



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 2: Lesson 7

Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 3



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (RI.8.1) I can analyze texts for disagreement on facts or interpretation. (RI.8.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII. I can explain how World War II affected American society. I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII. 	<ul style="list-style-type: none"> Primary Sources: Japanese-American Internment during World War II packet (text-dependent questions) (from homework) Source Comparison strips



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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Discussing the Gist (6 minutes)B. Reviewing Learning Targets (2 minutes)2. Work Time<ol style="list-style-type: none">A. Analyzing Primary Sources: Text-Dependent Questions Review (10 minutes)B. Analyzing Primary Sources: Conflicting Accounts (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Preview Homework (2 minute)4. Homework<ol style="list-style-type: none">A. Reread the primary source documents from today's lesson and complete the QuickWrite.	<ul style="list-style-type: none">• This is the third of four lessons in which students will enrich their understanding of <i>Unbroken</i>'s historical context by building background knowledge about Japanese-American internment and the effects of war on individuals and society during WWII. Today's lesson continues the focus from Lesson 6 on analyzing several conflicting primary sources about internment. Consider collaborating with a social studies teacher for a deeper study of these primary source documents.• In advance: Cut Source Comparison strips apart, so each pair of students has six strips.• Review: Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets; large versions of primary sources.



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Lesson Vocabulary	Materials
student-selected vocabulary words from Primary Sources: Japanese-American Internment during World War II packet	<ul style="list-style-type: none">• Primary Sources: Japanese-American Internment during World War II packet (from Lesson 6)• Primary Sources: Japanese-American Internment During World War II packet, Teacher Guide (from Lesson 6; for teacher reference)• Large versions of primary sources (one of each; to display)• Source Comparison strips (one to two for think-aloud; six per student pair)• Document camera• Tape• Primary Sources: Japanese-American Internment during World War II QuickWrite (one per student)• Primary Sources: Japanese-American Internment during World War II QuickWrite Teacher Guide (answers; for teacher reference)



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Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Discussing the Gist (6 minutes)</p> <ul style="list-style-type: none"> • Invite students to sit with their Okinawa discussion partner. Then, have them discuss the gist of the sources in the Primary Sources: Japanese-American Internment during World War II packet. Encourage students to refer to the packet as they share with each other. • After 4 minutes, cold call several pairs to share the gist of each source. Make a note of sources that students struggle with; plan to focus on these sources during the Text-Dependent Questions Review during Work Time A. 	<ul style="list-style-type: none"> • Giving students time to talk through ideas supports comprehension and builds class culture.
<p>B. Reviewing Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Explain that students will continue working with the Primary Sources: Japanese-American Internment during World War II packet today. • Read the learning targets aloud as students read along silently: <ul style="list-style-type: none"> * "I can use primary source documents to build background knowledge about the internment of Japanese-Americans during WWII." * "I can explain how World War II affected American society." * "I can cite evidence to analyze primary sources for disagreements about Japanese-American internment during WWII." • Tell students to turn and talk with their partner about what they think they will be doing during today's lesson. • After a moment, ask for a volunteer to share his or her idea. Listen for: "Comparing the primary sources to decide how they disagree about Japanese-American internment." 	<ul style="list-style-type: none"> •



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Work Time	Meeting Students' Needs
<p>A. Analyzing Primary Sources: Text-Dependent Questions Review (10 minutes)</p> <ul style="list-style-type: none"> • Tell students it's important to make sure they understand the primary sources from yesterday's lesson before jumping into the next step of analysis: comparing the sources to each other to find disagreements between them. Cold call students to share responses to the text-dependent questions in the packet. Listen for them to accurately share the point of view as well as back up their answers with textual evidence. Use this time to clarify misunderstandings and help students understand the more complex sources in the packet. (See the Primary Sources: Japanese-American Internment During World War II packet, Teacher Guide for ideas on how students might answer these questions.) • Before moving on to the next step, ask students to use the Fist to Five protocol to rate their understanding of the sources in the packet. Make a note of students who rate themselves low and plan to follow up with them during the partner work time later in this lesson. 	<ul style="list-style-type: none"> • Consider giving students who struggle to participate advance notice about which question(s) you want them to answer during this review.
<p>B. Analyzing Primary Sources: Conflicting Accounts (25 minutes)</p> <ul style="list-style-type: none"> • Show students the large versions of primary sources posted around the room. Point out that Source 8 (Miné Okubo Quotes) was not in yesterday's packet; all of the quotes on that page are from "The Life of Miné Okubo." Explain that students will work with their partners to find places where these sources disagree about Japanese-American internment, but you will do a think-aloud to model the steps you'd like them to take. • Explain that your first step is to identify two sources that disagree about Japanese-American internment. Since you have already read the sources and answered the text-dependent questions about point of view, you know that Source 1 and Source 2 disagree. • Ask for a volunteer to remind the class of the gist of Source 1. Listen for: "Source 1 argues that Japanese-Americans are secretly planning to attack the United States." • Ask for another volunteer to give the gist of Source 2. Listen for: "Source 2 argues that Japanese-Americans are not planning to attack the United States." Reiterate that Source 1 and Source 2 disagree because they communicate opposing ideas about Japanese-Americans. • Display the Source Comparison strips on the document camera. Tell students you will write your ideas on it, then post it on the wall. Explain that both partners will fill in identical Source Comparison strips. One strip will be posted under each source compared on the strip. (Consider asking for a volunteer "partner" to fill in a second strip while you do the think-aloud.) • On the top box of the strip, write: "Source 1 disagrees with Source 2 about Japanese-Americans being a threat." 	



