



Japanese Internment: Does America live up to its democratic ideals in times of crisis?

Time Frame: 2- 3 class periods	Author: Mary Ellen Daneels, West Chicago Community High School, mdaneels@d94.org
Proven Practices <ul style="list-style-type: none"> ✓ Instruction on government institutions ✓ Use of current & controversial issues ✓ Simulations of democratic practices ✓ Service Learning (ideas provided) 	
<p><u>IL Social Studies Standards</u></p> <p><u>SS.IS.1.9-12:</u> Address essential questions that reflect an enduring issue in the field.</p> <p><u>SS.IS.5.9-12:</u> Identify evidence that draws information from multiple sources to revise or strengthen claims.</p> <p><u>SS.IS.7.9-12:</u> Articulate explanations and arguments to a targeted audience in diverse settings</p> <p><u>SS.IS.9.9-12:</u> Use deliberative processes and apply democratic strategies and procedures to address local, regional, or global concerns and take action in or out of school.</p> <p><u>SS.CV.1.9-12:</u> Distinguish the rights, roles, and responsibilities of individuals and institutions in the political system.</p> <p><u>SS.CV.7.9-12:</u> Describe the concepts and principles that are inherent to American Constitutional Democracy.</p> <p><u>SS.CV.9.9-12:</u> Explain public policies in terms of intended and unintended consequences and related consequences.</p> <p><u>SS.H.3.9-12:</u> Evaluate the methods utilized by people and institutions to promote change.</p> <p><u>SS.H.5.9-12:</u> Analyze the factors and historical context that influenced the perspectives of people during different historical eras</p> <p><u>SS.H.7.9-12:</u> Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.</p> <p><u>SS.H.8.9-12:</u> Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.</p>	<p><u>CCSS/ELA History/Social Studies Standards</u></p> <p><u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>



Essential Question: Does America live up to its democratic ideals in times of crisis?

Supporting Questions

- Who was Fred Korematsu?
- What were the criteria for internment during World War II?
- What arguments were presented for and against Japanese Internment?
- What was the significance of *Korematsu v. U.S.*?
- What was the economic impact of Japanese internment on individuals?
- Other supporting questions created by students using the Question Formulation Technique.

Resources Required

PowerPoint available at <https://tinyurl.com/pptinternment>

Zoom In adapted from *Making Thinking Visible* (2011). Ron Ritchhart, Mark Church, Karin Morrison. Available online at

http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/12/VT_ZoomIn.pdf

“Waiting for the Signal from Home...” by Dr. Seuss. February 13, 1942. Available at <https://apijf.org/2017/16/Minear.html>

The Question Formulation Technique. The Right Question Institute. Available at <http://rightquestion.org/>

Statement Sort available at <https://tinyurl.com/StatementInternment>

Rostow, E. Our Worst Wartime Mistake *Harper’s Magazine*. September 1945. p. 6. Available at <https://tinyurl.com/SourcesDensho>

Woodward, W. “More Plain Talk.” *The Bainbridge Review*. February 5, 1942. Available at <https://tinyurl.com/SourcesDensho>

McLemore, H. This is War! *The Seattle Daily Times*, January 30, 1942, p. 6. Available at <https://tinyurl.com/SourcesDensho>

Lippmann, W. Today and Tomorrow, *The Washington Post*, 12-Feb-42. Available at <https://tinyurl.com/SourcesDensho>

“Korematsu and Civil Liberties”. hosted by the Annenberg Foundation and Trust at Sunnylands. Available at <https://www.annenbergclassroom.org/resource/korematsu-civil-liberties/>

Recommended Procedures

1. Use the “Zoom In” protocol to slowly reveal the “*Waiting from the Signal from Home...*” cartoon. For ideas of how to reveal the cartoon for student analysis, see the powerpoint provided.
2. After the full cartoon is revealed, have students look deeply at the cartoon and write down three things that they observe in the cartoon.
3. Have students share in small groups what they observed in the cartoon.



4. Have students from each group share what they learned from the observations of others. Is there something they did not notice that another pointed out to them? Did someone frame an observation differently?
5. Have students in small groups use the Questions Formulation Technique by Santana and Rothstein from the rightquestion.org to have students generate questions they have based on the cartoon (Q Focus)
6. Give each small group an envelope of the statements cut up. Have students take statements out and infer the topic for an investigation related to the cartoon. Have the students sort the statements into two categories.
7. Give each student a primary source reading about Japanese internment. Instruct students to closely read their assigned editorial and look for the three statements from statement sort that are reflected in their source.
8. To check understanding, have students with the same reading gather in a corner of the room, bringing statements with them.
9. Have groups re-sort statements as needed.
10. Have students pair up with the individual in the small group that was assigned a similar perspective on the issue and write a brief paragraph summarizing the claims from both readings.
11. Have pairs share paragraphs with one another, listeners should paraphrase back what they heard.
12. Revisit the QFT questions and note the questions that have been answered thus far in the inquiry.
13. Instruct students, they will now watch a short video about Japanese Internment and an important U.S. Supreme Court case related to the event, *Korematsu vs. USA*. Students are to watch the film and record the answers to more of the QFT priority questions identified by the class.
14. At the end of the video, have students reconvene in small groups to share what questions were answered.
15. Have students return to the original essential question, “To what extent does America live up to its democratic ideals in times of crisis?” using evidence from the inquiry to support their claims.

Possible Service Learning Extensions

- Students can investigate a current issue related to national security and civil liberties and
 - Write an elected official advocating their position on the issue using the legacy of Japanese Internment and the *Korematsu* decision in their text.
 - Students can write letters to the editor or craft an editorial cartoon on the legacy of Japanese internment and how it relates to current events related to national security.

Differentiation

- Advanced students may not use statement sort and curate further sources on the issue.
- For classes that need more literacy support, the teacher can model step 7 with one of the readings to the whole class, have the class practice with an additional reading and check to understand and then have student pairs read the final two sources and complete activity.
- Inquiry can occur without the primary source analysis; using only the simplified statements.

**Possible Assessments**

- Four corner check
- Essay response to the essential question
- Letter to an elected official
- Letter to the editor or political cartoon w/ explanation.

Other Considerations

If norms for classroom deliberations have not been established, here are some resources teachers can use to scaffold civil discourse.

- [Conducting a Civil Conversation in the Classroom by CRFC](#)
- [Contracting by Facing History and Ourselves](#)