



NATIONAL
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HUMANITIES

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Landmarks guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/landmarks-american-history-and-culture-workshops-school-teachers>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Heart Mountain, Wyoming, and the Japanese American Incarceration*

Institution: Heart Mountain, Wyoming Foundation

Project Director(s): Ray Locker

Grant Program: Landmarks of American History and Culture

Heart Mountain, Wyoming, and the Japanese American Incarceration

Nature of the request

The Heart Mountain Wyoming Foundation (HMWF) is seeking a Landmarks of American History and Culture grant for an educational workshop titled *Heart Mountain, Wyoming, and the Japanese American Incarceration*. This endeavor will include two six-day workshops and bring educators for grades 5-12 from around the country to connect physically with an artifact of incarceration – Heart Mountain, Wyoming – one of just 10 American concentration camps used for Japanese Americans during World War II. Participants will focus on a mixture of pedagogy and scholarship to enhance their understanding of the wartime Japanese American experience and the conditions that made it possible for their forced removal and incarceration. Attention will be given at every opportunity for tangible classroom application through a thorough examination of the causes, course, and the long-term effects of incarceration. Participants will walk the land and explore the underlying history beneath the soil; exposing historical narratives such as the history of the Crow tribe whose lands the camp occupied to federal policies such as Executive Order 9066. They will leave understanding that the generational legacy was more than the incarcerated's allotment of \$25 and a train ticket. The Greater Yellowstone regional setting for this workshop will aid in creating lasting impressions focused on competing and parallel narratives. From exploring the camp's newspaper, the *Heart Mountain Sentinel*, and its routine features focused on the heroism of Nisei soldiers going for broke with the 442nd Regimental Combat Team, to the 63 young men who resisted the military draft and were tried and convicted in the nation's largest draft case, to stories echoed against a landscape that saw struggles from cultural genocide just decades earlier.

Intellectual content and significance

The *Heart Mountain, Wyoming, and the Japanese American Incarceration* workshops, which will take place June 19-24, 2022, and July 24-29, 2022, at the site of the Heart Mountain WRA Camp, will engage teachers in an exploration of how almost 14,000 Japanese Americans, two-thirds native-born

with U.S. citizenship, were removed from their West Coast homes to endure three years of incarceration in a desolate field following the Japanese attack on Pearl Harbor. Today this site now houses a nationally recognized interpretive center that includes original structures such as the hospital, root cellar, and barracks situated between the nearby towns of Cody and Powell, Wyoming. It was here that they coped with the loss of virtually everything they had. The surroundings at Heart Mountain are forbidding and desolate. Prisoners responded in a myriad of ways to their incarceration. Some submitted to the War Relocation Authority (WRA), others challenged the military draft, others turned the sandy soil into productive farmland, and yet others chronicled their incarceration through art and writing. As a result, educators will reach beyond the common narrative of incarceration and explore a variety of applicable pathways and classroom applications meeting the needs of participants from a wide range of school settings, geographies, backgrounds, understanding, and student needs. The workshops will employ the humanities disciplines of history, art history, literature, Native American studies, American studies, ethnic studies, psychology, and legal studies from a great range of scholars to explore the incarceration as situated in Wyoming's Big Horn Basin. Participants will examine, interpret works of art in several media, analyze the import of legal proceedings, listen to oral histories, and review the histories of human settlement, forced and free-willed, that have taken place in and around Heart Mountain which confronted overpowering the landscape of Wyoming.

Participants will study the questions that faced the Japanese American prisoners and future generations of minorities in the U.S.: What rights does citizenship confer? Under what, if any, circumstances can the government deny those rights? What implications and lessons can be learned from this experience?

Many Americans know very little, if anything, about the incarceration. Yet it was one of the few actions for which the federal government later apologized; a 1988 law signed by President Ronald Reagan also authorized paying \$20,000 in reparations to each surviving prisoner. The apology did little to mute deep conversations about the legacy of prejudice, the denial of constitutional rights, the role of presidential powers, along with the complicity of Congress and the courts. Japanese Americans were imprisoned without evidence; no proof supported the alleged threats of espionage and sabotage following the Japanese attack on Pearl Harbor. To help educators understand the causes of incarceration beyond one date that has lived in infamy scholars will guide participants through events and resentments of America's Yellow Peril period. This period, from which Wyoming was not immune, often draws our historical focus to the West Coast. However, through the rich resources of Heart Mountain participants will be able to explore the first Japanese immigrants, the Issei, who were denied the opportunity to buy land or become naturalized citizens, and their U.S.-born children, the Nisei, who had birthright citizenship but still faced the same enduring racial discriminations, through the use of local case studies, artifacts, and scholarship.

On Feb. 19, 1942, President Franklin D. Roosevelt signed Executive Order 9066. This order empowered the military officials – many of advocated incarceration to the interior – to declare entire sections of the country off limits to potential security risks. At that time Americans viewed Japan's early victories in the Pacific with great trepidation, and the military capitalized on and then propagandized fear to overwhelm federal officials who voiced opposition to the forced removal and incarceration. Roosevelt used a variety of precedents, including the World War I treatment of German-Americans under the Sedition Act, which had originated in the adjacent state of Montana, to justify his action. Tensions were high. Wyoming Governor Nels Smith had even threatened that if any Japanese citizens were brought to the state they would be “hanging from every tree.” Congress soon approved Roosevelt's decree in the hardly debated Public Law 503. Just two years later – 1944 – the Supreme Court followed suit with a decision which Justice Robert

Jackson argued had “validated the principle of racial discrimination.” It is from this rich historical texture that participants will draw their understanding and contemplate the importance of remembering the past.