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Explain that next you will find evidence to prove that these two sources disagree. Choose a piece of evidence from Source 1 and write it into the left-hand “Source ____ says” box of the Source Comparison strip. (Consider using “The enemy alien problem on the Pacific coast, or much more accurately the Fifth Column problem, is very serious and it is very special.”) • Say something like: “Now I need to find evidence that shows how Source 2 disagrees with Source 1.” Choose a piece of evidence from Source 2 and write it into the right-hand “Source ____ says” box on the Source Comparison strip. (Consider using “There will be no armed uprising of Japanese.”) • Tape your completed Source Comparison strip to the wall beneath Source 1. (If a student volunteer filled in a second strip for you, tape that beneath Source 2. If not, remind students that their partner’s strip would go beneath Source 2.) • Briefly review the steps you followed to complete the Source Comparison strip: <ol style="list-style-type: none"> 1. Use the notes in your Primary Sources: Japanese-American Internment during World War II packet to identify two primary sources that disagree. 2. Fill in these two sources’ numbers, and the topic they disagree about, at the top of the Source Comparison strip. 3. Find one piece of evidence from each source that proves they disagree. 4. Post your strip on the wall beneath the two sources you compared. • Tell students that each pair will receive six blank Source Comparison strips and should come up with new disagreements among the sources. • Distribute six Source Comparison strips to each pair. Circulate while they work. Check in with pairs to ensure that they understand the steps and are finding strong evidence. • With 3 minutes remaining, refocus students whole group. Cold call several pairs to share out disagreements that they found among the texts. • Ask: <ul style="list-style-type: none"> * “Based on everything we have learned about World War II so far, why do you think these different sources disagree about Japanese-American internment?” • Listen for connections to this module’s guiding questions and big ideas: “How do historians/readers reconcile multiple accounts of the same event?”, “How does war (and conflict) affect individuals and societies?”, and/or “There are important yet divergent experiences in war and conflict.” • Tell students they will continue comparing these sources during the next lesson, focusing on the different methods (text, pictures, etc.) people choose to communicate their ideas. 	



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Closing and Assessment	Meeting Students' Needs
<p>A. . Preview Homework (2 minutes)</p> <ul style="list-style-type: none">• Distribute the Primary Sources: Japanese-American Internment During World War II QuickWrite, keeping a copy of Primary Sources: Japanese-American Internment during World War II QuickWrite Teacher Guide.• Preview the homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the primary source documents from today's lesson and complete the QuickWrite.	



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Supporting Materials



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Source 1

The enemy alien problem on the Pacific Coast, or much more accurately the Fifth Column problem, is very serious and it is very special. What makes it so serious and so special is that the Pacific Coast is in imminent danger of a combined attack from within and from without.... It is a fact that since the outbreak of the Japanese war there has been no important sabotage on the Pacific Coast. From what we know about Hawaii and about the Fifth Column in Europe this is not, as some have liked to think, a sign that there is nothing to be feared. It is a sign that the blow is well organized and that it is held back until it can be struck with maximum effect.

Lippmann, Walter. "Today and Tomorrow: The Fifth Column on the Coast." *Washington Post*. February 12, 1942. <http://encyclopedia.densho.org/sources/enshopd-i67-00001-1/>.



