

Japanese American Internment Revisited

Overview

Description

The Japanese American internment during World War II has long been considered a controversial reaction to another country's attack on the United States. In this assignment, students will research Japanese American internment during World War II and the Japanese American community's struggles to end the internment and to fight for their rights even after the war ended. Students will evaluate the historical actions of the federal government in terms of civil rights violations and of the actions of reparation decades later. Students will take a position on both actions of the federal government.

Final Product: Students will write a 4-page position paper defending or condemning the federal government for Executive Order 9066 in 1942 and for the Japanese American Reparations Act in 1988.

Subject

US History

Task Level

Grade 11

Objectives

Students will:

- Participate in a class discussion regarding the United States reaction following Pearl Harbor.
- Create a timeline of interactions between the federal government and Japanese Americans from 1942 to 1988.
- Perform independent research using collected primary and secondary sources.
- Analyze the primary issues surrounding Japanese American internment, using information gained from independent research.
- Construct defensible arguments regarding the primary issues surrounding Japanese American internment.
- Cite relevant information and events to support arguments.
- Write a position paper taking stands on two actions of the federal government regarding Japanese Americans.

Preparation

- Read the Instructor Task Information and the Student Notes.
- Prepare student copies of the Student Notes pages.
- Gather images of the start of World War II for the United States. Include photographs of the attack on Pearl Harbor, newspaper headlines after the attack showing Americans' fear of and hatred for Japan, and the internment of Japanese Americans beginning in 1942.
- You may wish to make several examples of position papers available to students for them to use as models in writing their final product. You may also wish to clearly outline how to write a position paper that incorporates two positions.

Prior Knowledge

- Students need background knowledge about the occurrence of Japanese American internment.
- Students should know how to appropriately cite sources of information.
- Students should know how to evaluate sources of information for bias and accuracy.
- Students should know how to construct an essay using appropriate writing conventions.
- Students should know how to construct research questions and conduct research.
- Students should be familiar with the history of Japanese Americans during and after World War II.

Key Concepts and Terms

- Bill of Rights
- Civil rights
- Discrimination
- Executive Order 9066
- *Hirabayashi v. United States* (1943)
- Internment camp
- Japanese American Citizens League
- Japanese American Reparations Act of 1988
- *Korematsu v. United States* (1944)
- Nisei
- Pearl Harbor
- Prejudice
- Relocation
- Reparations
- World War II

Time Frame

This assignment should take two weeks to complete. Allow one hour of class time to introduce the assignment and focus questions and to discuss Japanese American internment as a class. Allow another hour of class time to explain the *Website Evaluation Checklist* handout and for students to work in pairs to create their timelines and get started on research. Allow students one week outside of class to research and investigate the topic. If students do not have access to computers outside of class, adjust the timing of this assignment so they can conduct research during class. After a week of individual research (or longer if students need class time for this component), reconvene for one class period to check progress, discuss position paper construction, and have students begin drafting their essays. Students will need a week outside of class to write a rough draft of the essay based on their notes, a class period for peer review, and an additional week to complete the final draft. This assignment can be modified to meet the needs of different classroom schedules and student ability levels.

Instructional Plan

Getting Started

Learning Objectives

Students will:

- Participate in a class discussion regarding the United States reaction following Pearl Harbor.

Procedure

1. Show students a series of images beginning with Pearl Harbor and ending with the Japanese American internment. Discuss with the class the fears of Americans at that time and the reaction of the federal government to those fears.
2. Introduce these focus questions to students: Did the United States federal government have the right to suspend or infringe on the civil rights of Japanese Americans after the bombing of Pearl Harbor? Was the United States correct in making reparations to the Japanese Americans years later? Make sure students understand both focus questions.
3. Introduce the assignment to students, making sure that they understand what is required of them.

Investigating

Learning Objectives

Students will:

- Create a timeline of interactions between the federal government and Japanese Americans from 1942 to 1988.
- Perform independent research using collected primary and secondary sources.
- Analyze the primary issues surrounding Japanese American internment, using information gained from independent research.

Procedure

1. Introduce the *Website Evaluation Checklist* handout. Show students how to use it and instruct them to incorporate it into their research. This sheet may or may not be graded at the instructor's discretion.
2. Have students work in pairs to develop timelines of Japanese American interactions with the federal government between 1944 and 1988. All important dates, including the two Supreme Court cases during World War II,

should be included on the timelines. Instruct students to use these timelines as they pursue their research.

