

TPS Professional Development Activity**Name:** Laurian Newell**School or Institution:** Churchland Middle School**Projected Date for Implementation:** October 2017

Title of Activity	Primary Source Evidence of Japanese American Internment during WWII
Overview	By reviewing photographs and newspapers, teachers will analyze primary sources that provide concrete evidence of the Japanese American Internment and Civilian exclusion orders during World War II.
Essential or Investigative Question	What was the Civilian exclusion order #5 and who did it apply to? What evidence can we present that will support the enforcement of this exclusion order?
Audience	<p>This activity is best suited for educators of the following grade levels (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none">• <i>Grades 6-8</i> <p>This activity is best suited for educators of the following content areas (<i>List those that are applicable</i>):</p> <ul style="list-style-type: none">• <i>English/ Language Arts</i>• <i>Social Studies/ Social Sciences</i>
Time Required	1 hour
Goal	Teachers will analyze selected primary sources using the Primary Source Analysis Tool. The primary resources and the analysis tool are available through the Library of Congress website and present an engaging method of investigation to spark authentic learning with their use.
Standards	<p>ISTE Standards</p> <ul style="list-style-type: none">• 5b: Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. <p>Learning Forward The Professional Learning Association</p> <ul style="list-style-type: none">• Resources: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
Objectives	<p>By the end of this PD Activity, participants will be able to:</p> <ul style="list-style-type: none">• Describe examples of the benefits of teaching with primary sources.• Analyze a primary source using Library of Congress tools.• Analyze primary sources in different formats.• Analyze a set of related primary sources in order to identify multiple perspectives.• Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.



**Digital
Resources****Primary sources from loc.gov:**

- **The Minidoka irrigator, January 15, 1944**
Hunt, Idaho, January 15, 1944
<https://www.loc.gov/item/sn84024049/1944-01-15/ed-1/>

- **Civilian exclusion order #5, posted at First and Front streets, directing removal by April 7 of persons of Japanese ancestry, from the first San Francisco section to be affected by evacuation**
Date created/Published: 1942 April.
Photo attributed to Dorothea Lange.
Photograph from U.S. War Relocation Authority.
<http://www.loc.gov/pictures/item/2001705937/>

- **Mrs. Ryie Yoshizawa, teacher, fashion designing class, Manzanar Relocation Center, California / photograph by Ansel Adams.**
Date Created/Published:[1943]
Creator(s):Adams, Ansel, 1902-1984, photographer
<http://www.loc.gov/pictures/item/2002695108/>

- **Sumiko Shigematsu, foreman of power sewing machine girls, Manzanar Relocation Center, California / photograph by Ansel Adams.**
Date Created/Published:[1943]
Creator(s):Adams, Ansel, 1902-1984, photographer
<http://www.loc.gov/pictures/item/2002695109/>

**Classroom
Materials**

Projector, Large Flip Chart and markers for writing, (fillable online tool available at: <http://www.loc.gov/teachers/primary-source-analysis-tool/>), printed items listed below.

Preparation

- Print 2 copies of each loc.gov resource listed above – newspaper print first page
- Print 8 copies of Primary Resources Analysis Tool form from:
https://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
- Save URLs of the loc.gov resources to computer or file to access during discussion
- Have a flip chart and marker ready for discussion
- Set up tables for 4 groups, no more than 6 people per group

Procedure

1. As participants arrive, have them sit at the prepared tables.
2. Once everyone is seated, introduce yourself and say “With a show of hands, who has experience using Library of Congress Primary Sources?”
3. Say “Again with a show of hands, has anyone used the Primary Source Analysis Tool?”
4. Say “For those who raised your hands, did you feel that your experiences were positive? Any comments on why or why not?” Allow 1-2 minutes for responses. (Notate how many participants raised hands for each question—pre-assessment, and any comments).
5. Say “Today I’d like to show or review with you the Primary Source Analysis Tool from the Library of Congress and introduce you to loc.gov resources that I think will engage your students during teaching of the Japanese American Internment.”
6. Say “We will investigate two essential questions today: What was the Civilian exclusion





order #5 and who did it apply to? And, What evidence can we present that will support the enforcement of this exclusion order?"

7. Say "We will investigate these questions by analyzing Primary Sources from the Library of Congress."
8. Say "Each group (table) will receive a printed copy of a primary source from LOC, either a photograph, print or newspaper page, along with a printed copy of the Primary Source Analysis Tool." (pass out the printed items to the groups)
9. Say "Each group will have 8 minutes to analyze their resource and determine if and how it addresses our essential questions."
10. After 6 minutes, say "Raise your hand if your group has completed their analysis."
11. If groups are not finished, say "This is a two minute warning. We will begin reviewing your analyses in two minutes."
12. After two minutes, say "We will now review each group's findings."
13. Project image of one of the primary sources for all participants to see. Spend 5 minutes, maximum, writing down bullets from appropriate group's analysis onto flip chart paper and discuss with all participants. Hang completed paper up on wall.
14. Repeat with the other three primary sources and groups.
15. Say "Do these primary sources answer our essential questions?" Allow 5-10 minutes for comments and notate them for your reference later.
16. Say: "Do you think this type of activity will be helpful in your classroom?" Allow 2-3 minutes for comments and notate them for your reference.

Assessment/ Reflection

1. Say "With a show of hands, who found these primary sources to be compelling?" Notate responses for your data/feedback. – discuss
2. Say "With a show of hands, who found the Primary Source Analysis Tool helpful?" Notate responses for your data/feedback. - discuss
3. Say, "Thank you for attending today. Please feel to contact me if you have any questions or comments about our workshop today. My email address is: "

