

SEGMENT TWO: *Invasion, Evacuation, Relocation* for Teachers (11 minutes)

1. List three of the *dramatic elements* used to establish the mood of this segment?

Possible Answers:

- Archival footage of World War II forces*
- Narrator voice-over
- Music is foreboding—not light or funny

2. What do you learn about the situation leading up to the evacuation?

Possible Answers:

- Unidentified aircraft had been seen flying over the islands
- U.S. military intelligence had warned enemy forces were preparing to invade Alaska
- Blackouts and emergency drills were being enforced

3. Who was in charge of the Alaska Defense Command?

Possible Answers:

- Gen. Simon Bolivar Buckner

4. Were Aleut Americans aware of the threat of war? Give an example that explains your answer.

Possible Answers:

- Victor Malavansky describes planes buzzing over St. George Island and villagers being told to extinguish all lights
- Harriet Hope describes waking up to find Unalaska teeming with military forces

5. Authorities lacked a clear evacuation strategy for all civilians. What issues were at the center of the debate?

Possible Answers:

- There was no clear line of authority, government and military agencies argued over who was responsible for the Aleuts' safety
- Paternalism and prejudice, examples of this are:
 - ⇒ Some officials argued Aleuts would be unable to adjust to life outside the Aleutians and so should remain on the islands
 - ⇒ Other officials argued Aleuts were primitive and could not be taught to take care of themselves
 - ⇒ Some officials argued Aleuts should be segregated or removed because they had an “immoral nature”

6. When did the Japanese Invasion of the Aleutian Islands take place? Name the major assaults and briefly describe what happened.
- June 2, 1942, Bombing of Dutch Harbor, Unalaska Island
 - Invasion of Attu and Kiska islands, 42 Aleut Americans and 2 non-Aleuts taken prisoner of war
 - Invasion set in motion 15-month battle for the Aleutians
7. Some historians and scholars argue paternalism and prejudice were factors in the decisions regarding Aleut Americans. Do you agree or disagree? Give examples.
Possible Answers:
- A “blood quantum” rule was established requiring anyone of 1/8th or more Native blood to leave the islands
 - Families, with Aleut and non-Aleut members, were separated—some never to be reunited
 - American culture in the 1940s permitted racial segregation
 - The individual rights of Aleut Americans were not respected, as evidenced by the terrible conditions onboard the U.S.S. Delarof and later at the federal “duration” camps
 - White women and children were also forced to evacuate, suggesting the government was simply trying to remove civilians from harm’s way
 - War is a time of confusion, officials wanted to protect the Aleut but didn’t know where to send them for safety
8. Where Aleut Americans satisfied with their government’s actions during this time? Why or why not?
Possible Answers:
- Aleuts in the film say they were treated as a “nuisance,”
 - Aleuts say they were treated like second class citizens
 - Aleuts in the film say they were ignored, even when attempting to provide vital information regarding enemy movements to authorities
 - Aleuts in the film describe being frightened, not knowing what to do, who to turn to for information
 - Families were torn apart by the government

*Archival footage was obtained from the National Archives, Library of Congress and other repositories. Included in the footage is Department of Defense, World War II propaganda documentary, "Report from the Aleutians," directed by legendary filmmaker John Huston. This film is in the public domain and may be viewed, in part, online.

More about this film may be found at www.archive.org/details/Report_From_The_Aleutians or at www.lib.berkeley.edu/MRC/propaganda.html.