

TPS Level III Final Project Template

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School or Institution: UNC Civic Education Consortium

Projected Date for Implementation: Spring 2016

Title of Activity	Utilizing Primary Sources to Explore Japanese Internment and <i>Korematsu v. United States</i>
Overview	<p>In the aftermath of the bombing of Pearl Harbor and subsequent entry of the United States into World War II, President Franklin Roosevelt signed Executive Order 9066 – authorizing the US military to establish military zones and to determine who should reside in these zones. As a result, over 120,000 Japanese Americans and persons of Japanese descent were forcibly relocated to internment camps throughout the American West. In this lesson, students learn about various aspects of Japanese Internment through a rotating stations activity where they examine various artifacts related to the period.</p> <p>Teachers will participate in a simulation of this student activity to gain an understanding of the power of utilizing Library of Congress primary sources in the classroom, as well as leave with a ready-to-implement lesson plan for their classrooms.</p>
Essential or Investigative Question	<ul style="list-style-type: none"> • Why were Japanese Americans and persons of Japanese descent interned during World War II and what was the impact of internment on their lives?
Audience	<p>This activity is best suited for educators of the following grade levels:</p> <ul style="list-style-type: none"> • <i>Grades 6-8</i> • <i>Grades 9-12</i> <p>This activity is best suited for educators of the following content areas:</p> <ul style="list-style-type: none"> • <i>Social Studies</i>

Time Required	40 minutes to simulate and debrief further ideas with teachers 90 minutes for implementation with high school students
Goal	<p>Students will learn about various aspects of Japanese Internment through a rotating stations activity where they utilize inquiry skills to examine various primary sources related to the period.</p> <p>Teachers will participate in a simulation of this student activity to gain an understanding of the power of utilizing Library of Congress primary sources in the classroom, as well as leave with a ready-to-implement lesson plan for their classrooms that helps them teach with primary sources.</p>
Standards	<p>NC Essential Standards for United States History II</p> <ul style="list-style-type: none"> • AH2.H.1.3: Use Historical Analysis and Interpretation to: <ol style="list-style-type: none"> 1. Identify issues and problems of the past. 2. Consider multiple perspectives of various peoples of the past. 3. Analyze cause-and-effect relationships and multiple causation • AH2.H.1.4: Use Historical Research to: <ol style="list-style-type: none"> 1. Formulate historical questions. 2. Obtain historical data from a variety of sources. 3. Support interpretations with historical evidence. 4. Construct analytical essays using historical evidence to support arguments • AH2.H.2.1: Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects • AH2.H.3.3: Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups • AH2.H.3.4: Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental responses. • AH2.H.7.3: Explain the impact of wars on American society and culture since Reconstruction
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. • Access teaching tools and primary sources from loc.gov/teachers. • Access primary sources and teaching resources from loc.gov for instructional use. • Analyze primary sources in different formats. • Analyze a set of related primary sources in order to identify multiple perspectives. • Facilitate a primary source analysis using Library of Congress tools. • Demonstrate how primary sources can support at least one teaching strategy (e.g., literacy, inquiry-based learning, historical thinking, etc.). • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.
Digital Resources	<p>Warm Up:</p> <ul style="list-style-type: none"> ○ Naval dispatch from the Commander in Chief Pacific (CINCPAC) announcing the Japanese attack on Pearl Harbor, 7 December 1941. ○ http://memory.loc.gov/cqi-bin/ampage?collId=mcc&fileName=002/page.db&recNum=0