To facilitate the removal, the military used Census Bureau data to target the Japanese Americans, who often had to sell their homes, businesses and belongings for pennies on the dollar before they were sent to a series of makeshift assembly centers at fairgrounds and racetracks. In this study, at their final destination, Heart Mountain, the new residents tried their best to rebuild their lives amid extreme conditions where desert winds blew dust through the cracks in the wood in a 20-foot by 24-foot space with little privacy and no indoor plumbing. Family ties eroded as children ate separately from parents in the mess halls and congregated with their peers. Seeing, touching, experiencing and hearing first-person testimony to this historical site is essential to understanding the prisoners’ feelings and the dislocation caused by the forced removal and incarceration.

Relevance and applicability for the K-12 curricula

Teachers will engage in a vibrant place-based curriculum intended to deepen their understanding of the history and impact of incarceration. This will include a balance of instruction targeting pedagogy, scholarship, and physical location. The combination of these three elements, and the experiences they render, will be used as a model for the creation of teachers’ own lesson plans and curricular links. During their experience educators will be given guidance, time to reflect, and exposure to models of best-practices in their pursuit of how to incorporate this rigorous and relevant curriculum in seeking to meet the expectations of teaching standards. This workshop will specifically include demonstrations, discussions, and evaluations of vetted and viable curricular offerings to ensure that the content of the workshop finds a place in educators’ classrooms. Not only will teachers spend their week exploring the historical web of incarceration they will also be networked into a vast amount of high-quality teaching resources even as they explore how to best

meet the needs of their own students. Through this opportunity, provided when teachers physically connect with the artifacts of incarceration, they will be able to guide their students in an exploration of the deeper questions which help us define what it is to be “American.”

Program of study and project team participation

Sunday Theme: Overview-An introduction to a compelling and complex legacy

Heart Mountain tells a compelling story. This is the narrative used to hook and then guide educators on their first day. As participants travel to northern Wyoming, they will be encouraged to take in the rich history of the area that will give context for Heart Mountain. Stops will include buffalo jumps, pictograph caves, old western cemeteries, Meriwether Lewis’ travel along the Yellowstone River, battles fought in the 1870s, the flight of the Nez Perce tribe in 1877, and direct connections to the Japanese community including the Japanese-owned Oxford Hotel, railroad projects constructed with Japanese labor, and sugar beets fields and factories worked by Heart Mountain incarcerated. Master teacher Tyson Emborg will begin the week’s journey intertwining in sacred and significant ways the Native and Euro-American histories of Heart Mountain within the context of the Greater Yellowstone Region before braiding these narratives together in reference to a common landscape to give participants an understanding of the significance of the place called Heart Mountain. This survey of the geographically remote and imposing place sets the stage for in-depth studies throughout the week. On the first night Emborg will open with an introductory ice-breaker exploring and discussing where the participants’ families were in 1942 to make a connection to their own lives. This activity will serve as the connection to the evening’s presenters who will each explore an introduction to the Japanese-American incarceration at Heart Mountain through their own families’ stories focused on the events that shaped 1942 and the years prior.

Questions: When did the Japanese community arrive in the U.S.? What was the incarceration? Why was the Japanese American community targeted for incarceration? What long-standing fears were used to justify incarceration? Emborg will also introduce the teachers to the region and standards-

based curricular links by engaging participants in cohort groups.

The evening's community-building activity will be followed by the viewing of a short film about the incarceration -- *All We Could Carry* -- and then a discussion with three of the faculty -- Heart Mountain Wyoming Foundation board chair and author Shirley Ann Higuchi, former Heart Mountain incarceree, national speaker, author and educator Sam Mihara, and National Park Service (NPS) expert Hanako Wakatsuki. They will explore their personal histories in explaining and discussing the tensions surrounding the Japanese immigrants, the post-Pearl Harbor fears of sabotage and terrorism, the scope of the forced removal and its effect on the people subjected to it. To heighten classroom application the evening will include teaching on controversial topics through an activity centered on the terminology surrounding incarceration. Participants will be encouraged to engage in inquiry and discussion of the week's topics of study.

Monday Theme: The Origin, Source, and Effect of Resentment

Questions: What background and historical links do students need to fully understand this experience? What were the experiences of Japanese Americans? What did the incarcerees experience?

This day marks participants' first exposure to the interpretive center on the Heart Mountain site, where they will learn about the incarceration's effects on the people placed behind the barbed wire. The first session will be with Hanako Wakatsuki, who will lead a tour of the site and then speak about the Japanese experience in the United States, where the immigrants came from, where they settled and the tensions and racism that inspired the forced removal and incarceration in an interactive discussion. Erin Aoyama of Brown University will lead the second session that will examine the evacuation orders, the assembly centers and the opening of Heart Mountain. This session will examine the mechanisms used to facilitate the removal of the Japanese Americans, how the federal government used census and other records and relied on false claims of national security to justify its decision. The afternoon will be devoted to the personal memories of Sam Mihara, who

will show participants the entire camp and his memories of the key sights. His first-hand account of life as a child incarcerated at Heart Mountain will bring the site and experience to life like no other.

