

**Story of Exclusion and Internment of Japanese Americans**  
**Inquiry Exercise: Perform a Skit**

## **Topic 1: First Immigrants**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for the first Japanese American immigrants to arrive on the west coast or on Bainbridge Island.**

1. Investigate
  - Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
  - From the main menu bar across the top, go to **HISTORY** and choose **BI BEFORE WWII**.
  - Choose the link **First Japanese Immigrants on Bainbridge Island**  
[http://www.bijac.org/index.php?p=HISTORYPre\\_Immigrants](http://www.bijac.org/index.php?p=HISTORYPre_Immigrants)
  - Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
  - View the Oral History Film Clips.
  - As you explore these pages imagine what it was like to start a life in a new country. What type of work did they do? Why did they come to Bainbridge Island?
2. Set the scene(s) for your skit
  - As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?
3. Develop the character(s) for your skit
  - Develop a fictional character (or more than one) that is based roughly on someone you learned about from the website. Make up a name, age, and occupation or grade level for each character.
  - **Each member of your group should act out at least one character.**
4. Design and practice your skit
  - As a group design the dialog and stage directions for your skit.
  - You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your story illustrates what it was like to start a new life in a new country and/or on Bainbridge Island.
  - Practice your skit.

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## **Topic 2: Life before World War Two.**

**Task: Develop a short 3-5 minute skit that illustrates a typical day for a fictional or non-fictional Japanese American living on the west coast or on Bainbridge Island in the late 1930s.**

1. Investigate
  - Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
  - From the main menu bar across the top, go to **HISTORY** and choose **BI Before WWII**.
  - Choose the link **Lives of Bainbridge Island Nikkei before WWII**  
[http://www.bijac.org/index.php?p=HISTORYPre\\_LifeBefore](http://www.bijac.org/index.php?p=HISTORYPre_LifeBefore)
  - Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
  - View several or all of the Oral History Film Clips. Be sure to read the paragraph located at the bottom of the page that describes the narrator.
  - As you explore these pages imagine what life was like for a Japanese American living on Bainbridge Island just before World War Two began. What was it like for an adult, a young adult, or a child? What did people do for work and for play?
  
2. Set the scene(s) for your skit
  - As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?
  
3. Develop the character(s) for your skit
  - Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene (just before WWII).And/or
  - Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
  - **Each member of your group should act out at least one character.**
  
4. Design and practice your skit
  - As a group design the dialog and stage directions for your skit.
  - You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates what life was like for your Japanese American characters just before World War Two.
  - Practice your skit.

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## **Topic 3: Pearl Harbor**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for a fictional or non-fictional Japanese American living on the west coast or on Bainbridge Island after Pearl Harbor was bombed.**

5. Investigate
  - Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
  - From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
  - Choose the link **Pearl Harbor/US Enters War**  
<http://www.bijac.org/index.php?p=HISTORYExclusionInternment>
  - Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
  - View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
  - As you explore these pages imagine what it was like to be Japanese American at this time. What was it like for an adult, a young adult, or a child? How did people treat their Japanese American neighbors and classmates after the bombing of Pearl Harbor?
6. Set the scene(s) for your skit
  - As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?
7. Develop the character(s) for your skit
  - Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene (just after Pearl Harbor was bombed).And/or
  - Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
  - **Each member of your group should act out at least one character.**
8. Design and practice your skit
  - As a group design the dialog and stage directions for your skit.
  - You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates one or several incidents with your characters after Pearl Harbor was bombed.
  - Practice your skit.

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## **Topic 4: FBI Inspections and Roundups**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for a Japanese American family when the FBI came to inspect their home for “war contraband” and/or arrest the head of household.**

9. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **FBI Inspections and Roundups**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_FBIInspections](http://www.bijac.org/index.php?p=HISTORYWar_FBIInspections)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American at this time. What was it like for an adult, a young adult, or a child? What was it like for them to have the FBI in their home and to be suddenly be treated like the enemy or a criminal?

10. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

11. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

12. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates one or several incidents with your characters as the FBI inspects their home and/or takes away the head of household.
- Practice your skit.

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## **Topic 5: Exclusion Order and Preparing to Leave**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for Japanese Americans living on the west coast or on Bainbridge Island as they prepared to be evacuated.**

13. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **Exclusion Order No. 1 and Preparing to Leave**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_ExclusionOrder](http://www.bijac.org/index.php?p=HISTORYWar_ExclusionOrder)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American at this time. What was it like for an adult, a young adult, or a child? What was it like for them to have less than a week to take care of their affairs and prepare to leave?

14. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

15. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

16. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates what it was like to prepare for evacuation.
- Practice your skit.

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## **Topic 6: Evacuation**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for Japanese Americans living on the west coast or on Bainbridge Island on the day they were evacuated.**

17. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **Evacuation**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_Evacuation](http://www.bijac.org/index.php?p=HISTORYWar_Evacuation)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American during evacuation. What was it like for an adult, a young adult, or a child? What was it like for them to leave their homes, jobs, neighbors, friends, and pets? How were they treated by the soldiers?

18. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

19. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

20. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates an incident or several incidents that occurred during evacuation.
- Practice your skit.

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## **Topic 7: Manzanar and Minidoka**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for Japanese Americans incarcerated in the Manzanar or Minidoka Relocation Centers.**

21. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **Manzanar and Minidoka**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_ManzanarMinidoka](http://www.bijac.org/index.php?p=HISTORYWar_ManzanarMinidoka)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American living in a “relocation center” or internment camp. What was it like for an adult, a young adult, or a child? What were some of the hardships? What were some of the highlights? How did people occupy their time while in camp?

22. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

23. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

24. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates what it was like to live in an internment camp.
- Practice your skit.

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## **Topic 8: Leaving Camps During the War**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for a Japanese American while they were on temporary or permanent leave from internment camp.**

25. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **Leaving Camps During the War**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_LeavingCamps](http://www.bijac.org/index.php?p=HISTORYWar_LeavingCamps)
- Explore these pages. Be sure to read the text.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American and able to get out of internment camp. Why were they able to leave? What did they do? How were they treated?

26. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

27. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop one or more fictional character that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

28. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates an incident or several incidents that occurred to your characters while away from internment camp during the war.
- Practice your skit.



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## **Topic 9: End of War**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for Japanese Americans when they returned to their homes after the end of the war.**

29. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **EXCLUSION AND INTERNMENT**.
- Choose the link **End of War**  
[http://www.bijac.org/index.php?p=HISTORYWar\\_EndWar](http://www.bijac.org/index.php?p=HISTORYWar_EndWar)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American returning to your home and community after being incarcerated in internment camp for up to three and a half years. What was it like for an adult, a young adult, or a child? What were some of the hardships? What were some of the highlights? How were they treated?

30. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

31. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

32. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates an incident or several incidents that happened to your characters as they returned home and rebuilt their lives.
- Practice your skit.

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## **Topic 10: Japanese Americans in the Military**

**Task: Develop a short 3-5 minute skit that illustrates what it was like for Japanese Americans who served in the US Army during World War Two.**

33. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **BI JAPANESE IN THE MILITARY** [http://www.bijac.org/index.php?p=HISTORY\\_BIMilitary](http://www.bijac.org/index.php?p=HISTORY_BIMilitary)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips. Be sure to read “About the Narrator” located under each film clip window.
- As you explore these pages imagine what it was like to be Japanese American serving in the military during World War Two. How were they treated?

34. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

35. Develop the character(s) for your skit

- Choose one or more of the narrators you listened to in the oral history film clips. Be sure to note their age and occupation (or grade level) at the time of your scene.

And/or

- Develop a fictional character (or more than one) that is based roughly on a narrator you listened to from the website. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

36. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates an incident or several incidents that happened to your characters while they were serving in the army.
- Practice your skit.

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## **Topic 11: Walt and Milly Woodward**

**Task: Develop a short 3-5 minute skit that illustrates the how Walt and Milly Woodward, owners of the Bainbridge Review newspaper, stood against exclusion and internment and helped support their Japanese American neighbors during World War Two.**

37. Investigate

- Go to the BIJAC website, [www.bijac.org](http://www.bijac.org)
- From the main menu bar across the top, go to **HISTORY** and choose **WALT AND MILLY WOODWARD** [http://www.bijac.org/index.php?p=HISTORY\\_WaltMilly](http://www.bijac.org/index.php?p=HISTORY_WaltMilly)
- Explore these pages. Be sure to read the text, including the captions under the slideshow photos.
- View several or all of the Oral History Film Clips.
- As you explore these pages imagine Walt and Milly's perspectives at this time. How did Walt feel about constitutional rights? What did they believe was important about owning a newspaper? What steps did they take to stand against internment and how did they help the Japanese American community living on Bainbridge Island?

38. Set the scene(s) for your skit

- As a group decide where your skit will take place. Choose one or several different locations. Think of the photos you viewed on the website. What types of props or backdrops might you use?

39. Develop the character(s) for your skit

- Walt and/or Milly should be characters in your skit
- You can also develop a fictional character (or more than one) based roughly on someone who interacted with Walt and Milly. Make up a name, age, and occupation or grade level for each character.
- **Each member of your group should act out at least one character.**

40. Design and practice your skit

- As a group design the dialog and stage directions for your skit.
- You can write out each part or agree on a rough storyline. It might not be the exact same each time but you should make sure your skit illustrates the role Walt, Milly, and their newspaper played in helping the Bainbridge Island Japanese Americans during the war.
- Practice your skit.

# Bainbridge Island Internment Experience Skit Worksheet

Group Members:

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**Topic:**

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**Scene** (describe at least one.)

Scene 1:

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Scene 2:

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Scene 3:

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Props/Backdrop(s):

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**Characters:**

Character 1:

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Character 2:

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Character 3:

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Character 4:

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Character 5:

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**Design the Skit:**

On a separate sheet of paper, as a group, make design your skit. You can include exact dialog and stage directions or a general outline for your skit. Make sure each group member receives a copy of your skit.