

Japanese American Internment Camps: Injustice on American Soil

Grade Level: 5th

EDU 375-602
Ashley Clark
Elizabeth Rehbein
Mary Wood

Rationale:

- a.) The topic for our social studies unit plan is based on the internment camps that the U.S. government forced both Japanese American citizens and Japanese individuals who were not citizens into internment camps after the bombing of Pearl Harbor. After Pearl Harbor there was a widespread fear that the Japanese would come to “finish the job” and bomb the west coast. The government, in an attempt to prevent Japanese spies from leaking information back to Japan, created the relocation centers and internment camps to house these potential spies. Due to the fact that the government could not specifically say who was and who was not a spy, all individuals with Japanese heritage were sent to these camps. The people were sent to these camps with only two hours notice, they were only allowed to bring what they could carry, and lost a vast majority of any possessions they had. When they arrived at these camps they were not provided with adequate shelter, food, medical facilities, etc. These people were forced to live in stables that reeked of urine and manure, or in places where the heat and dust were completely unbearable. When they were allowed to leave, years later, they faced the daunting task of deciding whether or not to start over or try to go back to where they came from and pick up the pieces.

- b.) It is important for elementary students to learn the content that is included in this unit because it provides them with the ability to see how the actions of one person or group of people can invoke fear in a society and how that fear can directly impact another group of people within that society. This unit addresses the goals of social studies education such as citizenship education and critical thinking by encouraging students to examine and evaluate the choices made by a government, how those choices affected the citizens, and also providing students with the opportunity to debate and critique those choices based on the provided evidence.

- c.) The teaching strategies that will be used in our unit plan are student based research, class discussions, small group projects, journal writing, reading, and mapping. These strategies are appropriate because students are provided a multitude of perspectives to examine the topic, which allows for all students to be successful. Our instructional time is divided as such to provide students with oral instruction, hands-on instruction, and visual instruction; to meet the needs of diverse learners. The unit does integrate **Bloom’s Taxonomy** to design higher order thinking objectives and student outcomes because our objectives do not require simple answers, they encourage the students to become critical thinkers and examine a problem or topic from a variety of different angles. Our unit integrates **Howard Gardner’s Multiple Intelligences** through reading, finding specific locations on a map, watching and listening to a song/video, identifying the reasons behind governmental decisions, building a stone garden, journal writing, and observing the daily lives of the individuals in the internment camps. Our unit plan utilizes the following **children’s books** as additional references and teaching tools: *Life in a Japanese American Internment Camp*, written by Diane Yancey; *Children of the Relocation Camps*, written by Catherine A. Welch; *Dear Miss Breed*, written by Joanne Oppenheim; *Remember Pearl Harbor*, written by Thomas B. Allen; *Early Sunday Morning: the Pearl Harbor Diary of Amber Billows*, written by Barry Denenberg; *Under the Blood Red Sun*, written by Graham Salisbury; and *The Bracelet*, written by Yoshiko

Uchida. Our unit plan also utilizes technology through research done on the internet. Primary sources are also used in our unit plan, consisting of journal entries and pictures. They are used to assist the students in their research and provide the topic or basis for class discussion.

- d.) This unit plan addresses the NCSS Social Studies theme of **Time, Continuity, and Change**. This theme is addressed because students will learn how the decisions of one group of people (Japan bombing Pearl Harbor) can indirectly affect another group either negatively or positively (U.S. forces the Japanese Americans to live in internment camps). The **New York State Social Studies Learning Standards** that are addressed in our unit plan are:

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea:

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator:

- a. Students will examine the connections between the bombing of Pearl Harbor and the U.S. government's implementation of Executive Order 9066.
- b. Students will identify the effects of the Japanese American internment camps on the Japanese Americans by interpreting journal entries written by people who went through the internment camps.
- c. Summarize why the American government forced Japanese Americans to live in Internment camps after the bombing of Pearl Harbor
- d. Create a Japanese Stone Garden and be able to explain its significance in Japanese culture and in the internment camps.

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Performance Indicator:

- a. Students will identify different ways the Americans treated the Japanese Americans when they were forced to leave their homes and how it impacted their lives.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of causation; understand the importance of changing and competing interpretations of different historical developments

Performance Indicator:

- a. Describe the living conditions of two internment camps.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Key Idea:

1. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography and acquiring, organizing, and analyzing geographic information.

Performance Indicator:

- a. Students will be able to locate Pearl Harbor, the Relocation Center, and Internment Camps on a map.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities, of citizenship, including avenues of participation.

Key Idea:

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority, rule, others, and property), principals, and practices and establish a system of shared and limited government.

Performance Indicator:

- a. Students will discuss how Executive Order 9066 infringes upon the rights of Japanese American citizens and the government’s reasons behind it.
- b. Students will discuss the values and citizenship the Japanese Americans had for the United States. They will discuss how the Japanese American’s rights were not honored.

e.) **Learning Objectives/Student Outcomes** – Students will be able to...