The day's lessons will also include several practical applications for teachers to explore life in the camp with their own students according to grade level and interest. For example, teachers will explore how to incorporate the artwork of Estelle Ishigo, captioning and comparing pictures of camp, and discussions through role-playing, among others. To facilitate the exploration of lesson idea cohorts will be developed by interest and grade level to pilot and modify existing materials for their unique classroom settings.

Tuesday Theme: Constitutional Issues and the Role of Resistance

Questions: What were the key constitutional issues surrounding Japanese incarceration? What can we learn about the ideas of citizenship, patriotism, and nationalism? What is the legacy of reaction to the order to relocate? What can we learn about the rights of citizens in the resistance to the relocation and later in the response by the Fair Play Committee?

On this day teachers will return to the Heart Mountain site and begin by gathering under the guard tower for a discussion on the effect of soldiers' guns pointed inward before beginning an exploration of the life in the camp and the turbulent legal fights involving the relocation and incarceration of Japanese Americans. At the interpretive center, the day will start with a class led by Erin Aoyama, who will teach about the WRA's efforts to spread Japanese Americans around the country during the war, a policy that allowed some prisoners to escape confinement while also eroding the familial ties that characterized the prewar Japanese American community. In this connected lesson, Tyson Emborg will focus on building students' deepening understanding with classroom links targeting an understanding of the constitutional issues, the role of propaganda in legitimizing restrictions, historical background, impact, responses by governors, and contemporary relevance of Executive Order 9066, along with the use of primary sources to engage students, in

particular the Heart Mountain digital collection of Frank Emi Papers and the Fair Play Committee.

Next comes a session in the Heart Mountain theater with Karen Korematsu, who will lead the workshop on the constitutionality of the incarceration. This will include a case study for classroom use presented by Tyson Emborg on the “Loyalty Questionnaire.” Frank Abe, an author and filmmaker from Seattle, will lead the third session as it examines the resistance to the military draft that ended with 63 young men from Heart Mountain being convicted and sent to federal prison. His use of oral histories for his films will be pivotal to this discussion. As a transition and comparison, participants will walk to the memorial trail head to explore the role individual incarcerated played in fighting for the All-Japanese American 442nd Regimental Combat Team overseas during World War II. The final session, which will be held in the root cellar, will be led by Duncan Williams of the University of Southern California, who will show how Buddhism exacerbated the differences between Japanese Americans and Caucasians but also provided the incarcerated with a sense of familiarity and stability through practicing their religious freedom while in camp. He will also explain why Buddhist priests were some of the first Japanese Americans detained by the FBI in the hours after the Pearl Harbor attack.

Wednesday Theme: The Struggle of the First Peoples at Heart Mountain

Questions: What histories of the American West are inscribed in the landscapes in, and around, Heart Mountain? How did the land shape interactions? How is the American West depicted in art, literature, and popular culture? How does the incarceration of Japanese Americans mirror local 19th century experiences?

Participants will go on a tour of the Plains Indian Museum where they will examine this contested land that was once home to the Apsáalooke or the “Children of the large beaked bird,” also called the Crow Nation. Dr. Mary Keller of the University of Wyoming will focus on the Crow’s history on the land, drawing from her oral history research and study of Native American culture in Wyoming. Aura Newlin of Northwest College will talk about the intersectionality of the

Crow's experience in the face of the westward expansion of Euro-Americans and those of the Japanese Americans.

As a transition between the focus on Native to Japanese Americans Tyson Emborg will lead a guided scavenger hunt through the five museums of the world-renowned Center of the West to investigate cultural genocide related to the 19th century extermination of bison. From this activity educators will broaden their understanding of the links to historical periods beyond World War II.

After lunch, teachers meet in the classroom at the Buffalo Bill Center for a session led by Noriko Sanefuji, a Smithsonian curator who will discuss the power of objects: artifact collecting, the art of curating exhibits and use of primary sources in the classroom.

The day will conclude with a screening of the film *Conscience and the Constitution* by faculty member Frank Abe, which highlights resistance at Heart Mountain. Teachers will also be given several options for evening reflection, adventure, or practical application including an opportunity to visit the trailhead for Heart Mountain located among tepee rings and other artifacts overlooking the camp.

Thursday Theme: The Legacy of the Land; Homesteading, Irrigation, and Reclamation

Questions: How did the federal government try to tame the land of the Big Horn Basin? How did the housing at the camp provide the building blocks for post-World War II settlements? How did incarcerated Japanese Americans help shape the land? How is this homesteading experience remembered by the area's current communities?

