Grade 8: Module 3A: Unit 2: Lesson 8
Building Background Knowledge: The Internment of Japanese-Americans during WWII, Part 4

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
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 evaluate the advantages and disadvantages of using different mediums to present an idea. (RI.8.7)

Supporting Learning Targets	Ongoing Assessment
• 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 explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII.	• Primary Sources: Japanese-American Internment During World War II QuickWrite (from homework) • Analyzing Mediums Exit Ticket

Agenda	Teaching Notes

1. Opening
   A. Engaging the Reader: Discussing the Focus Question (4 minutes)
   B. Reviewing Learning Targets (1 minutes)
2. Work Time
   A. Analyzing Primary Sources: Different Mediums(30 minutes)
3. Closing and Assessment
   A. Exit Ticket and Preview Homework (10 minute)
4. Homework
   A. Fill in a Venn diagram to compare and contrast Louie Zamperini's and Mine Okudo's experience during WWII. Use specific details and evidence from *Unbroken* and "The Life of Mine Okudo."
	• This is the last of four lessons in which students enrich their understanding of *Unbroken*'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 from Lessons 6 and 7 in analyzing several conflicting primary sources about internment, focusing on evaluating the advantages and disadvantages of using different mediums to present ideas.
	• For homework, students will make a reentry into their study of Louie by comparing the experiences of Louie and Miné during WWII.
	• Post: Learning targets; large versions of primary sources.

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Lesson Vocabulary	Materials
medium, advantages, disadvantages	• Primary Sources: Japanese-American Internment during World War II Structured Notes Teacher Guide (from Lesson 6; for teacher reference) • Primary Sources: Japanese-American Internment during World War II packet (from Lesson 6) • Large versions of primary sources (from Lesson 7; one of each to display) • Analyzing Mediums handout (one per student and one to display) • Document camera • Analyzing Mediums Teacher's Guide (answers, for teacher reference) • Venn diagram: Miné and Louie (one per student)

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Opening	Meeting Students' Needs
A. Engaging the Reader: Discussing the QuickWrite from homework (4 minutes) • Invite students to sit with their Pearl Harbor discussion partner. Have them discuss the QuickWrite from the Primary Sources: Japanese-American Internment during World War II packet. • After two minutes, cold call a student pair to share their best ideas and evidence for the QuickWrite. (Refer to the **Primary Sources: Japanese-American Internment during World War II Structured Notes Teacher Guide** for more details on what to listen for.)	• Giving students time to talk through ideas supports comprehension and builds class culture.

B. Reviewing Learning Targets (1 minute)
• Tell students that today they will continue working with the **Primary Sources: Japanese-American Internment during World War II packet**.
• Read the learning targets aloud as students read along silently:
  * "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 explain the advantages and disadvantages of using different mediums to present a point of view about Japanese-American internment during WWII."
• Ask students to briefly turn and talk with a partner to paraphrase what they're working on today.	

Work Time	Meeting Students' Needs
A. Analyzing Primary Sources: Different Mediums (30 minutes)	
• Tell students that they now will focus on the different ways people communicated their ideas about Japanese-American internment. Explain that one way of communicating ideas is called a . Say something like: "One example of a medium is using words to communicate your ideas," then ask: * "What is another example of a medium?"	
• Listen for: artwork, photographs, political cartoons, etc.	
• Point out there are several different mediums on display in the **large versions of primary sources** posted around the room. Explain that, even though these sources are about the same topic (Japanese-American internment), the creators of these sources chose different mediums to express their point of view about that topic. Students will now analyze those choices.	
• Distribute and display the **Analyzing Mediums handout** on a **document camera**. Remind students that every medium has *advantages* (benefits) and *disadvantages* (drawbacks or downsides). Remind students that the prefix "dis-" means "not" or "opposite from."	
• Ask students to brainstorm: * "What are some of the advantages of choosing text as a medium to communicate your point of view?"	
• Listen for: "You can fully and clearly explain your ideas," "You can use strong words to express your point of view," "Text might be taken more seriously than other mediums," etc. As students share ideas, write them on the displayed Analyzing Mediums handout. Invite students to do the same on their own copies of the handout.	
• Ask students to brainstorm: * "What are some disadvantages of choosing text as a medium to communicate your point of view?"	
• Listen for: "People who can't read won't hear your message," "Words might not catch people's attention as much as a picture would," etc. Write these ideas down as students do the same.	
• Focus students on the handout. Prompt them to work with their partner to brainstorm ideas for the "Medium: Photograph" and "Medium: Cartoon" sections.	
• After a few minutes, focus students' attention and cold call several students to share ideas. Fill in the rest of the displayed Analyzing Mediums handout as students add others' ideas to their own.	
• Read Question 1 on the Analyzing Mediums handout aloud: * "Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?"	

