

9th Annual Sue Kunitomi Embrey Student Awards Program

Application Packet

What This Packet Contains

This document contains materials for you to sponsor up to three (3) applications from your school or organization. They are color coded as below. Please type or clearly print all responses.

Sponsor Information	This document allows sponsors to provide contact information for themselves and a summary of the student work to be submitted.
Student Work Submission Form	Each submission must include a completed Student Work Submission Form . This includes information about the student(s) who submitted the work, the type of work submitted, and the criteria used to review submissions.
Check-Off List	Attach this completed form to the back of each submission.
Authorization to Participate and Publicity Release Form	Each student who is participating in the program must submit a completed Authorization to Participate and Publicity Release Form , signed by their parent or guardian.
Terminology	This document includes information about the use of euphemistic language that has been used to often hide the historical truth of the Japanese American Experience. The use of preferred terminology will be considered when judging submissions.

How to Submit Student Work and Documentation

All documents and written student work must be submitted electronically and via hard copy. Original artwork must also be submitted; photographs of the original will not be accepted.

1. Email applications, entries, and digital pictures of student participants to Janet Fujii at ske-awards@manzanarcommittee.org

2. Mail original artwork and hard copies of applications and entries to:

Manzanar Committee
Attention: SKE Student Awards Program
856 Oceanside Street, Wilmington, CA 90744

**Entries and applications must be postmarked by
Monday, February 26, 2024**

Questions and Additional Information

Please send any questions to ske-awards@manzanarcommittee.org or call 562-260-3502.

Sponsor Information

Please submit the following documents:

- a completed **Sponsor Information** form
- up to three (3) individual entries OR three (3) groups of no more than five (5) students per group
- a **completed Student Work Submission Form** for each submission
- a **completed Check-Off Form** for each submission
- an **Authorization to Participate and Publicity Release Form** and **Electronic Picture of the Student** from all participating students

To be completed by **Sponsor** (Type/Print)

Name of Sponsor			
School/Organization		School District	
School/Organization Address		City	
		ZIP	
Phone Number		Email	

Part 1: Student Names (Please Type/Print) Leave any unused lines blank.

Name of Student		Grade	
Name of Student		Grade	
Name of Student		Grade	
Name of Student		Grade	
Name of Student		Grade	

Part 2: Award Category Check all that apply.

Written	<input type="checkbox"/> Essay	<input type="checkbox"/> Short Story	<input type="checkbox"/> Poetry
Visual Arts	<input type="checkbox"/> Painting	<input type="checkbox"/> Drawing	<input type="checkbox"/> Collage
	<input type="checkbox"/> Poster	<input type="checkbox"/> Mixed Media	
Electronic Media	<input type="checkbox"/> PSA	<input type="checkbox"/> Movie	<input type="checkbox"/> Video
	<input type="checkbox"/> Recordings	<input type="checkbox"/> Slide Show	<input type="checkbox"/> Multimedia
	<input type="checkbox"/> PowerPoint / Keynotes	<input type="checkbox"/> Audio Recordings	

Part 3: Grade Level Check all that apply.

<input type="checkbox"/> PreK, TK, K (artwork only)	<input type="checkbox"/> Grades 1-2	<input type="checkbox"/> Grades 3-5
<input type="checkbox"/> Grades 6-8	<input type="checkbox"/> Grades 9-12	

Student Work Submission Form

Please complete this form for each submission. Group projects only require one copy of the form. Students may submit one entry per year, either individually or as part of a group of up to five people.

Is this an individual or group submission? Please check ONE box. Individual Group

Part 1: Student Names (Please Print) Leave any unused lines blank.

Name of Student	Grade	Age
Name of Student	Grade	Age
Name of Student	Grade	Age
Name of Student	Grade	Age
Name of Student	Grade	Age

Part 2: Award Category (Check One):

Written	<input type="checkbox"/> Essay	<input type="checkbox"/> Short Story	<input type="checkbox"/> Poetry
Visual Arts	<input type="checkbox"/> Painting	<input type="checkbox"/> Drawing	<input type="checkbox"/> Collage
	<input type="checkbox"/> Poster	<input type="checkbox"/> Mixed Media	
Electronic Media Presentation	<input type="checkbox"/> PSA	<input type="checkbox"/> Movie	<input type="checkbox"/> Video
	<input type="checkbox"/> Recordings PowerPoint /	<input type="checkbox"/> Slide Show	<input type="checkbox"/> Multimedia
	<input type="checkbox"/> Keynotes	<input type="checkbox"/> Audio Recordings	