Source 2

There are still Japanese in the United States who will tie dynamite around their waist and make a human bomb out of themselves. We grant this, but today they are few. The Nisei, who are the children of Japanese immigrants, are universally estimated from 90 to 98 percent loyal to the United States... The Nisei are pathetically eager to show this loyalty. They are not Japanese in culture. They are foreigners to Japan. Though American citizens they are not accepted by Americans, largely because they look differently and can be easily recognized... They are not oriental or mysterious, they are very American and are of a proud, self-respecting race suffering from a little inferiority complex and a lack of contact with the white boys they went to school with. They are eager for this contact and to work alongside them... There is no Japanese “problem” on the Coast. There will be no armed uprising of Japanese.

Munson, Curtis B. “Report and Suggestions Regarding Handling the Japanese Question on the Coast.” December 20, 1941. Commission on Wartime Relocation and Internment of Civilians. http://encyclopedia.densho.org/Munson_Report/.



Source 3

[T]he successful prosecution of the war requires every possible protection against espionage and against sabotage.... Now, therefore, I hereby authorize and direct the Secretary of War to prescribe military areas from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War may impose.

Franklin D. Roosevelt
The White House,
February 19, 1942

President Franklin D. Roosevelt. "Executive Order 9066: Authorizing the Secretary of War to Prescribe Military Areas." February 19, 1942. Public Domain.



Source 4

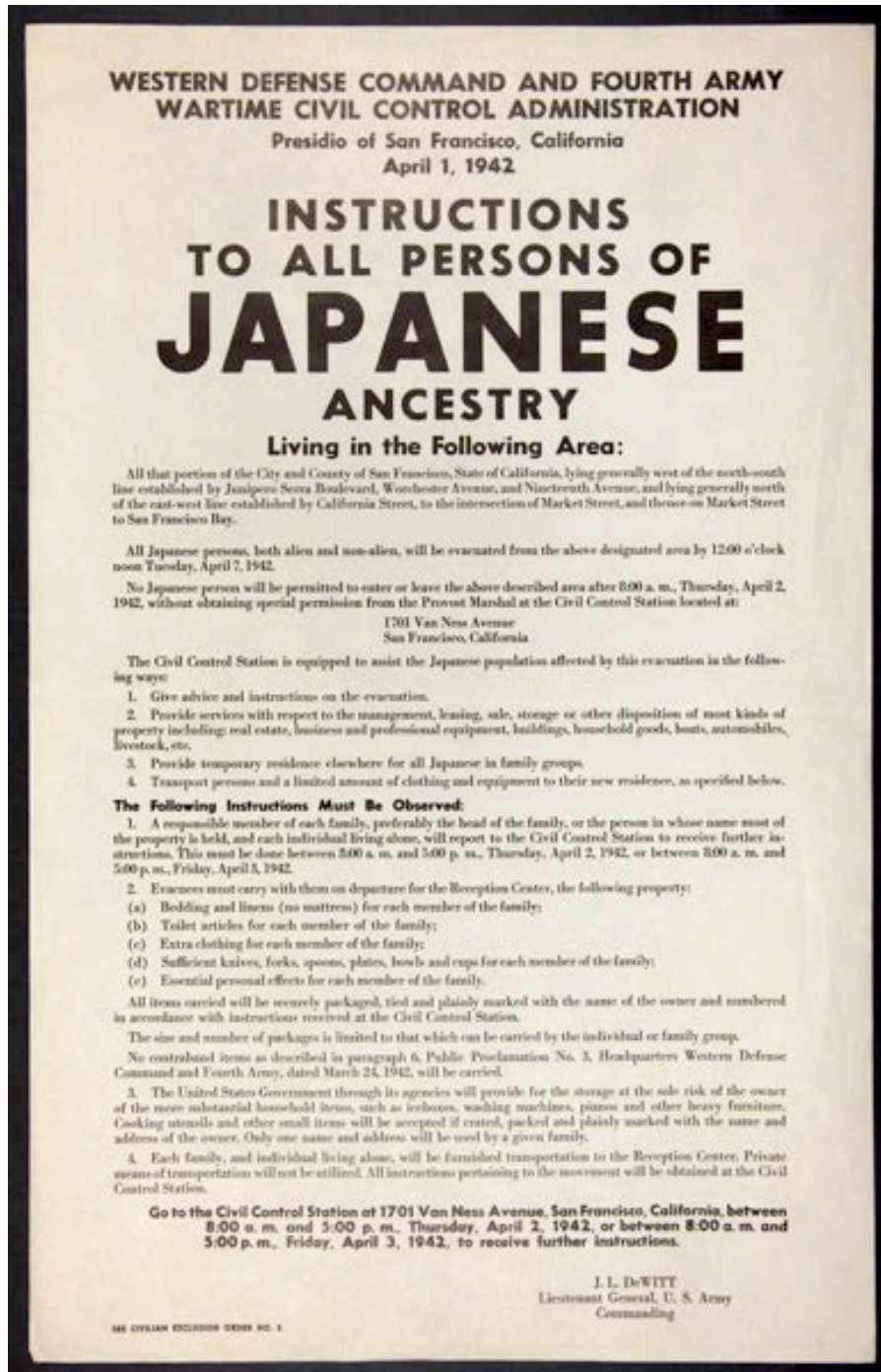
Map of Japanese-American Internment Camps