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Work Time (continued)	Meeting Students' Needs

• Ask for a volunteer to explain the shared point of view. Listen for: "These sources both say that Japanese-Americans are a threat to the United States." Students should write this answer down as you fill in the displayed handout. (Refer to the **Analyzing Mediums Teacher Guide** for more ideas.)
• Read Question 2 aloud:
  * "What are the two different mediums the creators of these sources chose to use?"
 	
• Cold call a student to answer. Listen for: "Source 1 is text, and Source 7 is a cartoon." Have students fill in this answer as you fill in the displayed handout.
• Read Question 3 aloud:
  * "Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?"
 	
• Cold call a student and listen for: "He can show how serious his message is," "He can explain all of his ideas fully," etc. Fill in these answers on the displayed handout as students fill in their own.
• Read Question 4 aloud:
  * "Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?"
 	
• Cold call a student and listen for: "It is easier to understand his point of view right away without reading a lot of words," "He can use humor to lighten a serious situation so people will be more willing to listen to him," etc. Fill these answers in on the displayed handout as students fill in their own.
• Next, have students work with their partners to complete the questions about Source 4 and Source 8 on the back of the Analyzing Mediums handout. While students work, circulate to check their comprehension.
• With 3 minutes remaining, focus students' attention and review Questions 7 and 8 on the back of the Analyzing Mediums handout. Ask,
  * "If you had to teach someone about the Japanese-American internment camps, which medium would you choose to use, and why?" Call on several volunteers to answer, and listen for them to name clear advantages of their chosen medium.	

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Closing and Assessment	Meeting Students' Needs
A. Exit Ticket and Preview Homework (10 minutes) • Distribute the **Analyzing Mediums Exit Ticket**. Read the prompt aloud: * "The two sources below both communicate ideas about Japanese-American internment, but their creators have chosen to use different mediums to express these ideas. Beneath each source, explain at least one advantage and one disadvantage of using this medium to present these specific ideas." • Address any clarifying questions and invite students to begin. • Once all students have completed the exit ticket, preview the homework. Point out to students that they are transitioning back to a deeper focus on *Unbroken*.	• For students who struggle, consider providing a sentence starter for this exit ticket.
Homework	**Meeting Students' Needs**
• Fill in a Venn diagram to compare and contrast Louie Zamperini's and Miné Okubo's experiences during WWII. Use specific details and evidence from *Unbroken* and "The Life of Miné Okubo."	

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Supporting Materials

Analyzing Mediums

Name:

Date:

Medium: Text	
Advantages:	Disadvantages:

Medium: Photograph	
Advantages:	Disadvantages:

Medium: Cartoon	
Advantages:	Disadvantages:

Analyzing Mediums

Name:

Date:

Comparing Source 1 & Source 7

1. Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?

2. What are the two different mediums the creators of these sources chose to use?

3. Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?

4. Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?