	<p>Rotating Stations Primary Source Activity:</p> <p>Station #1 – FDR’s Speech to Congress http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm .)</p> <p>Station #2 - Executive Order 9066 & Evacuation Notice</p> <ul style="list-style-type: none"> ○ http://www.archives.gov/historical-docs/todays-doc/?dod-date=219 ○ 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; 1942 April: http://www.loc.gov/pictures/item/2001705937/ <p>Station 3 – Attitudes towards Japanese Americans</p> <ul style="list-style-type: none"> ○ Japs Keep Moving - This is a White Man's Neighborhood." http://amhistory.si.edu/perfectunion/collection/image.asp?ID=411 ○ Oakland, Calif., Mar. 1942. A large sign reading "I am an American" placed in the window of a store, at 13th and Franklin streets, on December 8, the day after Pearl Harbor. The store was closed following orders to persons of Japanese descent to evacuate from certain West Coast areas. The owner, a University of California graduate, will be housed with hundreds of evacuees in War Relocation Authority centers for the duration of the war; March. 1942: http://www.loc.gov/pictures/item/2004665381/ <p>Station 4 – Life in the Camps</p> <ul style="list-style-type: none"> ○ Japanese-American camp, war emergency evacuation, [Tule Lake Relocation Center, Newell, Calif.; 1942 or 1943; Russell Lee: http://www.loc.gov/pictures/item/lsa1992001464/PP/ ○ Santa Anita reception center, Los Angeles, California. The evacuation of Japanese and Japanese-Americans from West Coast areas under U.S. Army war emergency order. Registering Japanese-Americans as they arrive; April 1942; Russell Lee: http://www.loc.gov/pictures/resource/lsa.8a31204/ ○ _Sumiko Shigematsu, foreman of power sewing machine girls, Manzanar Relocation Center, California; 1943; Ansel Adams: http://www.loc.gov/pictures/resource/ppprs.00149/
<p>Classroom Materials</p>	<p><i>Teachers Guide, Analyzing Primary Sources:</i> http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Primary_Sources.pdf</p> <p><i>Student Primary Source Analysis Tool</i> http://www.loc.gov/teachers/primary-source-analysis-tool/</p>
<p>Preparation</p>	<ul style="list-style-type: none"> • This lesson involves having students (in groups) rotate through various stations to examine different “artifacts” regarding the treatment of Japanese Americans during World War II. Teachers will need to either copy all of the primary sources or provide a laptop at each station, and set up the stations prior to student arrival. Teachers should determine how much time to provide at each station. Teachers may also elect to omit or alter the primary sources provided. The time required for this lesson will vary based on such choices. • While this lesson deals with sensitive history, it is important for students to explore the treatment of Japanese Americans during World War II. Teachers should explicitly prepare

	<p>students in advance that they will encounter examples of racism and racist language when studying this time period. It is important to make it clear that such racist language used during this time period and depicted in some of the images from the PowerPoint should not be repeated outside discussing the historical time period.</p>
Procedure	<ol style="list-style-type: none"> 1. As a warm up, project or provide “Naval dispatch from the Commander in Chief Pacific (CINCPAC) announcing the Japanese attack on Pearl Harbor, 7 December 1941” - http://memory.loc.gov/cgi-bin/ampage?collId=mcc&fileName=002/page.db&recNum=0 Ask students to ponder the image quietly for a few minutes noting their thoughts on the Primary Source Analysis Tool: http://www.loc.gov/teachers/primary-source-analysis-tool/. After a 4-5 minutes, allow students to share their responses then further discuss: <ul style="list-style-type: none"> • What observations did you make? What first struck you and why? • What event is depicted here? What year did this event occur? • Based on what you already know regarding this time period, what other events are occurring at the same time? • How do you imagine you would feel if you were the Navy personnel receiving this dispatch? • How many Americans were killed at Pearl Harbor? (2,400) • How do you think American citizens felt after learning about the attack on Pearl Harbor? • What decisions did the bombing of Pearl Harbor lead the American government to make in regards to the Japanese? 2. Inform students that they will be continuing their study of World War II in this lesson, specifically focusing on the United States government’s decision to intern hundreds of thousands of Japanese Americans and persons of Japanese descent during World War II through various artifacts (pictures, quotes, primary source documents, etc.). 3. Divide students into 4 groups and provide each with the attached Primary Source Exploration of Japanese Internment. Tell students that they will also need their Primary Source Analysis Tool. Inform students that they will be rotating among various stations to examine primary sources relating to Japanese internment during World War II. As they examine the evidence, they should fill out the questions from the Primary Source Analysis tool (this can be recreated/done on notebook paper), then discuss the questions provided, summarizing their answers on their notebook paper. Teachers should determine and let students know how much time will be provided as well as what will signal time to rotate (i.e., a buzzer, flashing the lights, etc.) Teachers should also review their expectations for productive group work and safe rotation before beginning the activity. 4. Once all the groups have had a chance to view the various stations, ask students to return to their seats. Debrief the activity by discussing the following questions as a class: <ul style="list-style-type: none"> • What did you learn about Japanese American internment during World War II? • What most surprised you regarding what you learned? • Why do you think Japanese Americans were targeted for internment? • Does anyone know anything regarding the treatment of Italian Americans or German Americans during this time? <ul style="list-style-type: none"> ○ <i>Some US Citizens of German and Italian descent were interned or jailed because they were deemed suspicious persons by the FBI. Approximately,</i>



