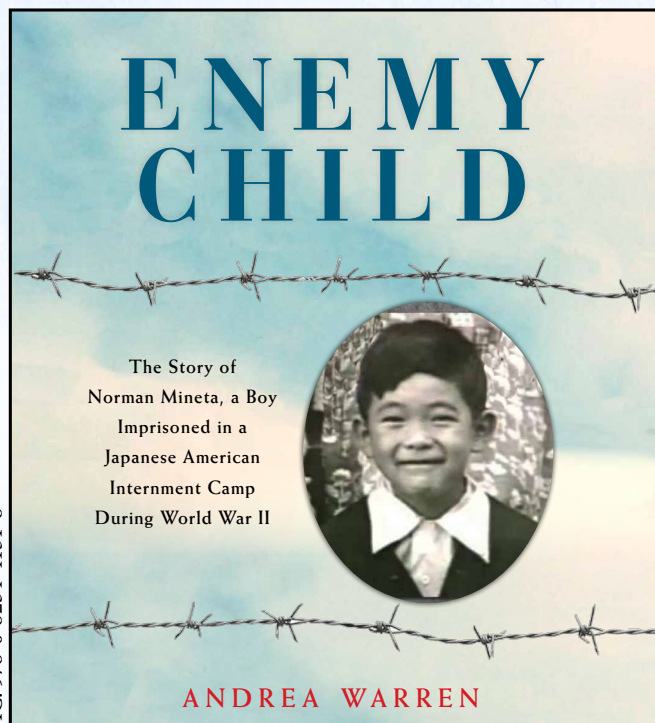


HOLIDAY HOUSE EDUCATOR'S GUIDE

Grades
5 & Up



MARGARET FERGUSON BOOKS

ENEMY CHILD

The Story of Norman Mineta, a Boy
Imprisoned in a Japanese American
Internment Camp During World War II

by **ANDREA WARREN**

2020 Flora Stieglitz Straus Award Co-Recipient

A Bank Street Best Book of the Year—
Outstanding Merit

A California Reading Association Eureka!
Nonfiction Gold Award Winner

The Society of Midland Authors Reading
Round Table Award for Children's Nonfiction

ABOUT THE BOOK

It's 1941 and ten-year-old Norman Mineta is a carefree fourth-grader, who loves baseball, hot dogs, and Cub Scouts. But when Japanese forces attack Pearl Harbor, Norm's world is turned upside down.

Norman Mineta grew up to become mayor of San Jose, California, and later served nine terms in the United States House of Representatives.

PRE-READING ACTIVITY

In class, explain the term “racial profiling.” Then ask students to read the book’s introduction. Discuss the statement: “Their crime? Quite simply, they looked like the enemy.” Have students write a one-page paper that discusses why rounding up Japanese Americans during World War II was racial profiling.

Correlates to Common Core Language Arts Standards in History/Social Studies: Key Ideas & Details RH. 6-8.2; Speaking & Listening: Comprehension & Collaboration SL. 5-8.1, Presentation of Knowledge & Ideas SL. 5-8.2; Writing: Text Types & Purposes W. 5-8.2.

CLASSROOM DISCUSSION

- The first chapter is titled “Before the Storm.” What is the storm that the author is referencing here? She states, “Pearl Harbor was the beginning of a nightmare” (p. 26). Explain how Pearl Harbor caused a nightmare for Japanese Americans. How did Norman Mineta’s father react to Japan’s attack on Pearl Harbor?
- Describe the Mineta family. Discuss why Norman Mineta’s parents came to the United States. How were their reasons similar to most immigrants? What did they find when they arrived? Explain how they celebrated their Japanese heritage while realizing their American dream. How did the bombing of Pearl Harbor change the way they lived?



