Instructions to All Persons of Japanese Ancestry Worksheet

1. TYPE OF DOCUMENT (Check one):
   ___ Newspaper  ___ Map  ___ Advertisement
   ___ Letter  ___ Telegram  ___ Other
   ___ Patent  ___ Press release
   ___ Memorandum  ___ Report

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   ___ Interesting letterhead  ___ Notations
   ___ Handwritten  ___ "RECEIVED" stamp
   ___ Typed  ___ Other
   ___ Seals

3. DATE(S) OF DOCUMENT:

4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

   POSITION (TITLE):

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-D.)
   
   A. List three things the author said that you think are important:

   B. Why do you think this document was written?
Instructions to All Persons of Japanese Ancestry Worksheet

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

1. How would you feel if you saw a notice like this one posted in your neighborhood and you knew that they were referring to you and your friends and family?

2. What could the internees take with them?

3. Why do you think restrictions were placed on the quantity of goods they could bring with them?
Instructions to All Persons of Japanese Ancestry Worksheet

4. How much time were people given to prepare for relocation (sell their houses, businesses, pack their belongings, etc.)?

5. Paragraph 6, Public Proclamation No. 3, Headquarters Western Defense Command and Fourth Army, dated March 24, 1942, said that no person of Japanese ancestry can have in their possession certain items. Using a search tool on the Web, find out what items they were not allowed to have.