- a. Explain Executive Order 9066 and its impact on Japanese Americans.
- b. Using a map, be able to locate Pearl Harbor and the relocation centers and internment camps.
- c. Understand the terms Issei and Nissei and their significance.
- d. Understand why the United States government chose to create the internment camps and relocation centers.
- e. Students will discuss the consequences on the executive order 9066.
- f. Students will be able to relate the decisions of the Japanese American families to their own lives.
- g. Students will be able to define evacuation, assembly center, and relocation center.

- h. Infer why the American government treated the Japanese Americans the way they did
 - i. Describe the living conditions of the Japanese Americans living in two internment camps
 - j. Create a Japanese Stone Garden
 - k. Explain the significance of the stone gardens in the internment camps.
- f.) Our unit assessment will be a final project in which the students must create a diary, with a minimum of eight entries, detailing their life as either a Japanese American or non-Japanese American after the bombing of Pearl Harbor. The entries should include: their experiences after Pearl Harbor was bombed, during the evacuation, life in the internment camps, and after the Japanese Americans were released. A minimum of two entries for each topic, each journal entry must be no less than 100 words each.

Due date: One week after last lesson in unit.

Internment Camp Diary Rubric

	4 <input type="text"/>	3 <input type="text"/>	2 <input type="text"/>	1 <input type="text"/>	Score
Creativity	Exceptional originality of presented material	Some apparent originality displayed through creative use of materials	Material presented with little originality or creative thought	Project includes little variety in presentation techniques	
Content	Project is well-organized and meets all requirements	Project is well-organized and meets most requirements	Project meets half of the requirements; well-organized	Unorganized and meets less than half the requirements	
Grammar	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or stylistic errors	Some errors in grammar and/or format that does not interfere with clarity	Multiple grammatical and stylistic errors	
Presentation	Evidence that pride and care was taken and the message of the product is clearly defined	Clear, uncluttered, and attractive	Project appears rushed of somewhat careless, but the content is legible	Careless, hurried, and illegible presentation	

Lesson Plan #1

Date of Lesson: _____ **Time:** _____ **Length of lesson:** 2 – (50min – 1 hour)

Curriculum Area: Social Studies

Content Area: U.S. History

Title of Lesson: Japanese Internment Camps – How it all began.

Age/Grade level 5

Lesson Rationale:

The purpose of this lesson is for students to be able to explain how the bombing of Pearl Harbor by the Japanese caused widespread fear in the United States and how that fear led to the creation of Executive Order 9066 and Civilian Exclusion Order No. 4 and others. They will also be able to explain how these orders changed the lives of the Nikkei (all people of Japanese ancestry in America). Students will also be able to locate Pearl Harbor, at least two Relocations Centers, and at least two Internment Camps on a map.

Differentiation of activity is to be provided throughout the lesson plan to ensure that children's individual learning needs are met.

1. Learning Objectives

- Examine the connections between the bombing of Pearl Harbor and the United States Government's creation and implementation of Executive Order 9066 and Civilian Exclusion Order No. 4.
- Summarize the main points of Executive Order 9066 and Civilian Exclusion Order No. 4 and list at least two ways that it impacted the Nikkei (all people of Japanese ancestry in America). Did it infringe upon their rights?
- Locate and label on a map:
 - Pearl Harbor
 - At least two Relocations Centers
 - At least two Internment Camps

2. Assessment

(a) Learning outcomes of previous lesson related to this topic:

This is the first lesson in a unit. In previous lessons students have been discussing how decisions made by the Government affect both citizens and non-citizens living in the United States either positively or negatively.

(b) Focus of assessment in this lesson (related to objectives)

- Students will examine and discuss the connections between the bombing of Pearl Harbor and the United States Government's creation and implementation of Executive Order 9066 and Civilian Exclusion Order No. 4.
- They will discuss at least two consequences of the United States government's decision to create Executive Order 9066 and Civilian Exclusion Order No. 4 and its impact on the Nikkei.

- They will be able to label the location of Pearl Harbor, at least two Relocation Centers and two Internment Camps on a map.

(c) Method of assessment used in this lesson (example attached)

- Map – locate at least two Relocation Centers and two Internment Camps and Pearl Harbor.
- Essay (about 100 words): Using the information that you learned in this lesson answer the following:
- How did the bombing of Pearl Harbor lead to the creation of Executive Order 9066 and Civilian Exclusion No. 4?
- Briefly summarize the main points of these orders and discuss the implications on the lives of the Nikkei.

(d) Differentiation (of expected outcomes)

- Videos available for visual learners.
- Teacher will read out loud Executive Order 9066 to the class to accommodate those students who are slower readers.
- Extra time will be allowed to complete reading and writing tasks.

3. New York State Learning Standards

Standard 1 – History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea 2:

Important ideas, social and cultural values, beliefs, and traditions from New York and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator:

Students will examine and discuss the connections between the bombing of Pearl Harbor and the United States Government’s implementation of Executive Order 9066 and Civilian Exclusion Order No. 4.

Standard 3 - Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

Key Idea 1:

Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Performance Indicator:

Students will be able to locate Pearl Harbor, at least two relocation centers, and two internment camps on a map.