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- What is the difference between a first-generation and a second-generation immigrant? Explain why second-generation immigrants are considered citizens. Norman Mineta's parents were *Issei*, first-generation, and Norman and his siblings were *Nisei*, second-generation. How did the United States government fail them all? Describe Norm's father's unwavering loyalty to the United States. How is this related to why he immigrated to the United States in the first place?
- In Japan, the father is viewed with great respect and is considered the head of the family. Norman Mineta says that his father was his hero. What did Norman's father teach him about heroism? How did he give his family hope even in adversity? How was he a role model for Norman throughout his life?
- Discuss how Japanese Americans were victims of blatant racism even before they were "rounded up" and sent to internment camps. Cite times in Norman's life that he came face-to-face with discrimination. Discuss the United States anti-Asian laws. What other ethnic groups have experienced government discrimination?
- A racial or ethnic slur is a term used to insult someone because of his or her race or ethnicity. How were "Jap" and "Dirty Jap" used as ethnic slurs during and immediately following World War II? Discuss Norman Mineta's reaction when he was called "Jap." How should Americans respond when they hear ethnic slurs being used?
- Explain the United States government's actions to arrest anyone who was "pro-Japan." Why did the government assume that all Japanese Americans were "pro-Japan"? How was this racial profiling? How did it create fear among the Japanese American community and those who supported them? Discuss how this caused further hostility toward Japanese Americans.
- Norm's father made sure that his children understood their rights under the United States Constitution. What are a person's First Amendment rights? Debate whether the Constitution failed them, or whether the government ignored the document. What precautions did Norm's father take to protect his family?
- What is propaganda? Study the photographs on pages 44 and 45. Explain how these photos were used as government propaganda during World War II. How are political cartoons used to promote a specific viewpoint? Take a look at the cartoon created by Dr. Seuss (p. 29). What is his viewpoint?
- Why was it significant that Eleanor Roosevelt posed for a photograph with Japanese Americans? How did she warn against the unfair treatment of Japanese Americans in her newspaper column, "My Day"? How was this ironic since President Roosevelt was responsible for the Japanese internment camps?
- The Mineta family was ordered to report to the freight yard rather than the train station. How does this imply that the people would be "rounded up"? Why was this especially demeaning to Norm? Discuss his father's emotional reaction. Describe the train trip to Santa Anita. Why weren't they allowed to look out the window? What conditions did the Minetas face when they arrived in Santa Anita? How did the government strip Japanese Americans of their dignity?
- Norm was eleven years old when his family was sent to Heart Mountain Relocation Center in Wyoming. Contrast Heart Mountain with Santa Anita. Which place offered more opportunities to boys like Norman? How did Mrs. Foucar, Norm's teacher at Heart Mountain, change his life? Explain how the people interned at Heart Mountain looked out for one another. How did this sense of community help when Norm's mother was hospitalized?
- Why was Boy Scout Troop 379 so important to Norm? Discuss Alan Simpson's reaction when he learned that his troop would visit a troop at Heart Mountain. Explain why Alan's dad thought it was important for his son to see the camp. Discuss how this experience made Norm and Alan Simpson lifelong friends. How did Simpson's visit to Heart Mountain as a Boy Scout leave a lasting impression on him? Norman Mineta became a member of the United States House of Representatives, and Alan Simpson became a United States Senator. Discuss how these two men worked together to pass H.R. 442, the bill that gave restitution to Japanese Americans interned during World War II.



- Norman's father could speak Japanese and was eventually sent to Illinois to teach the language to soldiers at the University of Chicago. Norman was the only Japanese American in his school. How was he received?
- Explain the mixed emotions of the Japanese Americans when the camps were closed. What sentiments did they endure when they returned home? Some saw signs like "We Don't Want Any Japs Back Here—Ever!" How did this disturb President Harry Truman? Think about racist rhetoric,

like "Go Back Where You Belong," that Americans of color hear today. Compare this to what the Japanese Americans endured. Discuss the last paragraph in the book. What is Norm Mineta's challenge to Americans as we deal with such issues?

Correlates to Common Core Language Arts Standards in Reading: Informational Text: Key Ideas & Details RI. 5-8.1-3, Craft & Structure RI. 5-8.4, Integration of Knowledge & Ideas RI. 5-8.8; History/Social Studies: Key Ideas & Details RH. 6-8.1, Integration of Knowledge & Ideas RH. 6-8.9; Speaking & Listening: Comprehension & Collaboration SL. 5-8.1,3, Presentation of Knowledge & Ideas SL. 5-8.4,6; Language: Convention of Standard English L. 5-8.1, Knowledge of Language L. 5-8.3.

CURRICULUM CONNECTIONS

- Read the First Amendment to the United States Constitution (law.cornell.edu/constitution/first_amendment). Write a brief paper that discusses how the First Amendment guarantees individuals the right to celebrate their cultural heritage. Include a concluding paragraph that explains how Japanese Americans were denied this right during World War II. Use direct quotes from the book to support your thoughts.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Language: Conventions of Standard English L. 5-8.1,2, Knowledge of Language L. 5-8.3.

- Samurai fortitude is the ability to endure. Write an essay that explains how this philosophy helped the Mineta family survive their horrific life in the internment camp.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Language: Conventions of Standard English L. 5-8.1,2, Knowledge of Language L. 5-8.3.

- Norman Mineta says that the image of the search light at the camp stayed with him even in his dreams. Write a poem from his point of view titled "Search Light."

Correlates to Common Core Language Arts Standards in Writing: Production & Distribution of Writing W. 5-8.4.

- In 1952, Norm's parents became naturalized citizens, and they organized classes in San Jose for Issei to prepare for the citizenship exam. Find out the requirements for becoming a citizen. Then instruct students to take the civics practice test (my.uscis.gov/prep/test/civics). As a class, create a list of the facts learned from the test. Have the class brainstorm ways they can become more informed about current events and the way our government works.

Correlates to Common Core Language Arts in Speaking & Listening: Comprehension & Collaboration SL. 5-8.1,3, Presentation of Knowledge & Ideas SL. 5-8.4,6; Language: Convention of Standard English L. 5-8.1, Knowledge of Language L. 5-8.3.