Part 3: Grade Level (Check One):

<input type="checkbox"/> PreK, TK, K (artwork only)	<input type="checkbox"/> Grades 1-2	<input type="checkbox"/> Grades 3-5
<input type="checkbox"/> Grades 6-8	<input type="checkbox"/> Grades 9-12	

Part 4: Focus Events/Issues

Entries **MUST** focus on one or more of the following and show how the event/issue affects your life and what you have done or are planning to do to change your life or your community. **Check all areas of focus addressed by the submission.**

_____ How have you promoted Social Justice/Human and Civil Rights today?

_____ How have the events of 12/7/1941, 9/11/2001, 1/06/2021 or other recent events raised your awareness of the struggles of all people when their constitutional rights are threatened?

_____ How has racial or religious profiling affected you?

_____ What have you learned from the Civil Rights Movement? How does it apply today?

_____ Why did we have U.S. Concentration Camps? Were they necessary? Should we have the camps today? Why or Why not?

_____ Compare and contrast what is happening in the Muslim community, or the immigrants being separated from their families with the Japanese American experience. What can you do to support the Muslim and other immigrant communities?

_____ Why is it important for us to know about the 442nd Infantry Regiment, the Military Intelligence Service (MIS) and the 100th Battalion?

_____ Who was Sue Kunitomi Embrey and what made her a role model as an advocate for all people? How has Sue Kunitomi Embrey's legacy influenced you and how will you apply the lessons learned from Sue to your life today?

_____ How have Collaboration and Service to Others affected your life?

_____ How did the U.S. history of discrimination against Asians Americans lay the foundation for recent Anti-Asian violence and what will you do to address these racist incidents?

Part 5: Evaluation Criteria

Requirements:

- For written responses: Participant **MUST** include evidence of how one or more of the Focus Events/Issues are evident in his/her life.
- For visual arts and electronic media: Participant(s) **MUST** also state the correlation between their experience(s) and the Focus Events/Issues that is/are portrayed in their artwork or electronic media presentation (complete Part 6 below.)

Additional Attributes:

- **Use preferred terminology and not euphemistic language. See Terminology page.**
- Make sure that all writing represents your best work, including organization, spelling and punctuation.
- For visual arts and electronic media: Make sure that your project incorporates visual elements that convey your meaning effectively.

Part 6: Correlation Between Experiences and Focus Events/Issues (Visual Arts and Electronic Media)

How does the artwork or electronic media presentation display a connection between the Focus Events/Issues and your own experiences?

You may use this box for your write up or attach a separate document with your project.

Pre-K, TK, and K students may have their explanations transcribed. Student’s words must be transcribed verbatim. For grades 1 -2, original student writing must be included along with a verbatim transcription (if needed).

Part 7: T-Shirt Size

Available Sizes Child: S M L Adult: S M L XL XXL

Please list the name and t-shirt size for each participant. Make sure to state child or adult.

Name of Student		Size		Child/Adult	
Name of Student		Size		Child/Adult	
Name of Student		Size		Child/Adult	
Name of Student		Size		Child/Adult	
Name of Student		Size		Child/Adult	

Check-Off List

Please attach a completed copy of this checklist to the back of any project submission to verify that the submission is eligible. The submission must meet all specifications to be eligible.

Project Criteria and Application Completeness

- Does the project show evidence of how one or more of the Focus Events and Issues connects to the participant's life?
- Does the project use preferred terminology and avoid euphemistic language (see Terminology)?
- Is there a COMPLETED Student Work Submission Form for the project?
- Has/have the participant(s) checked all Focus Events and Issues addressed by this project (Part 4 of the Student Work Submission Form)?
- For visual and electronic submissions:* Has/have the participant(s) explained how the artwork or electronic media presentation displays a connection between the Focus Events/Issues and their own experiences (Part 6 of the Student Work Submission Form)?
- Have all participants indicated their T-shirt size (Part 7 of the Student Work Submission Form)?
- Is the form legibly printed or typed? *Email addresses in particular need to be legible.*
- Is there a COMPLETED Authorization to Participate and Publicity Release Form for each participant?
- Is the form signed by the parent/guardian?
- Is the form legibly printed or typed? *Email addresses in particular need to be legible.*

Acknowledgements

- A sponsor may submit up to three (3) individual entries OR three (3) groups of no more than five (5) students per group.
- A student may submit only one (1) entry per year.