Standard 5 – Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key Idea 2;

The state and federal governments established by the Constitution of the United State and the State of New York, embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.

Performance Indicator:

Students will summarize Executive Order 9066 and Civilian Exclusion Order No. 4 and list at least two ways that it infringed on the rights of the Nikkei and the reasons that the government felt justified in it choice.

4. Materials

Dear Miss Breed by Joanne Oppenheim

Early Sunday Morning: The Pearl Harbor Diary of Amber Billows by Barry Denenberg

Under the Blood Red Sun by Graham Salisbury

Remember Pearl Harbor by Thomas B. Allen

Map

Executive Order 9066/Civilian Exclusion Order No. 4

Power Point

Videos:

Pearl Harbor Day Attack

<http://www.youtube.com/watch?v=Nt13c3olXkU&NR=1>

Franklin Roosevelt's Speech

http://www.youtube.com/watch?v=alzP0jHk18U&eurl=http://www.depagnas.com.ar/reproducir_video.php?v=alzP0jHk18U

Essay

5. Lesson Process

(a) Introduction (10 minutes)/Links to prior knowledge:

In prior lessons, students have learned about the role of the government in the lives of its citizens and non-citizens and how the decisions that the government makes can affect them positively or negatively.

(b) Learning procedures relating to objectives (approximate times)

Teacher will introduce the topic: Japanese Internment Camps – How it all began.

Teacher will read an excerpt from the book: *Early Sunday Morning- The Pearl Harbor Diary of Amber Billows* – pages 82 -90.

- How do you think Amber is feeling? Is she scared, sad?
- Why?
- Would you be afraid?
- What would you have done if you were with Amber?

Teacher will play two videos (see power point attached).

- FIRST VIDEO SHOULD NOT BE PLAYED IN ITS ENTIRETY. TEACHER WILL STOP VIDEO AFTER THREE MINUTES.
- SECOND VIDEO OK TO PLAY IN ITS ENTIRETY.

After students have finished watching the FIRST VIDEO teacher will ask:
(Teacher will have a map to show the location of Pearl Harbor)

- What do you think?
- What kinds of feelings did you experience when you watched it?
- How do you think you would have felt if you were alive when the bombing of Pearl Harbor took place?
- Who would you be afraid of?

Play SECOND VIDEO

- What did you think about what the President had to say?
- Was the United States justified in declaring war on Japan?
- Do you think that everyone living in the United States felt this way?
- Were we in danger? If so, from whom? All Japanese everywhere including those in the United States, or just those in the country of Japan (Japanese Empire)?
- Teacher will define Nikkei, Issei, Nissei

Teacher and students will discuss these questions. After discussion is completed, teacher will hand out copies of Executive Order 9066 and Civilian Exclusion Order No. 4. (HANDOUTS ATTACHED)

Teacher and students will read handouts together and discuss the key points of each order.

Executive Order 9066:

- 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 or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order
- I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable

Civilian Exclusion Order No. 4

- It is hereby ordered that all persons of Japanese ancestry, including aliens and non-aliens, be excluded on or before 12 o'clock noon, P. W. T. of Wednesday, April 8, 1942, from that portion of Military Area No. 1 in the State of California described as follows:
- A responsible member of each family, and each individual living alone, in the above described affected area will report...
- Any persons affected by this order who fails to comply with any of its provisions or with the provisions of published instructions pertaining hereto, or who is found in the above restricted area after 12 o'clock noon, P.W.T, of Wednesday, April 8, 1942, will be subject to the criminal penalties...

Teacher asks:

- What do you think about what we have just read?
- Why do you think the United States Government decided to issue these orders?
- Do you think that the government has the right to create these orders?
- What impact do you think that these orders would have on the lives of the people involved?
 - Discuss definition of Issei, Nissei, and Nikkei
- Definition of Relocation Centers and Internment Camps.
- Did they Japanese in the United States deserve to be sent first to the Relocation Centers and then to the Internment Camps?
- What would you have done?

Using the PowerPoint, teacher will show a map indicating where the Relocation Centers and Internment Camps are located. Teacher will give handout to class as well. Their map will be blank and students will mark on the map:

- Pearl Harbor
- At least two Relocation Centers
- At least two Internment Camps

(c) **Conclusion** (approximate time)/Checking for understanding

Teacher and students will revisit key points of lesson.

- Bombing of Pearl Harbor by the Japanese Empire evoked fear in the United States.
- United States declared war on Japan.
- Issue of Executive Order 9066
 - Authorizing the military to decide who could be deemed the enemy.
- Civilian Exclusion Order No. 4
 - Ordering all Nikkei (persons of Japanese ancestry to report) to designated spots.
- Creation of Internment Camps – removing all Nikkei from their homes and detained for many years.

After lesson is over, students will work writing their essay:

How did the bombing of Pearl Harbor lead to the creation of Executive Order 9066 and Civilian Exclusion No. 4?

Briefly summarize the main points of these orders and discuss the implications on the lives of the Nikkei.