3. Have students begin their individual research on the topic of Japanese American internment during World War II and its aftermath.
4. As students complete their research and review their notes, they should use the focus questions to analyze the topic.

Drawing Conclusions

Learning Objectives

Students will:

- Construct defensible arguments regarding the primary issues surrounding Japanese American internment.
- Cite relevant information and events to support arguments.
- Write a position paper taking stands on two actions of the federal government regarding Japanese Americans.

Procedure

1. Students will begin to construct arguments based on the prompts and using evidence from their research to support their arguments. Remind them that they can support the government on one question and condemn it on another—they do not have to be uniformly supportive or condemning of the government's actions.
2. Have students outline and write the rough draft of their essay. Essays should cite sources accurately and should include a Works Cited page at the end of the paper.
3. Instruct students to exchange rough drafts with a classmate. Students will do a peer review of their partners' papers.
4. Have students incorporate the feedback from the peer review into their paper, write the final draft, and submit both the original and the final drafts.

Scaffolding/Instructional Support

The goal of scaffolding is to provide support to encourage student success, independence, and self-management. Instructors can use these suggestions, in part or all together, to meet diverse student needs. The more skilled the student, however, the less scaffolding that he or she will need. Some examples of scaffolding that could apply to this assignment include:

- Incorporate an examination of the causes, consequences, and implications of Japanese American internment.
- Review the identification of facts and opinions, particularly in articles prone to bias.
- To make sure students understand the assignment, ask them to restate the focus questions in their own words.
- Clearly define how to construct a position paper. Provide a checklist for what students should include as they write.
- Outline the construction of a position paper as a class. Model the process together.
- If students need further support in understanding the structure of a position paper, take time to analyze an example paper for features that support the objectives of the assessment. Point out to students that two positions need to be taken in their paper.
- Provide specific research materials that help students narrow their focus.
- Allow students to work with a partner during the research and analysis phases.
- Create checkpoints throughout the assignment to help students measure their progress and allow for the instructor to redirect students who have gotten off topic.
- Provide students with definitions of key concepts and terms.

Solutions

The information below is intended to help you assess students' final work products. It may not represent all possible strategies and ideas. The accompanying scoring guide provides specific examples of ways a student might demonstrate content understanding and mastery of cross-disciplinary skills.

Necessary Elements

- Engaged participation in the timeline creation process.
- Sufficient information gathering.
- Logically organized essay that addresses both focus questions.
- Clear and detailed arguments supported by research; positions backed by textual evidence.
- Effective and correct use of language.
- A complete and accurate Works Cited page.

Key Connections

- Students should gain an understanding of the complexity of the issues involved in wartime security.
- Students should fully analyze the causes and consequences of the limitation of minority rights during this period of American history.

Common Misconceptions

- Personal opinions do not constitute sufficient evidence for conclusions. Students must support their positions with relevant and valid textual evidence.

TCCRS Cross-Disciplinary Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Key Cognitive Skills</i>			
A.1. Engage in scholarly inquiry and dialogue.	✓	✓	
A.2. Accept constructive criticism and revise personal views when valid evidence warrants.	✓	✓	✓
B.1. Consider arguments and conclusions of self and others.	✓	✓	✓
B.2. Construct well-reasoned arguments to explain phenomena, validate conjectures, or support positions.	✓	✓	✓
B.3. Gather evidence to support arguments, findings, or lines of reasoning.		✓	
B.4. Engage in scholarly inquiry and dialogue.	✓	✓	✓
D.1. Self-monitor learning needs and seek assistance when needed.	✓	✓	✓
D.2. Use study habits necessary to manage academic pursuits and requirements.	✓	✓	✓
D.3. Strive for accuracy and precision.	✓	✓	✓
D.4. Persevere to complete and master tasks.	✓	✓	✓
E.1. Work independently.	✓	✓	✓
E.2. Work collaboratively.	✓	✓	✓
F.1. Attribute ideas and information to source materials and people.		✓	✓
<i>II. Foundational Skills</i>			
A.4. Identify the key information and supporting details.		✓	✓
A.5. Analyze textual information critically.		✓	✓
B.1. Write clearly and coherently using standard writing conventions.			✓
C.2. Explore a research topic.		✓	✓
C.5. Synthesize and organize information effectively.			✓
C.6. Design and present an effective product.			✓