	<p><i>1,600 Italian “aliens” were interned. and 10,000 Italian Americans were forced to relocate to new homes. Approximately, 11,000 German “aliens” were interned.</i></p> <ul style="list-style-type: none"> • How do you think Pearl Harbor influenced the way Japanese Americans were treated? Would you classify the US military’s internment policies as racist? Why or why not? • While it is hard to imagine being in the position of being relocated, how do you think it would feel? What do you think would be most difficult about experience relocation and why? • Why is it so difficult to comprehend that this happened in America’s recent history?
<p>Assessment/ Reflection</p>	<p>Student culminating activity/reflection:</p> <p>Reconsider the images you viewed in Station 4. (Teachers may want to project these at the front of the classroom.) Choose one image and answer: If you were a reporter, what questions would you ask the people pictured? Make sure students note the image and the person whom they are interviewing.</p> <p>After students have had time to devise 4-5 questions, collect and redistribute each student’s questions. The class should now assume the personality of the person in the picture who is being interviewed, and answer the questions of the reporter in character.</p> <p>Teacher debrief:</p> <ul style="list-style-type: none"> • What type of preparation would your students need to participate in an activity like this? (e.g., they need a procedure for getting into groups, rotating safely/productively, etc.) • What background knowledge would your students need prior to this activity? • What might you do following this activity to facilitate student learning about Japanese Internment? • What additional primary sources could you utilize in this activity, or in addition to this activity, to engage students? • What other periods of history could you connect to these events and how might you do this? • How can primary sources enhance your lesson topic? • What challenges might you encounter implementing this lesson? • In what ways can Library of Congress resources enhance your teaching?

Please submit final version in Word format so that the lesson plan can be vetted for publication.

Name: _____

Primary Source Exploration of Japanese Internment

What clues can you uncover regarding the American government's internment of Japanese Americans? Your group will rotate around the room to examine and discuss various primary sources that provide information regarding World War II and Japanese internment.

Station 1 - FDR's Speech to Congress

- What information does FDR share about the nature of Japan's attack on Pearl Harbor?
- Based on the speech, how do you infer FDR felt?
- How do you imagine the American people felt hearing about Pearl Harbor? How do you imagine they felt as they listened to this speech?
- What was the purpose of this speech? Do you think it was effective? Why/why not?

- Do you agree with FDR's decision to go to war with Japan? Explain.
- How do you imagine this speech and the decision to go to war will impact American views of people of Japanese descent living in the USA in 1941?

Station 2 - Executive Order 9066 & Evacuation Notice

- What does EO 9066 authorize the military to do?
- Why did FDR issue EO 9066?
- What Constitutional powers does he cite for issuing EO 9066?
- Who do you think "alien enemies" refers to?
- Who was in charge of the relocation?
- When was the Evacuation Notice posted?
- How long did people have to evacuate from their homes? What were they allowed to bring with them?
- Pretend your group is a Japanese family in 1942. What might you be feeling as you receive this information?
- Using the notice as a guide, brainstorm a list of items that you would bring with you if you were forced to relocate.

Station 3 – Attitudes towards Japanese Americans

- What's the first thing you notice when viewing each image?
- What do these images tell you about some Americans' attitudes towards Japanese Americans and persons of Japanese descent, as well as the Japanese American response?
- Although these pictures aren't representative of all Americans views, many Americans did express open hostility towards Japanese Americans and persons of Japanese descent. Why did such hostility and racism flourish?
- How do you imagine Japanese Americans were impacted by American attitudes of racism and distrust? How would this continue to impact Japanese Americans long after the war?

Station 4 - Life in the Camps

- Based on these images, how would you describe life in the camps?
- How would you describe the conditions in these camps based upon these images?
- What do you imagine this experience would have been like?