Tomorrow we will begin looking at the process that was involved in the Nikkei being relocated first to the Relocations Centers and finally to the Internment Camps.

6. “If time”/ extensions:

Students will visit websites to gather more information about Pearl Harbor, Executive Order 9066, Civilian Exclusion Order No. 4, and Internment Camps.

READING/WRITING CENTER:

Contains all the books listed in the materials section. Students will be required to read portions of the book and write some short reflections about what they read.

7. References (sources used in creating lesson plan)

Allen, T. (2001). *Remember Pearl Harbor*. Washington: National Geographic Society.

Denberg, B. (2001). *Early Sunday Morning - The Pearl Harbor Diary of Amber Billows*. New York: Scholastic.

Oppenheim, J. (2006). *Dear Miss Breed*. New York: Scholastic.

Salisbury, G. (1994). *Under the Blood Red Sun*. New York: Random House.

- Pearl Harbor Video retrieved on May 4, 2008,
- <http://www.youtube.com/watch?v=Nt13c3oIXkU&NR=1>

- Franklin Roosevelt’s Speech retrieved on May 4, 2008
- http://www.depagnas.com.ar/reproducir_video.php?v=alzP0jHk18U

- Children of the Camp retrieved on May 4, 2008
- http://www.depagnas.com.ar/reproducir_video.php?v=alzP0jHk18U

- Interactive Map retrieved on May 4, 2008
- <http://plasma.nationalgeographic.com/pearlharbor/ax/frameaset.html>

- Rubric from Taskstream retrieved on May 4, 2008
- http://www.taskstream.com/Main/main_frame.asp

EXECUTIVE ORDER 9066

February 19, 1942

Whereas, the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises and national defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220. and the Act of August 21, 1941, 55 Stat. 655 (U.S.C.01 Title 50, Sec. 104):

Now therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom **he may from time to time designate, whenever he or any designated Commander deems such action to be necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any persons to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion.**

The Secretary of War is hereby authorized to provide for **residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order.** The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamation of December 7 and 8, 1941, and shall supercede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

I hereby further authorize and direct the Secretary of War and the said Military Commanders to take such other steps as he or the appropriate Military Commander may deem advisable to enforce compliance with the restrictions applicable to each military area herein above authorized to be designated, including the use of Federal troops and other Federal Agencies, with authority to accept assistance of state and local agencies.

I hereby further authorize and direct all Executive Departments, independent establishments and other Federal Agencies, to assist the Secretary of War or the **said Military Commanders in carrying out this Executive Order, including the furnishing of medical aid, hospitalization, food, clothing, transportation, use of land, shelter, and other supplies, equipment, utilities, facilities and services.**

This order shall not be construed as modifying or limiting in any way the authority heretofore granted under Executive Order No. 8972, dated December 12, 1941, nor shall it be construed as limiting or modifying the duty and responsibility of the Federal Bureau of Investigation, with respect **to the investigations of alleged acts of sabotage or the duty and responsibility of the Attorney General and the Department of Justice under the Proclamations of December 7 and 8, 1941, prescribing regulations for the conduct and control of alien enemies, except as such duty and responsibility is superseded by the designation of military areas hereunder.**

Signed, Franklin D. Roosevelt <http://www.pbs.org/childofcamp/history/eo9066.html>
The White House
February 19, 1942

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HEADQUARTERS

WESTERN DEFENSE COMMAND

AND FOURTH ARMY

Presidio of San Francisco, California

April 1, 1942

Civilian Exclusion Order No. 4

1. Pursuant to the provisions of Public Proclamations Nos. 1 and 2, this headquarters, dated March 2, 1942, and March 16, 1942, respectively, **it is hereby ordered that all persons of Japanese ancestry, including aliens and non-aliens, be excluded on or before 12 o'clock noon P.W.T. of Wednesday, April 8, 1942, from that portion of Military area No. 1 in the State of California described as follows:**

All of San Diego County, California, south of a line extending in an easterly direction from the mouth of the San Dieguito River (northwest of Del Mar), along the north side of the San Dieguito River, Lake Hodges, and the San Pasqual River to the bridge over the San Pasqual River at or near San Pasqual; thence easterly along the southerly line of California State Highway No. 78 through Ramona and Julian to the eastern boundary line of San Diego County.

2. A responsible member of each family, and each individual living along, in the above described affected area will report between the hour of 8:00 a. m. and 5:00 p. m., Thursday, April 2, 1942, or during the same hours on Friday, April 3, 1942, to the Civil Control Station located at:

1919 India Street

San Diego, California

3. **Any person affected by this order who fails to comply with any of its provisions or with the provisions of published instructions pertaining hereto, or who is found in the above restricted area after 12 o'clock noon, P.W.T. of Wednesday, April 8, 1942, will be subject to the criminal penalties provided by Public Law No. 503, 77th Congress, approved March 21, 1942, entitled "An Act to Provide a Penalty for Violation of Restrictions or Orders with Respect to Persons Entering, Remaining in, Leaving, or Committing Any Act in Military Areas or Zones," and alien Japanese will be subject to immediate apprehension and internment.**

J. L. DeWitt, Lieutenant General, U.S. Army Commanding



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ESSAY

How did the bombing of Pearl Harbor lead to the creation of Executive Order 9066 and Civilian Exclusion No. 4?