C.7. Integrate source material.			✓
E.1. Use technology to gather information.		✓	

TCCRS Social Studies Standards Addressed

Performance Expectation	Getting Started	Investigating	Drawing Conclusions
<i>I. Interrelated Disciplines and Skills</i>			
B.3. Analyze causes and effects of major political, economic, and social changes in U.S. and world history.		✓	✓
C.3. Explain and analyze the importance of civic engagement.		✓	✓
E.4. Identify and evaluate the sources and consequences of social conflict.		✓	✓
F.2. Analyze ethical issues in historical, cultural, and social contexts.	✓	✓	✓
<i>II. Diverse Human Perspectives and Experiences</i>			
A.2. Evaluate the experiences and contributions of diverse groups to multicultural societies.	✓		✓
B.1. Explain and evaluate the concepts of race, ethnicity, and nationalism.		✓	✓
<i>IV. Analysis, Synthesis, and Evaluation of Information</i>			
A.1. Identify and analyze the main idea(s) and point(s) of view in sources.		✓	✓
A.3. Evaluate sources from multiple perspectives.		✓	
B.3. Gather, organize, and display the results of data and research.		✓	✓
B.4. Identify and collect sources.		✓	
D.1. Construct a thesis that is supported by evidence.			✓
<i>V. Effective Communication</i>			
A.1. Use appropriate oral communication techniques depending on the context or nature of the interaction.			✓

A.2. Use conventions of standard written English.			✓
B.1. Attribute ideas and information to source materials and authors.			✓

TEKS Standards Addressed

Japanese-American Internment Revisited - Texas Essential Knowledge and Skills (TEKS): Social Studies, History	
<p>113.41.c.9. History. The student understands the impact of the American civil rights movement. The student is expected to:</p> <p>113.41.c.9.A. trace the historical development of the civil rights movement in the 19th, 20th, and 21st centuries, including the 13th, 14th, 15th, and 19th amendments.</p> <p>113.41.c.9.B. describe the roles of political organizations that promoted civil rights, including ones from African American, Chicano, American Indian, women's, and other civil rights movements.</p> <p>113.41.c.9.C. identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr., Cesar Chavez, Rosa Parks, Hector P. Garcia, and Betty Friedan.</p> <p>113.41.c.9.D. compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.</p> <p>113.41.c.9.E. discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement.</p> <p>113.41.c.9.F. describe presidential actions and congressional votes to address minority rights in the United States, including desegregation of the armed forces, the Civil Rights acts of 1957 and 1964, and the Voting Rights Act of 1965.</p> <p>113.41.c.9.G. describe the role of individuals such as governors George Wallace, Orval Faubus, and Lester Maddox and groups, including the Congressional bloc of southern Democrats, that sought to maintain the status quo.</p> <p>113.41.c.9.H. evaluate changes and events in the United States that have resulted from the civil rights movement, including increased participation of minorities in the political process.</p> <p>113.41.c.9.I. describe how litigation such as the landmark cases of Brown v. Board of Education, Mendez v. Westminster, Hernandez v. Texas, Delgado v. Bastrop I.S.D., Edgewood I.S.D. v. Kirby, and Sweatt v. Painter played a role in protecting the rights of the minority during the civil rights movement.</p>	
<p>113.41.c.23. Citizenship. The student understands efforts to expand the democratic process. The student is expected to:</p> <p>113.41.c.23.A. identify and analyze methods of expanding the right to participate in the democratic process, including lobbying, non-violent protesting, litigation, and amendments to the U.S. Constitution.</p> <p>113.41.c.23.B. evaluate various means of achieving equality of political rights, including the 19th, 24th, and 26th amendments and congressional acts such as the American Indian Citizenship Act of 1924.</p> <p>113.41.c.23.C. explain how participation in the democratic process reflects our national ethos, patriotism, and civic responsibility as well as our progress to build a more perfect union.</p>	