On Thursday, participants will explore the restored root cellar at Heart Mountain, led by Hanako Wakatsuki, the NPS superintendent at the former camp in Honouliuli, Hawaii, who will speak on the often-uneasy collaboration between the Heart Mountain prisoners, who helped harvest the crops of local farmers, and the agricultural accomplishments of the prisoners at camp. The group will then travel to nearby Powell, where participants will first visit three remaining graves at the local

Powell Cemetery re-interred from Heart Mountain and then take their first class at the Homesteader Museum in Powell with Amy McKinney of Northwest College, who will introduce participants to the federal efforts to irrigate and farm the Big Horn Basin. This started with the 1904 Reclamation Act and the Shoshone Irrigation Project, which attempted to send water to the farms started by the post-World War I homesteaders. This created the conditions that made the area appealing to the WRA for a Japanese American camp. Following her session, the group will tour the Homesteader Museum, have lunch and then meet the George family and their dairy. The George family came after World War II as homesteaders. Their dairy includes several former barracks converted into farm buildings. Dr. Eric Sandeen of the University of Wyoming will lead the tour and engage the participants in a discussion about the dispersal of the camp's buildings for \$1 apiece and the influence of the incarceration on the local communities since the war. He will draw on his decades of experience studying the cultural landscapes of Wyoming, including his survey of the area surrounding Heart Mountain.

The day's lessons will also include several practical applications for teachers to explore life in the camp with their own students according to grade level and interest. For example, teachers will explore how to incorporate the artwork of Estelle Ishigo, captioning and comparing pictures of camp, and discussions through role-playing, among others.

To facilitate the exploration of lesson idea cohorts will be developed by interest and grade level to pilot and modify existing materials for their unique classroom settings.

In the late afternoon and evening participants will explore the role of historical preservation at Heart Mountain including ongoing efforts. Later, participants will reach beyond physical legacies and engage in a student scripted role-play focused on the unique story and lasting legacy of Norman Mineta (a Heart Mountain incarcerated and future presidential cabinet member) and Al Simpson (a local Cody boy and future U.S. senator) who met at a Boy Scout Jamboree at Heart Mountain.

Friday Theme: The Legacy for the 21st Century

Questions: What were the long-term effects of incarceration for the Japanese American community? How is this period in American history remembered? How might 19th and 20th century reactions be used to shape 21st century responses?

The final workshops will be held in Cody at the Park County Library. In the first week, the first session will feature University of Oregon professor and psychologist Gordon Nagayama Hall, whose mother was incarcerated. In the second week, Michigan professor and psychologist Dr. Donna Nagata will lead the session. They will present their findings on the intergenerational effects of the incarceration on Japanese Americans. In his final classroom application lesson, Tyson Emborg will focus on enhancing best practices by helping teachers to take their experiences home to students by finding the relevant inroad that brings life to rich history. This will include a session focused on participant share-out and specific expectations related to incorporating lessons and experiences in classrooms. Following the sessions, participants in the July session can attend the annual Heart Mountain pilgrimage for former incarcerated and their families and depending on availability, the Apsáalooke's annual Return to Foretop's Father ceremony. Each event will give teachers a chance to meet those who were sent to Heart Mountain involuntarily.

Project team

The foundation has enlisted a faculty of local and national experts on the Japanese American community and the history of the incarceration.

Project Director Ray Locker, M.S. in journalism: The editorial consultant for the HMWF, he is a journalist and author of two books. He assisted Shirley Ann Higuchi with her book, *Setsuko's Secret*. He will be the key faculty member guiding the participants throughout the week.

Principal Faculty

Tyson Emborg, M.A. in Curriculum and Instruction: Mr. Emborg is a James Madison Fellow, has been Nationally Board Certified, and holds a master's degree from the University of Wyoming in Curriculum and Instruction. He is a veteran teacher who has incorporated lessons from Heart

Mountain in courses ranging from 8th grade U.S. history to 12th grade A.P. U.S. Government & Politics.

Shirley Ann Higuchi, J.D.: The chair of the HMWF, Higuchi is the author of *Setsuko's Secret: The Story of an American Concentration Camp*, a history of the incarceration and Heart Mountain. Her parents, William Higuchi and Setsuko Saito, met as children while incarcerated at Heart Mountain.

Dr. Eric Sandeen: The longtime director of the University of Wyoming's American Studies program, he studies American cultural landscapes, including a survey of the contemporary landscape surrounding the Heart Mountain camp. He will also be the backup project director.

Julie Abo, M.A. in Teaching: She has been a 7-12 grade English and English as a Second Language teacher for several years. She is the project assistant. She is a staff member of the HMWF.

Danielle Constein: She is the operations manager of the Heart Mountain Wyoming Foundation and instrumental in coordinating local logistics.

Visiting Faculty

Frank Abe: A writer and filmmaker, he made the documentary *Conscience and the Constitution* about the Heart Mountain draft resisters. He recently released a graphic novel titled *We Hereby Refuse: Japanese American Acts of Resistance During World War II*

Erin Aoyama: A Ph.D. candidate (expected 2021) in American Studies at Brown University, she is a researcher at the HMWF. She studies the experience of Japanese Americans within a broader context of American racial studies, examined through the lens of solidarity history. She was also the vocalist for the No No Boy musical duo bridging the divide between art and scholarship.

Dr. Gordon Nagayama Hall: A psychology professor at the University of Oregon, he has studied the effects of multigenerational trauma on Japanese Americans. During WWII, his mother was incarcerated, while his Caucasian father visited Heart Mountain.

Dr. Mary Keller: A member of the American and Diaspora Studies faculty at the University of Wyoming, Keller examines the relationship of religious lives to struggles for meaning and power.