Briefly summarize the main points of these orders and discuss the implications on the lives of the Nikkei.

Essay

	1	2	3	4	Score
Sentence Fluency (Flow)	Repetitive sentence patterns. There are no connecting words between sentences. Many sentences run into each other.	Sentence patterns are generally repetitive, with occasional variance. There are usually connecting words between sentences, where appropriate. Some sentences should be merged; others should be made into two or more sentences.	Sentence patterns are generally varied, but sometimes variations seem forced and inappropriate. There are connecting words between sentences, where appropriate. Each sentence contains a complete thought; there are no run-on sentences.	Varied and interesting sentence patterns. There are connecting words between sentences, where appropriate. Sentences are complete thoughts, with no run-ons.	
Mechanics	Frequent errors in spelling, grammar, and punctuation.	Errors in grammar and punctuation, but spelling has been proofread.	Occasional grammatical errors. Spelling has been proofread.	Nearly error-free. Reflects thorough proofreading for grammar and spelling.	
Original Word Choice	Words are limited and cliché. The same words are repeated often throughout writing. Language is confusing or vague. Words do not create pictures; there is too much telling and not enough showing.	Some words are fresh and original. However, work contains clichés and over-repetitions. Much of the language is either vague or excessively flowery. Some words create pictures, but there is a great deal of telling that needs to be replaced with showing.	Words are, for the most part, original and free of clichés. Some language is either vague or excessively flowery. Words often create pictures. Writer has made clear attempt to show and not tell.	Words are exceptionally fresh and original. There are no clichés. Verbs are vivid and specific. There is no over-repetition of words. Words consistently create pictures. There is little telling, and mostly showing.	
Figurative Language	Work does not make use of similes, metaphors, or personifications.	Work includes similes, metaphors, and/or personification, but few of them are original. Most are clichés.	Work includes similes, metaphors, and personifications. Most are original; some are clichés.	Work is rich in fresh and original similes, metaphors, and personifications.	

Japanese American Internment Camps

Lesson #2

Date of Lesson: 5/1/08

Length of Lesson: 50 minutes – 1 hour

Curriculum Area: Social Studies

Content Area: United States History

Title of Lesson: Japanese American Internment Camps: Leaving Home

Age/Grade Level: 5th

Lesson Rational:

The purpose of this lesson is for the students to be able to explain what effects Pearl Harbor had on the lives of Japanese Americans citizens. Students will also examine the choices made by the families that were sent to the relocation centers/internment camps and how they dealt with being forced to leave their homes. Students will also relate this to their own lives and determine how they would react if forced to leave their home today. Students will also examine current events to determine if there are similarities and/or the possibility of this occurring again.

1. Learning Objectives

- Students will discuss the consequences on the executive order 9066.
- Students will be able to relate the turmoil caused by the forced evacuation of the Japanese American families to their own lives.
- Students will be able to define evacuation, assembly center, and relocation center.

2. Assessment

- a) **Learning outcomes from pervious lesson:** In the previous lesson students were able to explain what executive order 9066 was and its impacts on the Japanese Americans, define ISSEI and NISSEI, locate Pearl Harbor, internment camps and relocation centers on a map.
- b) **Focus of assessment in this lesson:** Students will be assessed on the variety of topics that are discussed. How well they participate in the discussion. How well they relate their lives to the Japanese American lives at the time.
- c) **Method of assessment used in this lesson:** The lesson will be discussion based. The teacher will use a checklist to record who talked and what topics and good points were brought up.
- d) **Differentiation:** Students with hearing impairments will have a sign person.

3. New York State Learning Standards

- **Standard #1** - History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea:

2. Important ideas, social and cultural values, beliefs, and traditions from New York and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

- Students will identify the effects of the Japanese American internment camps on the Japanese Americans by interpreting journal entries written by people who went through the internment camps.

Key Idea:

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

- Students will identify different ways the Americans treated the Japanese Americans when they were forced to leave their homes and how it impacted their lives.

• **Standard #5 - Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities, of citizenship, including avenues of participation.

Key Idea:

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority, rule, others, and property), principals, and practices and establish a system of shared and limited government. (*Adapted from The National Standards for Civics and Government, 1994*)

- Students will discuss the values and citizenship the Japanese Americans had for the United States. They will discuss how the Japanese American's rights were not honored.

4. Materials

Children of the Relocation Camps
The Bracelet
Checklist
Journal Articles from *Dear Miss Breed*
Notebooks and pencils

5. Lesson Process

a) Introduction (10 minutes)

Teacher says: Can anyone remember what we learned in yesterday's lesson?