Name:

Date:

Comparing Source 4 and Source 8

5. Source 4 and the last two quotes of Source 8 are about the same topic. What is that topic?

_____

_____

6. What are the two different mediums the creators of these sources chose to use?

_____

_____

7. What can we learn about the internment camps from Source 4 that we cannot learn from Source 8?

_____

_____

8. What can we learn about the internment camps from Source 8 that we cannot learn from Source 4?

_____

_____

_____

Analyzing Mediums Teacher Guide
(For Teacher Reference)

Medium: Text	
Advantages: • can include many descriptive details • can be creative with language • text might be taken more seriously than other mediums • doesn't require special equipment	*Disadvantages:* • some people can't read and won't "hear" your message as a result • not as engaging as pictures • takes longer to get your idea across than an image does

Medium: Photograph	
Advantages: • immediately engaging • more objective than text or cartoons; "what you see is what you get" • photographs might be taken more seriously than other kinds of artwork (because they seem more "factual" or objective)	*Disadvantages:* • harder to get a clear message across than it is with words • if someone doesn't understand the photograph they might interpret it differently than you intended • requires special equipment; not accessible for all people

Medium: Cartoon	
Advantages: • immediately engaging • can make a serious topic easier for people to connect to by using humor • can send a clearer message if you use both images and text	*Disadvantages:* • might not be taken seriously • if someone doesn't understand the cartoon they might interpret it differently than you intended • could take longer for your audience to understand if they have to make inferences to understand your message

Analyzing Mediums
(For Teacher Reference)

Comparing Source 1 & Source 7

1. Source 1 and Source 7 share a point of view on Japanese-Americans. What is that point of view?
They both think Japanese-Americans are a "fifth column" that plans to attack the United States.

2. What are the two different mediums the creators of these sources chose to use?
Source 1 is text and Source 7 is a cartoon.

3. Why might Walter Lippman, the author of Source 1, have chosen to use text as his medium? What are the advantages of using text to communicate his point of view about Japanese-Americans?
He wanted his message to be clear and straightforward, so he wrote it as text. The advantages of using text are that his message would be taken seriously, and he could explain his thoughts and ideas fully.

4. Why might Dr. Seuss, the author of Source 7, have chosen to use a cartoon as his medium? What are the advantages of using a cartoon to communicate his point of view about Japanese-Americans?
He wanted to get his message across to a wider audience, so he drew a picture to grab people's attention, and then added words to make the message clearer. The advantages of using a cartoon are that people could understand his point of view in a few seconds, rather than having to read an entire article, which would take longer. Drawing a cartoon also often uses humor to catch people's attention and make them remember the message.

Comparing Source 4 and Source 8

5. Source 4 and the last two quotes of Source 8 are about the same topic. What is that topic?
They are both about the internment camps. Source 4 is where the camps were located, and Source 8 is describing what they were like inside.

6. What are the two different mediums the creators of these sources chose to use?
Source 4 is a map, and Source 8 is text.

7. What can we learn about the internment camps from Source 4 that we cannot learn from Source 8?
Source 4 shows the locations of the internment camps. It also shows how many there were and where they were located in relation to each other and in relation to big cities.

8. What can we learn about the internment camps from Source 8 that we cannot learn from Source 4?
Source 8 describes what conditions were like inside the camps from the point of view of someone who lived there.

Analyzing Mediums Exit Ticket

Name:

Date:

The two sources below both communicate ideas about Japanese-American internment, but their creators have chosen to use different mediums to express these ideas. Beneath each source, explain at least one advantage and one disadvantage of using this medium to present these **specific** ideas.

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.

Medium:	
Advantages:	Disadvantages:

Analyzing Mediums Exit Ticket

Name:

Date:

"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." —Miné Okubo, *Citizen 13660*

Medium:	
Advantages:	Disadvantages:

Venn Diagram: Miné and Louie

Name:

Date:

Louie Zamperini and Miné Okubo both experienced a form of captivity during World War II. Louie was a prisoner of war in Japan, and Miné was forced to move to an internment camp in the United States. Compare and contrast their experiences. Use specific details and evidence from *Unbroken* and "The Life of Miné Okubo" to fill in the Venn diagram:

Louie Zamperini   **Miné Okubo**