Karen Korematsu: She is the daughter of legendary incarceration challenger Fred Korematsu and head of the Fred T. Korematsu Foundation, which leads educational seminars about civil rights.

Dr. Amy McKinney: A professor at Northwest College in Powell, Wyo., McKinney is an expert in Wyoming history and life at Heart Mountain.

Sam Mihara: A former child incarcerated at Heart Mountain who became a scientist for the Boeing Corp., he now speaks about the incarceration around the world and is the 2018 recipient of the 2018 Paul A. Gagnon Prize from the National Council on History Education.

Dr. Donna Nagata: She is a psychology professor at the University of Michigan and an expert on the multigenerational trauma experienced by Japanese Americans and author of *Legacy of Injustice: Exploring the Cross-Generational Impact of the Japanese American Internment*.

Aura Newlin, M.A.: She is a professor of anthropology at Northwest College in Powell, Wyo., the descendant of Heart Mountain incarcerated and a Heart Mountain Wyoming Foundation board member.

Noriko Sanefuji: She is a museum specialist at the Smithsonian National Museum of American History and co-curator of *Righting a Wrong: Japanese Americans and World War II* and coordinates the annual Day of Remembrance program at the museum in Washington.

Hanako Wakatsuki, M.A.: She is the superintendent of the National Historic Site Honouliuli, Hawai'i. She has been the chief of interpretation and education at Minidoka National Historic Site at the former camp in Idaho. Her grandparents were incarcerated at Manzanar WRA camp.

Dr. Duncan Williams: He is a professor at the University of Southern California and author of *American Sutra: A Story of Faith and Freedom in the Second World War*.

Selection of participants

The workshop will be geared toward a diverse group of teachers between grades 5 and 12, which is the range in which World War II and the Japanese American incarceration are often taught, representing different geographical regions, school sizes and of varying levels of

experience from novice to master teacher. The selection committee will use NEH eligibility standards. The participants will submit a 250-word statement of interest on why they are interested in the Heart Mountain Incarceration Site in addition to answering a detailed questionnaire about their teaching and they will be required to submit a CV and resume. The committee will be Tyson Emborg, Ray Locker and Julie Abo.

Publicity and project website

Recruiting for the workshops will come through the HMWF email list, the foundation's quarterly magazine, *Kokoro Kara*, various social media venues, distribution at national teacher conferences and meetings, and groups associated with Heart Mountain and other Japanese American confinement sites. Further recruitment can be done through networking at national teacher conferences and meetings such as the National Council for Social Studies, the National Council for Teachers of English, the National Council for History Education, and the National History Education Collaborative. The staff and faculty will recruit teachers through as many public means as possible, such as the State Boards of Education, School District Professional Development offices, through its personal network of teachers and educators throughout the country using social media and email.

All materials generated for the workshop will be made available on the HMWF website, which already offers teacher-generated lesson plans for K-12 students. A new section will be added for all of the resources and materials related to the Landmarks of American History and Culture workshops.

The Heart Mountain Institute will continue to use its social media channels to promote the workshops and the content they generate and facilitate continued scholarship and inquiry.

Professional development

The University of Wyoming will offer optional graduate credit for a nominal fee. All participants will

receive certificates stating the number of contact hours earned.

Institutional context

HMWF operates the only private museum at the location of a WRA site in the U.S. The foundation's independence allows it to make the voices heard at the interpretive center those of the Japanese American incarcerated themselves. During each year, HMWF organizes an annual pilgrimage to the site in late July for former prisoners, their families and interested parties that has continued to grow in size and scope since the interpretive center's opening in 2011. The interpretive center also hosts about 40 student groups each year from Wyoming and Montana. Workshop participants will also have access to the growing collection of primary documents, photographs, artifacts, and oral histories at the center through its website supporting the foundation's mission to preserve the memory of the incarceration and to enable further study.

Lodging and dining options

Cody, Wyo., is a tourist center located on the way to Yellowstone National Park. The HMWF has reserved blocks of rooms for participants in advance of the busy season. The local HMWF staff are experienced and respected in the community and can procure competitive contracts with local hotels and retreat centers operated by the Thomas Aquinas Center and Northwest College. Also, there are hotels in Powell and there is a growing supply of private homes available for rent. The HMWF will also provide boxed lunches for the sessions at the site and elsewhere.

Heart Mountain Wyoming Foundation NEH Landmarks of American History and Culture work plan

Our work for the Landmarks of American History and Culture workshops runs all year long. Here is an outline of our activities that will start in August after the grant awards are announced.

August

Our directors and assistant will send contracts to each faculty member to make sure of their availability for the dates in June and July 2022. We will work with our local staff to confirm the dates with our local partners.

September

Our administrative assistant will work with state and local education groups to spread the word about the workshops. Our directors will continue to develop the curriculum and communicate to interested parties via social media and other means.

October

Our team will attend the directors meeting with NEH staff in Washington. We will complete the website for applicants and review the application for all potential participants.

November

Our website will go live. We will begin to take in the various applicants and start our early review process.

December

Review of applicants and development of media components for the workshops.

January

Applicant review, media content development, if necessary.

February

Applicant review.

March

Final applicant review and candidate selection. Notification of successful applicants and distribution of material for each participant. Begin preparation of report on participant selection.