The teacher will revisit what the students learned in the first lesson. The teacher will use guiding questions to promote class participation. The teacher will use a checklist to ensure she has revisited everything from the previous lesson. The checklist will also be used to check each student's understanding of what was previously learned.

b) Learning Procedures relating to objectives (30-40 minutes)

- a. *The teacher will:* have the students form a circle with their desks/chairs.
- b. *The teacher will:* have another teacher in the school (preferably one most students to not know) come in unannounced and take four students from the class. The students will stay outside the classroom for a few minutes. The children that are taken out will be told what is going on so they are not scared.
- c. After the students return to the classroom, the teacher will explain why this happened after the students discuss the questions below and what just happened.
- d. *Teacher says:*
 - i. How would you feel if you were forcibly removed from your home and community?
 - ii. What would you bring?
 - iii. What would you do with the possessions you could not bring?
 - iv. How would you feel blindly following someone else's orders?

Teacher allows students to answer the questions.

- e. *Teacher says:* What do you think happened to the Japanese Americans after Pearl Harbor and why? The teacher gives the students time to discuss what they think. The teacher writes the ideas on the board.
 - i. Japanese American men were taken out of their homes unannounced because they were thought to be spies for Japan.
 - ii. Not long after all Japanese American families were taken away from their homes.
- f. *Teacher says:* We are going to read a short section of a book to learn more about what happened and why. The teacher reminds the students to write in their notebooks about things they hear that strike them because there will be a class discussion afterwards.
- g. The teacher asks a few students to volunteer to read the book. (Children of the Relocation Camps pages 7-17).
- h. *The teacher starts the discussion by asking the students:* What happened to the Japanese Americans after Pearl Harbor? The teacher will use the checklist to keep track of who talks and what points were brought up. (See attached checklist)
- i. The teacher allows the students to run the discussion For about 5-10 minutes. The teacher has a list of questions to keep the discussion going. The checklist attached has the list of questions.
- j. The teacher then has one person read one of the journal entries on the handouts.
 - i. After reading each entry have a few minutes to discuss the students feelings about the journal entries. (10-15 minutes)

c) Conclusion (10 minutes)

- a. *The teacher will ask the students to:* define assembly centers, evacuation, and relocation center. The teacher will use the checklist to call on people who did not speak up much during the discussion.
- b. *Teacher asks:* What are some key points we talked about today that really stand out for you?
- c. *Teacher asks:* Could this type of thing happen today?
- d. *Teacher asks:* Is there an event that happened in your lives that could be related to Pearl Harbor?

6. “If time”/extension

- a) The class will read the book *The Bracelet* by Yoshiko Uchida

7. References

- Oppenheim, Joanne. (2006). *Dear Miss Breed*. Mexico: Scholastic Nonfiction.
- Uchida, Yoshiko. (1993). *The Bracelet*. New York: Philomel.
- Welch, Catherine A. (2000). *Children of the Relocation Camps (Picture the American Past)*. Minneapolis: Carolrhoda Books.

Questions for Discussion

- What was Pearl Harbor?
- Why did Pearl Harbor happen?
- Where did Pearl Harbor take place?

- Why were the Japanese Americans taken away from their homes?
- What happened to the Japanese Americans after Pearl Harbor?
- How do you think the Japanese Americans felt?
- What would you do or feel if you were put in this situation?
- How would you feel if this happened to you?
- What did the Japanese Americans have to do to prepare?
- What did they have to leave behind?
- How were they treated?
- How were their rights violated?
- How did Americans treat the Japanese Americans?
- How did the Japanese Americans get to the relocation centers?

- Define: Assembly center – a temporary camp for Japanese Americans who were forced to leave their homes in 1942.
- Define: Evacuation – to force someone to move from home to another place.
- Define: Relocation Center – a permanent camp build to house Japanese Americans who had been forced to leave their homes in 1942.

Participation Checklist

Name:	Said:
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Japanese American Internment Camps

Lesson #3

Date of lesson: May 6, 2008

Length of Lesson: 60 minutes

Curriculum Area: Social Studies

Content Area: United States History

Title of the Lesson: Daily Life in the Camps

Grade Level: 5th

Rationale:

The purpose of this lesson within the unit plan is for student to, after already obtain knowledge about why and where the internment camps were created, and how the Japanese Americans were affected by it, be able to describe the living conditions within these camps. This lesson looks closer at the government's views of the Japanese Americans based on how they were treated.

1. **Learning Objectives:** Students will be able to...
 - a. Infer why the American government treated the Japanese Americans the way they did
 - b. Describe the living conditions of the Japanese Americans living in two internment camps
 - c. Create a Japanese Stone Garden
 - d. Explain the significance of the stone gardens in the internment camps

2. **Assessment**
 - a. Learning outcomes of previous lesson related to this topic:
 - i. Summarize why the American government forced the Japanese Americans to live in Internment camps.
 1. Americans were afraid of another attack from the Japanese after the bombing of Pearl Harbor.
 2. The U.S. government feared that any information would be given to the Japanese government by spies living in the U.S.