- Write a guest editorial for a newspaper that explains why the words "alien" and "non-alien" incite prejudice and racism. Make specific references to Japanese Americans during World War II and what is happening on the Southern border of the United States today. Include a statement about why the words "citizens" and "non-citizens" are a better way to address immigrants.

Correlates to Common Core Language Arts in Speaking & Listening: Comprehension & Collaboration SL. 5-8.1,3, Presentation of Knowledge & Ideas SL. 5-8.4,6; Language: Convention of Standard English L. 5-8.1, Knowledge of Language L. 5-8.3.

- In 1947, the Quakers received the Nobel Peace Prize. In his speech at the presentation ceremony, a member of the Nobel Committee stated:

The Quakers have shown us that it is possible to translate into action what lies deep in the hearts of man: compassion for others and the desire to help them—that rich expression of sympathy between all men, regardless of nationality or race, which, transformed into deeds, must form the basis for lasting peace.

Consider the help Quakers offered Japanese Americans during World War II and write a letter to the editor of the San Jose newspaper that Norm Mineta's father might have written stating why Quakers were deserving of the Nobel Peace Prize.

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2; Language: Conventions of Standard English L. 5-8.1-2, Knowledge of Language L. 5-8.3.



- Reference is made to the complicated decisions that Japanese Americans faced regarding military service. Those refusing to register for the draft became known as the no-no boys. Find out more about this group (encyclopedia.densho.org/No-no_boys/) and think about the ethical dilemma they faced. Divide the class into two groups. Then sponsor a debate where one group takes the side of the no-no boys and the other the side of Japanese Americans like Mr. Mineta.

Correlates to Common Core Language Arts in Writing: Research to Build & Present Knowledge W. 5-8.7,9; Speaking & Listening: Comprehension & Collaboration SL. 5-8.1,3, Presentation of Knowledge & Ideas SL. 5-8.4,6; Language: Convention of Standard English L. 5-8.1, Knowledge of Language L. 5-8.3.

- On February 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066, which led

to the internment of 120,000 Japanese Americans. Each year on February 19, the Japanese American Citizens League sponsors a Remembrance Day. Divide the class into groups and ask them to plan Remembrance Day activities and ceremonies. Include:

- a reading of Executive Order 9066
- an original poem titled "Train Ride to Santa Anita"
- memories of life at Heart Mountain
- an essay titled "Why We Should Never Forget"
- a special tribute to Norman Mineta and Alan Simpson

Correlates to Common Core Language Arts Standards in Writing: Text Types & Purposes W. 5-8.2-3; Production & Distribution of Writing W. 5-8.4; Research to Build & Present Knowledge W. 5-8.7-9; Speaking & Listening: Comprehension & Collaboration SL. 5-8.1,3, Presentation of Knowledge & Ideas SL. 5-8.4,6; Language: Convention of Standard English L. 5-8.1, Knowledge of Language L. 5-8.3.

VOCABULARY/USE OF LANGUAGE

Ask students to jot down unfamiliar words and try to define them using context clues. Such words may include: *instigator* (p. 12), *fluent* (p. 15), *consolation* (p. 20), *liaison* (p. 22), *collusion* (p. 27), *assimilate* (p. 29), *detainees* (p. 30), *ethnicity* (p. 32), *vengeful* (p. 33), *fortitude* (p. 36), *confiscated* (p. 36), *communal* (p. 77), *congenial* (p. 90), *confinement* (p. 95), *reveled* (p. 139), *decipher* (p. 145), *restitution* (p. 171), *rhetoric* (p. 174), *vigilant* (p. 176), *inhospitable* (p. 185), and *incarcerated* (p. 185).

Correlates to Common Core Language Arts Standards in Language: Vocabulary Acquisition & Use L. 5-8.4.

INTERNET RESOURCES

In addition to the websites recommended at the end of the book (p. 194–195), the following are helpful:

history.com/topics/world-war-ii/japanese-american-relocation

A detailed discussion of the internment camps

archives.gov/education/lessons/japanese-relocation#documents

Information about the internment camps

loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/alt/japanese4.html

Information offered by the Library of Congress about the internment camps

bioguideretro.congress.gov/Home/MemberDetails?memIndex=M000794

A brief biography of Norman Mineta from the Biographical Directory of the United States Congress

minetalegacyproject.com/

The official website for the Mineta Legacy Project



ABOUT THE AUTHOR

Andrea Warren is a writer and journalist who has written many award-winning nonfiction books for children, including *Orphan Train Rider: One Boy's True Story*, winner of the Boston Globe–Horn Book Award; *Surviving Hitler: A Boy in the Nazi Death Camps*, a Robert F. Sibert Honor Book; and *Escape from Saigon: How a Vietnam War Orphan Became an American Boy*. Andrea Warren lives in Kansas.

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