<i>Japanese-American Internment Revisited - Texas Essential Knowledge and Skills (TEKS): Social Studies, History</i>
<p>113.41.c.26. Culture. The student understands how people from various groups contribute to our national identity. The student is expected to:</p> <p>113.41.c.26.C. explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.</p>
<p>113.41.c.29. Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>113.41.c.29.A. use a variety of both primary and secondary valid sources to acquire information and to analyze and answer historical questions.</p> <p>113.41.c.29.B. analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations, making predictions, drawing inferences, and drawing conclusions.</p> <p>113.41.c.29.E. evaluate the validity of a source based on language, corroboration with other sources, and information about the author, including points of view, frames of reference, and historical context.</p> <p>113.41.c.29.G. identify and support with historical evidence a point of view on a social studies issue or event.</p>
<p>113.41.c.30. Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>113.41.c.30.A. create written, oral, and visual presentations of social studies information.</p> <p>113.41.c.30.B. use correct social studies terminology to explain historical concepts.</p> <p>113.41.c.30.C. use different forms of media to convey information, including written to visual and statistical to written or visual, using available computer software as appropriate.</p>

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Introduction

During World War II, the United States federal government relocated over 100,000 Japanese Americans to camps in the interior of the United States. In this assignment, you will decide if the forced relocation of Japanese Americans was a case where the government had the right to suspend or infringe on civil rights. You will also decide if the federal government was right to make reparations to the Japanese Americans decades later. You will do extensive research on both of these questions. Then you will write a 4-page position paper, where you will answer both questions and then defend your positions using evidence from your research.

Directions

Getting Started

1. Examine the images presented by your instructor, beginning with Pearl Harbor and ending with the Japanese American internment. Take part in the discussion of the fears of Americans at that time and the reaction of the federal government to those fears.
2. Focus on the two questions that Japanese American internment crystallizes: Did the United States federal government have the right to suspend or infringe on the civil rights of Japanese Americans after the bombing of Pearl Harbor? Was the United States correct in making reparations to the Japanese Americans years later? Make sure you understand both focus questions.
3. When your instructor introduces the assignment, make sure that you understand what is required of you.

Investigating

1. Work with a partner to develop a timeline of Japanese American interactions with the federal government between 1944 and 1988. All important dates, including the two Supreme Court cases during World War II, should be included. You will use this timeline as you pursue your research.
2. Individually, research the topic of Japanese American internment during World War II and its aftermath.

3. As you complete your research and review your notes, use the focus questions to analyze the topic. Also use the *Website Evaluation Checklist* handout as a guide.

Drawing Conclusions

1. Begin to construct arguments using evidence from your research to support your positions. You have the option of supporting the government on one of its actions and condemning it on the other—you do not have to be uniformly supportive or condemning.
2. Outline and write the rough draft of your position paper. Essays should cite sources accurately and should include a Works Cited page at the end.
3. Exchange rough drafts with a classmate. Do a peer review of your partner's paper.
4. Incorporate the feedback from the peer review into your paper, write the final draft, and submit both the original and the final drafts.

Website Evaluation Checklist

	Title and URL of page you are evaluating:
Personal page or site?	<input type="checkbox"/> present in URL? ~, %, users, members, people
What type of domain is it? Appropriate for the content?	<input type="checkbox"/> com <input type="checkbox"/> org/net <input type="checkbox"/> edu <input type="checkbox"/> gov/mil/us <input type="checkbox"/> non-US_____ <input type="checkbox"/> other:
Publisher or domain name entity:	Published by entity that makes sense? Does it match the name of the site?
Who wrote the page?	<input type="checkbox"/> Email <input type="checkbox"/> Name: <input type="checkbox"/> Not available
Credentials on this subject? (Truncate the URL if no useful links.)	Evidence?
Is there a date listed for the creation of the material or its most recent update?	Date _____ Current enough for your purpose?
Sources documented with links or notes? Can you verify that quoted text was not altered or forged?	
Links to more resources? Do they work?	
Evidence of bias?	
Search URL in http://www.alexa.com, click on "Site info for ..."	Who owns the domain? Who links to the site?
Is the page rated well in a directory? http://www.lii.org or http://infomine.ucr.edu or http://www.about.com	
Which blogs link to it? What do they say? http://www.blogsearch.google.com	
Look up the author in Google	
Why was the page put on the Web?	<input type="checkbox"/> Inform <input type="checkbox"/> Persuade <input type="checkbox"/> Sell <input type="checkbox"/> Entertain (Satire or parody?) Other:

Useful Facts Found:

Useful Arguments Found:

BOTTOM LINE: Is the website appropriate for your purpose?

Adapted from Teaching Library, UC Berkeley – Spring 2009
(<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>)