Project Submission

- Written works: Both a hard copy and an electronic copy are required.
- Artwork: The original artwork is required.
- Electronic Media Presentation: An electronic copy and a copy on a flash drive are required.
- Student Work Submission Form: Both a hard copy and an electronic copy are required.
- Authorization to Participate and Publicity Release Form: Both a hard copy and an electronic copy are required.
- An electronic picture of participant(s) with their project is required. The picture may be used in publicizing the Sue Kunitomi Embrey Students Awards Program and winners.

All entries and applications MUST be postmarked **NO LATER than Monday, February 26, 2024**

Information pages, applications, deadline information and any updates are available on the Manzanar Committee Website: <https://manzanarcommittee.org/program-details-application>

Authorization to Participate and Publicity Release Form

Must be completed by **each Student and Parent/Guardian** (Type/Print and Sign)

Name of Student _____ Grade _____ Age _____
Home Address _____ City _____ ZIP _____
Student Phone Number _____ Student Email _____

As the parent or guardian of the above-named student:

- I grant permission for my child's project to be entered into competition in the Sue Kunitomi Embrey Student Awards Program.
- I understand that the selected projects and pictures of the students may be displayed at the Manzanar Pilgrimage or published in the Pilgrimage program, at community events and on the Manzanar Committee website or blog.
- I understand that all projects will become the property of the Manzanar Committee.
- I agree to submit a digital picture of my child, which may be used in publicizing the Sue Kunitomi Embrey Student Awards Program and winners.
- I fully authorize and grant the Manzanar Committee and its authorized representatives, the right to print, photograph, record, and edit as desired, the biographical information, name, image, likeness, and/or voice of the above-named pupil on audio, video, film, slide, or any other electronic and printed formats, currently developed, (known as "Recordings"), for the purposes stated or related to the above.
- I understand and agree that use of such Recordings will be without any compensation to the student or the student's parent or guardian.
- I understand and agree that the Manzanar Committee and/or its authorized representatives shall have the exclusive right, title, and interest in the Recordings.
- I understand and agree that the Manzanar Committee and/or its authorized representatives shall have the unlimited right to use the Recordings for any purposes stated or related to the above.
- I hereby release and hold harmless the Manzanar Committee and its authorized representatives from any and all actions, claims, damages, costs, or expenses, including attorney's fees, brought by the pupil and/or parent or guardian which relate to or arise out of any use of these Recordings as specified above.

Name of Parent/Guardian: _____ Date _____
Address _____ City _____ ZIP _____
Phone Number _____ Email Address _____

My signature shows that I have read and understand the release and I agree to accept its provisions.

Signature of Parent/Guardian _____

Entries and applications must be postmarked by Monday, February 26, 2024.

Terminology

Terminology is very important when working on your projects. One needs to be aware of euphemistic language that has been around to make the Japanese American Experience seem more palatable or, at times, even attempt to hide the historical truth. A euphemism is a mild or indirect word or expression substituted for another considered to be too harsh or blunt when referring to something unpleasant or embarrassing.

Please use clear, precise, and preferred terminology when working on your project.

Euphemisms, Definitions, Preferred Terminology: *Language Related to the Imprisonment of Japanese Americans and Persons of Japanese Ancestry During World War II*
Published by the Manzanar Committee 2023

Euphemism	Preferred Terminology
Alien	Immigrant, Issei, not a citizen of the US (could not legally become naturalized citizens until 1952—see below, the Immigration and Nationality Act)
Assembly center	temporary detention facility
Civilian exclusion orders	detention orders
Evacuation	forced removal
Nazi concentration camps	death camps; killing centers—see Important Note below*
Evacuees	incarcerees, inmates, prisoners of forced illegal removal
Internees	incarcerees, inmates, prisoners of forced illegal removal
Internment center	Department of Justice center or Army camp holding alien enemies under Alien Enemies Act 1798
May be excluded	evicted from one's home; forced removal
Non-aliens	U.S. citizens of Japanese ancestry
Relocation center	American concentration camp, incarceration camp, illegal detention center; the inmates held here are 'incarcerees'
Relocation	incarceration in camps or concentration camp

Definitions

Euphemism—a mild or indirect word or expression substituted for another considered to be too harsh or blunt when referring to something unpleasant or embarrassing. Euphemisms are often used to conceal the truth.