 - b. Focus of assessment in this lesson (related to objectives)
 - i. Describe the living conditions in two Japanese American Internment Camps
 1. Santa Anita, California
 - a. Watchtowers with armed soldiers, military police guard the gates, search lights
 - b. People were housed in stables
 - c. Stables reeked of urine and manure, and there was manure caked on the walls
 - d. Communal toilets with no doors/partitions
 - e. Public showers – no privacy
 - f. Had to stand in line to be fed
 - g. Inadequate medical facilities

2. Poston, Arizona
 - a. Inadequate housing (poor conditions, small spaces)
 - b. Did not have the proper necessities for people to protect themselves against the heat (July 1942 – record temperature of 144 degrees)
 - c. Isolation – people felt like convicts
 - d. Were not provided the necessary cleaning supplies – could only borrow a broom and bucket for 30 min
 - e. Were only provided the bare necessities to eat with
 - f. Water and electricity was turned off on Sundays between 6:00 am and 6:00 pm
 - g. Inadequate bedding – large canvas bags they had to fill with straw
 - h. No furniture
 - i. Food had no nutritional content – hot dogs and beans
 - j. No privacy in bathrooms and showers
 - k. People were seen as numbers not individuals
 - ii. Create a Japanese Stone Garden
 1. Students will be given materials to make a stone garden
 - iii. Explain the significance of the stone gardens in the internment camps
 1. made the camps more personal – more like a “home”
- c. Method of assessment used in this lesson
 - i. Classroom discussion based on reading
 1. Describe the living conditions of two Internment camps
 2. Explore images in text and on the internet
 - ii. Successfully create Japanese Stone Garden
 - iii. Journal Write-ups
 1. Explain the significance of the stone gardens in the camps
 2. Write a detail description, in paragraph form, of the living conditions of one of the two internment camps discussed
 3. Write a reflection about the living conditions
- d. Differentiation (of expected outcomes)
 - i. Students can work in groups or individually to brainstorm ideas and then come together as a group
 - ii. Students can work in groups or individually to create a stone garden.

3. **New York State Learning Standards: Social Studies**

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea #2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator:

- a. Summarize why the American government forced Japanese Americans to live in Internment camps after the bombing of Pearl Harbor
- b. Create a Japanese Stone Garden and be able to explain its significance in Japanese culture and in the internment camps.

Key Idea #4: The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of causation; understand the importance of changing and competing interpretations of different historical developments

Performance Indicator:

- a. Describe the living conditions of two internment camps.

4. **Materials**

Books: *Life in a Japanese American Internment Camp* by Diane Yancey, *Dear Miss Breed*, by Joanne Oppenheim, and *Children of the Relocation Camps* by Catherine Welch; supplies to make stone gardens – sand, small boxes, stones (enough for one per group), instructions for stone gardens, student notebooks, pens/pencils.

5. **Lesson Process DAY ONE (60 minutes)**

- a. Introduction (10 minutes)/Links to prior knowledge
Students will discuss why the U.S. government forced the Japanese Americans to live in the internment camps after the bombing of Pearl Harbor. Students will be given 5 to 7 minutes. We will then go over the reasons they came up with and compare to what the books stated. The students' responses will be recorded on the blackboard.
- b. Learning procedures relating to objectives (40 minutes)
Students will then be asked to identify the names and locations of some of the internment camps that they learned about in the first lesson. Answers will be recorded and assistance will be provided if students get stuck. Teacher will pick two of the internment camps (Santa Anita and Poston) and have students predict how they think the living conditions in these two camps were like, and answers will be recorded by both the teacher (on the blackboard) and the students in their journals. When finished, the teacher will provide the students the opportunity to get into groups of 3 or 4; each group will research what the conditions were like for either Santa Anita **or** Poston. Each group will either be assigned to do their research on the internet or out of the books "Life in a Japanese American Internment Camp" or "Dear Miss Breed". The students will be given 15 minutes to do their research and then at the end each group will present their findings. The students will record the presented information, and the teacher will provide the students with any missing or incomplete information. When finished the teacher will introduce Stone Gardens, and their

importance (Japanese history, what they represent, etc). The teacher will inform the students that the residents of the internment camps created them and the reasons why. Afterwards, the students will reform their groups, if they had separated, and be given the materials needed to build their own stone garden (*see attached instructions*). When the students are finished creating their gardens they will present them to the class and explain it. Teacher will use a checklist to determine students understanding (see attached checklist).

c. Conclusion/Checking for understanding (10 minutes)

Students will do a Quick Write in their Social Studies Journal answering a) the living conditions of one of the two internment camps (Santa Anita or Poston) b) the significance of the stone gardens in the camps and c) their feelings towards the living conditions in the internment camps (see attached rubric).

6. **“If Time”/Extension**

Students will go on the internet or use the library (if possible) to investigate the living conditions of some of the other internment camps.

7. **References**

Oppenheim, Joanne. (2006). *Dear Miss Breed*. Mexico: Scholastic Nonfiction.

Welch, Catherine A. (2000). *Children of the Relocation Camps (Picture the American Past)*. Minneapolis: Carolrhoda Books.