National Park Service. "Map 2: War Relocation Centers in the United States." <http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89locate2.htm>. Public Domain.



Source 5



"Exclusion Order posted at First and Front Streets in San Francisco directing removal of persons of Japanese ancestry from the first section of the city to be affected by evacuation. Evacuees will be housed in War Relocation Authority centers for the duration." FDR Library. April 1, 1942. Public Domain.



Source 6

The Mochida Family Awaiting Relocation



Series : Central Photographic File of the War Relocation Authority, compiled 1942 – 1945. Record Group 210: Records of the War Relocation Authority, 1941 – 1989. Department of the Interior. War Relocation Authority. <http://research.archives.gov/description/537505>. Public Domain.



Source 7

Expeditionary Learning is seeking permission for this material. We will post an updated version of the lesson once permission is granted.

Source: <http://dr-hermes.livejournal.com/483824.html>

Source 8

Miné Okubo Quotes (from *Citizen 13660*)

“Contraband such as cameras, binoculars, short-wave radios, and firearms had to be turned over to the local police... It was Jap this and Jap that. Restricted areas were prescribed and many arrests and detentions of enemy aliens took place.”

“A woman seated near the entrance gave me a card with No. 7 printed on it and told me to go inside and wait... As a result of the interview, my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed.”

“The place was in semidarkness; light barely came through the dirty window on either side of the entrance. A swinging half-door divided the 20-by-9 ft. stall into two rooms... Both rooms showed signs of a hurried whitewashing. Spider webs, horse hair, and hay had been whitewashed with the walls. Huge spikes and nails stuck out all over the walls. A two-inch layer of dust covered the floor...”

“We were close to freedom and yet far from it... Streams of cars passed by all day. Guard towers and barbed wire surrounded the entire center. Guards were on duty day and night.”



Source Comparison Strips

Teacher directions: Make enough copies of this to cut up and be able to distribute six strips per pair of students.

Source ___ disagrees with Source ___ about _____ because:	
Source ___ says:	Source ___ says:



Source ___ disagrees with Source ___ about _____ because:	
Source ___ says:	Source ___ says:



Source ___ disagrees with Source ___ about _____ because:	
Source ___ says:	Source ___ says:



Primary Sources:
Japanese-American Internment during World War II QuickWrite

Name:

Date:

QuickWrite: How can we understand Miné Okubo's story better based on the new information in these primary sources? Cite two specific details to support your answer.



Primary Sources:

Japanese-American Internment during World War II QuickWrite
(for Teacher Reference)

QuickWrite: How can we understand Miné Okubo's story better based on the new information in these primary sources? Cite two specific details to support your answer.

These sources help us understand Okubo's story better because they provide illustrations of some of the facts in her story. For example, Source 6 shows a Japanese-American family wearing identification tags and waiting to be relocated, and in "The Life of Miné Okubo," she describes the same thing happening to her: "my family name was reduced to No. 13660. I was given several tags bearing the family number, and was then dismissed." Also, Okubo's story says that she was relocated to Topaz, which is shown on the map in Source 4. Finally, these sources help us see why Okubo was forced to relocate in the first place. People like Lippman (Source 1), Roosevelt (Source 3), and even Dr. Seuss (Source 7) thought that Japanese-Americans like Okubo and her brother were a threat to the United States because of their ethnicity, so they lumped them all into one category ("It was Jap this and Jap that," Okubo writes) and took away their freedom out of fear.