April

Further participant outreach. Logistics confirmation and travel planning. We will have travel plans for each faculty member by this point and will coordinate reimbursement for airline tickets.

May

Participant outreach, logistics planning for workshops and run through.

June

On-site run through two weeks before the workshops. The first workshop session. We will review the evaluations for the first session and make necessary changes.

July

Second workshop. Preparation of final report.

Program of study

Schedule

Day 1: (Sunday June 19 and July 24, 2022)

Welcome to Wyoming and Overview

5:00 p.m. Buffalo Bill Center of the West (BBCW) Welcome: Greetings and Ice-breaker

Scavenger hunt organized by Tyson Emborg at the Buffalo Bill Center for the West (BBCW).

6:30 p.m. BBCW, Dinner and Overview of the week

7:30 p.m. BBCW, Lecture and Q & A:

Introduction to the Incarceration “All We Could Carry” (15 mins.) with **Shirley Ann Higuchi, Sam Mihara, and Hanako Wakatsuki**

“Power of Words and Modern Day Usage/NEH Principles of Civility/Teaching and Learning Difficult Topics” **Tyson Emborg, Ray Locker**

Day 2: (Monday, June 20 and July 25, 2022)

The Origin, Source and Effect of Resentment

8:30 a.m. Heart Mountain Interpretive Center (HMIC), “Overview of Japanese emigration to the United States, the tension, fear and racism that grew”

Where the immigrants came from, where they settled in the U.S. and also explain the tensions and racism that inspired the forced removal and incarceration. There will also be a guided walk through the Center. Discussion and tour by Hanako Wakatsuki.

10:15 a.m. HMIC, Break

10:30 a.m. HMIC, “**Evacuation Orders**”

Erin Aoyama examines the evacuation orders, the assembly centers and the opening of Heart Mountain. This session will examine the mechanisms used to facilitate the removal of the Japanese Americans, how the federal government used census and other records and relied on false claims of national security to justify its decision.

12:15 p.m. HMIC, Quick Connections

These sessions will be focused on developing age-appropriate and curriculum targeted lessons as the teachers work on their plans throughout the week and a presentation titled “Yellow peril in the west; railroad, mining, immigration and the role of prejudice” by Master Teacher **Tyson Emborg**.

12:45 p.m. HMIC, Lunch (provided)

1:45 p.m. HMIC, **“Personal Stories - Before, During and After Camp”**

Sam Mihara, survivor, Heart Mountain Incarceration Site talks about his family's experience of Heart Mountain.

4:00 p.m. **HMIC Guided walking tour**

Barrack, Memorial, Hospital by **Sam Mihara**

6:00 p.m. HMIC, Connections and exit session (Pre-EE9066 Propaganda) and intro to Cody by Tyson Emborg.

Day 3:

(Tuesday, June 21 and July 26, 2022)

Constitutional Rights and the Role of Resistance

9:00 a.m. HMIC, **“Relocation and the Splitting of the Japanese American community”**

Presentation by **Erin Aoyama**, Brown University Ph.D. candidate. This session will focus on the WRA’s efforts to spread Japanese Americans around the country during the war, a policy that allowed some prisoners to escape confinement while also eroding the familial ties that characterized the prewar Japanese American community.

10:30 a.m. HMIC, Break

10:45 a.m. HMIC, **“Challenging the Incarceration: Korematsu vs. US”**

Led by **Karen Korematsu**, leader of the Korematsu Institute, which studies the legal history of the incarceration. She is the daughter of Fred Korematsu of Korematsu vs. U.S., one of the Supreme Court’s most notorious opinions, the 1944 ruling that upheld the legal basis of the incarceration. She will lead the workshop on the constitutionality of the incarceration.

12:15 p.m. HMIC, Lunch (provided)

1:15 p.m. HMIC, **“The Resisters: The Heart Mountain Fair Play Committee”**

Frank Abe, an author and documentary filmmaker from Seattle, will lead the third session as it examines the resistance to the military draft that ended with 63 young men from Heart Mountain being convicted and sent to federal prison. His use of oral histories will be pivotal to this discussion.

2:45 p.m. HMIC, Break

3:00 p.m. HMIC, **Connections**

This session will target an understanding of the constitutional issues, historical background, impact, responses by governors, and contemporary relevance of Executive Order 9066, along with the use of primary sources to engage students, in particular access to the Heart Mountain online collection, including the Frank Emi Papers and the digitized Evacuee Case Files of Heart Mountain draft resisters by Master Teacher **Tyson Emborg**.

3:45 p.m. HMIC Barrack, **“The Role of Religion in Surviving Incarceration: Patriotism Through Religious Freedom,”**

Dr. Duncan Williams will draw on the lessons from his book *American Sutra* to show how Buddhism exacerbated the differences between Japanese Americans and Caucasians but also provided the incarcerated with a sense of familiarity and stability through practicing their religious freedom while in camp.

Day 4: (Wednesday, June 22 and July 27, 2022)

The Struggle of the First Peoples at Heart Mountain

9:30 a.m. Bus departs for BBCW

10:00 a.m. BBCW, **“A Tribalography of Apsáalooke (Crow) Cultural Heritage”**

This session will examine this contested land that was once home to the Apsáalooke or the “Children of the large beaked bird,” also called the Crow Nation. **Dr. Mary Keller** of the University of Wyoming will focus on the Crow’s history on the land, drawing from her oral history research and study of Native American culture in Wyoming. She is also a co-planner of the Return to Foretop’s Father Pipe Ceremony.