Yancey, Diane. (1998). *Life in a Japanese American Internment Camp*. San Diego: Lucent Books

Checklist for Class Discussion Comprehension

Student's Name	Summary of previous knowledge	Description of living conditions in 1 or 2 internment camps	Understanding of the significance of Stone Gardens

++ = student is able to provide accurate information and understands concepts

+ = student is able to provide mostly accurate information, understands some concepts

+ - = student provides some information, does not understand most concepts

- = student was unable to provide any information, does not understand any concepts.

Rubric for Journal Writing

	3	2	1	0	Score
Content	Journal is well organized and demonstrates students clear understanding of topic	Journal is well-organized and demonstrates students understanding of most of the topic	Journal lacks some organization and demonstrates students understanding of half of the topic	Unorganized and demonstrates student's lack of understanding	
Grammar	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or stylistic errors	Some errors in grammar and/or format that does not interfere with clarity	Multiple grammatical and stylistic errors	

Japanese American Internment Camps

Lesson # 4

Date of lesson: May 6, 2008

Length of lesson: 50 minutes

Curriculum Area: Social Studies

Content Area: American History

Title of lesson: Starting Over

Grade Level: 5th

Lesson Rational:

The purpose of this lesson within the unit plan is for student to, after already obtain knowledge about why and where the internment camps were created, how the Japanese Americans were affected by it, and the living conditions within the camps, be able to explain the types of decisions made by the Japanese Americans when they were allowed to leave the camps. Also the students will consider the decisions made by the U.S. government to create the internment camps and determine whether or not they were justified in their decision. This lesson, and the previous lessons in the unit, allows the students to examine a topic from a variety of perspectives, which will allow them to make informed decisions/conclusions.

1) Learning Objectives:

- a) Explain the decisions made by the Japanese American families when they were allowed to leave the camps.
- b) Assess the decision of the U.S. government to create internment camps and provide evidence to support their claim

2) **Assessment:** The teacher will use a checklist throughout the lesson to make sure all students are participating and making use all necessary questions are discussed.

3) New York State Learning Standards:

- a) **Standard #1** - History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea #2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Performance Indicator:

- (a) Explain the decisions made by the Japanese American families to either start over or pick up the pieces after they were allowed to leave the internment camps
- (b) Asses the decisions of the United States government to create internment camps.

b) Standard #5 - Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities, of citizenship, including avenues of participation.

Key idea #3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Performance Indicator:

- (a) Explain the decisions made by the Japanese American families to either start over or pick up the pieces after they were allowed to leave the internment camps

4) Materials:

- a) All resources used throughout the unit
- b) Notebooks
- c) Pens/pencils

5) Lesson Process:

- a) **Introduction: (10 minutes)** The teacher and students will discuss what was learned in the previous lesson. The teacher will use a checklist to make sure everything was gone over. The teacher will also use a checklist to make sure every student participates.
- b) **Learning procedures relating to objectives: (30 minutes)** The class will read from the book *Children of the Relocation Camps*. After reading the book there will be a class discussion about what the Japanese Americans did after they were let out of the internment camps. The students will analyze the decisions made by the government to put the Japanese Americans in the internment camps. The students will read a few journal entries from *Dear Miss Breed*. The students will be broken up into groups of two or three. Students will use the knowledge they gained throughout the lesson, any resources used through the lesson and they will also be given class time to use the internet for more information.
- c) **Conclusion: (10 minutes)** The students will briefly present to the class on their conclusion about the decisions of the government and give a few reasons to as why they agree or disagree with the decision.

- 6) **"If time"/extension:** If there is time the students will draw a symbolic picture of what it would be like if they had to live in the internment camps.

- 7) **References:** All materials used throughout the unit

Summative Assessment

The final project for this unit is you will create a diary, with a minimum of 8 entries, detailing your life as either a Japanese American or non-Japanese American citizen after the bombing of Pearl Harbor. The entries should include (in detail): you experiences after Pearl Harbor was bombed, during the evacuation, life in the internment camps or while people were in the camps, and after the Japanese Americans were released. You must have a minimum of 2 entries for each topic and each journal entry must be no less than 100 words. You will be graded with the following rubric. Be creative and have fun.

Due date: 1 week after the last lesson of the unit.

Internment Camp Diary Rubric

	4 <input type="text" value="4"/>	3 <input type="text" value="3"/>	2 <input type="text" value="2"/>	1 <input type="text" value="1"/>	Score
Creativity	Exceptional originality of presented material	Some apparent originality displayed through creative use of materials	Material presented with little originality or creative thought	Project includes little variety in presentation techniques	
Content	Project is well-organized and meets all requirements	Project is well-organized and meets most requirements	Project meets half of the requirements; well-organized	Unorganized and meets less than half the requirements	
Grammar	Nearly error-free which reflects clear understanding and thorough proofreading	Few grammatical and/or stylistic errors	Some errors in grammar and/or format that does not interfere with clarity	Multiple grammatical and stylistic errors	
Presentation	Evidence that pride and care was taken and the message of the product is clearly defined	Clear, uncluttered, and attractive	Project appears rushed of somewhat careless, but the content is legible	Careless, hurried, and illegible presentation	