japanese American in 1942, what do you think would have been your reaction to the internment order?
How would you have felt?
3. Justice Black became known as one of the staunchest defenders of the rights provided in the first ten amendments. Is his decision in the *Korematsu* case in keeping with his reputation?
Japanese were denied their rights under Fifth Amendment, No because
4. What was the constitutional basis of Justice Murphy's dissent?
"legal racism" - denied 5th amend. rights + right to due process
5. The Court's decision in the *Korematsu* case has been described as involving "the most alarming use of military authority in our nation's history." Do you think this description of the case is justified?

Your opinion - I personally think "yes" because decision was made out of fear + prejudice.