11:30 a.m. BBCW, Break

11:45 a.m. BBCW, **“The Intersectionality of the history of the US Government Relations with Native Americans and Japanese Americans”**

Presented by **Aura Newlin**, Northwest College.

1:15 p.m. BBCW, Lunch (provided)

2:15 p.m. BBCW, Quick Connections

Historical Comparisons by Master Teacher **Tyson Emborg**

3:45 p.m. BBCW, **“The Power of Objects: The Artifacts of Incarceration-Using Artifacts and Primary Sources in the Classroom”** by **Noriko Sanefuji**, museum specialist, Smithsonian National Museum of American History.

5:15 p.m. BBCW, Connections Building students' deepening understanding with classroom links by Tyson Emborg.

6:00 p.m. BBCW, Lesson plan check-in: Where are you taking this now? What other resources do you need?

9:00 p.m. Movie Night: *The Mineta Legacy* (optional)

Day 5: (Thursday, June 23 and July 28, 2022)

The Legacy of the Land: Homesteading, Irrigation and Reclamation

8:00 a.m. Bus departs for Heart Mountain Interpretive Center (HMIC)

8:30 a.m. HMIC, **“Heart Mountain Agricultural Tour”**

Hanako Wakatsuki, the chief of interpretation at the Minidoka National Historic Site, will speak on the often-uneasy collaboration between the Heart Mountain prisoners, who helped harvest the crops of local farmers, and the local farmers. This session also will explore the agricultural accomplishments of the prisoners.

10:00 a.m. HMIC, Break

10:15 a.m. Bus departs HMIC for the **Homesteader Museum** (HSM) in Powell, WY

Narrated bus ride about connections between Heart Mountain and Powell, WY.

10:45 a.m. HSM, Tour and some of the colorful history of Powell, WY

11:30 a.m. HSM, **“The 1904 Reclamation Act and the completion of the Shoshone Irrigation Project”**

This session will introduce participants to the federal efforts to irrigate and farm the Big Horn Basin. This started with the 1904 Reclamation Act and the Shoshone Irrigation Project, which began to send water to the farms started by the post-World War I homesteaders. This created the conditions that made the area appealing to the WRA for a Japanese American camp. Dr. Amy McKinney.

12:30 p.m. HSM, Lunch (provided)

1:30 p.m. Bus departs HSM to go to the Powell Cemetery and the George Family Dairy (GFD)

2:30 p.m. GFD, **“The uses of former camp buildings”**

Dr. Eric Sandeen will lead the tour and engage the participants in a discussion about the dispersal of the camp’s buildings for \$1 apiece and the influence of the incarceration on the local communities since the war. He will draw on his decades of experience studying the cultural landscapes of Wyoming, including his survey of the area surrounding Heart Mountain.

Historical Comparisons by Master Teacher Tyson Emborg.

4:30 p.m. HMIC, **“Legacies of Heart Mountain: Mineta-Simpson, lessons and modern day problem-solving”**

What are the lessons learned from the Heart Mountain experience? These two boyhood Boy Scouts learned lifelong lessons that impacted the rest of their lives. **Ray Locker, Tyson Emborg and Shirley Ann Higuchi.**

8:00 p.m. HMIC, “**Enacting Memory, Trauma, and Identity through Art: NoNo Boy and Asian American Histories as Lens for the Present**”

Presented by **Erin Aoyama**, Brown University PhD candidate in American Studies.

Day 6: (Friday, June 24 and July 29, 2020)

Legacy for the 21st Century

10:45 a.m. Park County Library (PCL), “**Multigenerational Trauma**”

Presented by **Dr. Gordon Nagayama Hall** (first week) and **Dr. Donna Nagata** (second week).

12:00 p.m. PCL, Lunch (provided)

1:00 p.m. PCL, Conclusions and presentations of lessons and personal reflections

2:30 p.m. PCL, Distribution of stipends, certificates, information for credit hour

Readings

There is a growing number of scholarly and popular books that examine the Japanese American incarceration. First among them for workshop participants will be three from those affiliated with the HMWF. There is *Setsuko’s Secret* by Shirley Ann Higuchi, which will be published in spring 2020 by the University of Wisconsin Press; *Heart Mountain* by Douglas Nelson, which will be republished in 2019 by the Heart Mountain Institute; and *Lone Heart Mountain* by Estelle Ishigo, which will also be republished by the institute. These three books will provide much of the foundation for the workshop participants, and in the case of *Setsuko’s Secret*, they represent some of the most current materials on the subject.

Required reading

This book will be provided to participants before the workshop from grant funds. They will be expected to have read these before arrival:

Higuchi, Shirley Ann. *Setsuko’s Secret: The Story of an American Concentration Camp*. Madison, Wisc., University of Wisconsin Press.

Recommended readings

Bahr, Diana Meyers. *The Unquiet Nisei: An Oral History of the Life of Sue Kunitomi Embrey*, New York: Palgrave Macmillan, 2007.