Concentration Camp—People often think of concentration camp as a World War II phenomenon, but historical records of concentration camps exist much earlier. The English opened concentration camps during the Boer War at the turn of the last century, and Spanish forces imprisoned Cubans during the Ten Years War, even earlier. (See also the definition for Nazi “Death Camp” or “Killing Center.”)

Death Camp, Killing Center—Nazi “Killing Centers” or “Death Camps” were facilities designed for the methodical slaughter of human beings in an “assembly line” fashion during World War II. Millions of Jewish people were systematically and brutally put to death. These “Killing Centers” also slaughtered with depraved impunity, children, political enemies, people with disabilities, and other ethnicities and religious groups deemed “undesirable” through a warped racist and genocidal lens. (*see Important Note below*).

Issei—a first generation Japanese immigrant.

Nisei—the second generation of children born to first generation *issei* immigrants. Since they were born in the United States, they were first generation Japanese Americans to be citizens.

Kibei—second generation Japanese Americans who were sent back to Japan to be educated. They are American citizens.

Sansei—the third generation of children born to second generation *nisei* citizens.

Chinese Exclusion Act—an 1882 law which prohibited Asian immigrants from becoming U.S. citizens at all, obstructing the initial force of the Fourteenth Amendment of the Constitution.

Asian Exclusion Act of 1924—a law which prohibited Asian immigration into the United States.

Executive Order 9066—The presidential order that resulted in the imprisonment without a trial of Japanese Americans and persons of Japanese ancestry during World War II. (Enacted February 19, 1942).

The Immigration and Nationality Act (also known as the McCarran-Walter Act)—a law which finally allowed for people of Asian descent to immigrate to and become citizens of the United States. (Enacted June 27, 1952).

***Important Note:** The term *concentration camp*, in reference to the experience of Japanese Americans and persons of Japanese Ancestry is in no way any sort of diminishment of the cold-blooded atrocities and genocide experienced by the Jewish population and other groups during the Holocaust, when millions of human beings were systematically and sadistically murdered in **Nazi Death Camps / Killing Centers**. These appalling atrocities were crimes against *all* humanity and should never be forgotten. As caring, compassionate human beings, we must learn from these painful lessons that attack the very core of our humanity so that they never happen again. We must forever remember the souls lost and honor the survivors who lived through these somber times.

Useful Links Regarding Use of the Term *Concentration Camp*

“The term *concentration camp* refers to a camp in which people are detained or confined, usually under harsh conditions without regard to legal norms of arrest and imprisonment that are acceptable in a constitutional democracy.”

Quote From: “Nazi Camps” / *The United States Holocaust Memorial Museum*:

<https://encyclopedia.ushmm.org/content/en/article/nazi-camps>

“Generically defined, a concentration camp is a site for the detention of civilians whom a regime perceives to be a security risk of some sort. What distinguishes it from a prison (in the modern sense) is that incarceration in a concentration camp is independent of any judicial sentence or even indictment, and is not subject to judicial review.”

Quote From: “The Nazi Camp System: Terminology” / Subheading: “Differences Between a Concentration Camp and a Killing Center” / *The United States Holocaust Memorial Museum*:

<https://encyclopedia.ushmm.org/content/en/article/the-nazi-camp-system-terminology>

“What arrangements and plans have been made relative to **concentration camps** [Emphasis added by author.] in the Hawaiian Islands for dangerous or undesirable aliens or citizens in the event of national emergency?” – **President Franklin D. Roosevelt, 1936**

Quote From: “FDR Called Them Concentration Camps: Why Terminology Matters” / *Huffington Post*:

https://www.huffpost.com/entry/fdr-called-them-concentration-camps-whyterminology_b_58a7f3b6e4b026a89a7a2b73

“As a member of President Roosevelt's administration, I saw the United States Army give way to mass hysteria over the Japanese . . . Crowded into cars like cattle, these hapless people were hurried away to hastily constructed and thoroughly inadequate concentration camps, with soldiers with nervous muskets on guard, in the great American desert. We gave the fancy name of 'relocation centers' to these dust bowls, but they were concentration camps nonetheless.” – **Harold Ickes, U.S. Secretary of Interior, 1946**

Quote From: “Euphemisms, Concentration Camps, and the Japanese Internment” / *NPR*:

<https://www.npr.org/sections/publiceditor/2012/02/10/146691773/euphemisms-concentration-camp-sand-the-japanese-internment>

Manzanar Committee Website

<https://manzanarcommittee.org/>