Berryman Kessel, Velma. *Behind Barbed Wire: Heart Mountain, Wyoming*. Casper: Mountain States Lithographing, 1992.

Bonner, Robert. *William F. Cody's Wyoming Empire: The Buffalo Bill Nobody Knows*, Norman, Okla.: University of Oklahoma Press, 2016

Daniels, Roger. *The Politics of Prejudice: The Anti-Japanese Movement in California and the Struggle for Japanese Exclusion: With a New Supplementary Bibliography*. Berkeley: University of California Press, 1977.

----- . *Prisoners Without Trial: Japanese Americans in World War II*. New York: Hill and Wang, 1993,

Drinnon, Richard. *Keeper of the Concentration Camps: Dillon S. Myer and American Racism*. Berkeley, CA: The University of California Press, 1987.

Eaton, Allen Hendershott. *Beauty behind Barbed Wire: The Arts of the Japanese in Our War Relocation Camps*. Illustrated, Etc. New York: Harper & Brothers, 1952.

Ganor, Solly. *Light One Candle: A Survivor's Story of Holocaust Demons and Japanese Heroes*. New York: Kodansha International, 1995.

Grodzins, Mortin. *Americans Betrayed: Politics and the Japanese Evacuation*. Chicago: University of Chicago Press, 1949.

Hayami, Stanley Kunio, and Joanne Oppenheim. *Stanley Hayami, Nisei Son: His Diary, Letters & Story from an American Concentration Camp to Battlefield, 1942-1945*. New York: Brick Tower Press, 2008.

Hosokawa, Bill. *Nisei: The Quiet Americans*. New York: William Morrow, 1969. Inouye, Daniel K. *Journey to Washington*. Englewood Cliffs: Prentice Hall, 1967.

Inouye, Mamoru. *The Heart Mountain Story: Photographs by Hansel Mieth and Otto Hagel of the World War II Internment of Japanese Americans*, Cummings Publishing, 1997.

Irons, Peter H. *Justice at War*. Berkeley: University of California Press, 1983.

Ishigo, Estelle. *Lone Heart Mountain*. Cody, Wyo., Heart Mountain Institute.

Ito, Toshi Nagamori. *Memoirs of Toshi Ito: U.S.A. Concentration Camp Inmate, War Bride, Mother of Chrisie and Judge Lance Ito*. Bloomington, IN: Anchor House, 2009.

Commission on Wartime Relocation and Internment of Civilians. *Personal Justice Denied Report of the Commission on Wartime Relocation and Internment of Civilians*. University of Washington Press, 2011.

Mackey, Mike. *Heart Mountain: Life in Wyoming's Concentration Camp*. A Western History Publications Book, 2000.

----- . Inventing History in the American West: The Romance and Myths of Grace Raymond Hebard. A Western History Publications Book, 2005.

McGaugh, Scott. Honor Before Glory: The Epic World War II Story of the Japanese American GIs Who Rescued the Lost Battalion. Boston: DaCapo, 2016.

Mihara, Sam. The Life and Times of Sam Mihara.

Mori, S. Floyd. The Japanese American Story: As Told Through a Collection of Speeches and Articles. Mustang, OK: Tate Publishing and Enterprises, 2014.

Muller, Eric L. Free to Die for Their Country. Chicago: University of Chicago Press, 2003.

----- . American Inquisition: The Hunt for Japanese American Disloyalty in World War II. Chapel Hill, NC: The University of North Carolina Press, 2007.

----- . Colors of Confinement: Rare Kodachrome Photographs of Japanese American Incarceration in World War

II. Chapel Hill, NC: The University of North Carolina Press, 2012.

National Museum of American History. Righting a Wrong: Japanese Americans and World War II.

Washington, 2017.

Nelson, Douglas W. Heart Mountain: The History of an American Concentration Camp. State Historical Society of Wisconsin for the Dept. of History, Madison: University of Wisconsin, 1976.

Niiya, Brian. Japanese American History: An A-to-Z Reference from 1868 to the Present. New York: Facts on File, 1993.

Reeves, Richard. Infamy: The Shocking Story of Japanese American Internment in World War II. New York: Henry Holt and Company, 2015.

Robinson, Greg. By Order of the President: FDR and the Internment of Japanese Americans. Boston: Harvard University Press, 2003.

Tateishi, John. And Justice For All: An Oral History of the Japanese American Detention Camps. Seattle: University of Washington Press, 1984.

Tsu, Cecilia. Garden of the World: Asian Immigrants and the Making of Agriculture in California's Santa Clara Valley. Oxford, UK: Oxford University Press. 2013.

Yamamoto, Eric K.; Chon, Margaret; Izumi, Carol L.; Kang, Jerry; Wu, Frank H. Race, Rights and Reparations: The Law and the Japanese American Internment. Gaithersburg, MD: Aspen Law & Business, 2001.

Warren, Louis. Buffalo Bill's America. New York: Random House, 2006.

Weglyn, Michi Nishiura. *Years of Infamy: The Untold Story of America's Concentration Camps*. New York: Morrow Quill, 1976.

Williams, Duncan Ryuken. *American Sutra: A Story of Faith and Freedom in the Second World War*. Boston: Harvard, 2019.

Yamato, Sharon and Honda, Stan. *Moving Walls: The Barracks of America's Concentration Camps*.