

K-12 Lessons to Teach About the Japanese American Experience Before, During, and After World War II

This list contains over one hundred lessons for teachers on the Japanese American experience before, during, and after World War II. The lessons are accessible through the Internet and are organized primarily by grade level, from first through twelfth grade. To encourage teachers' use of these lessons the California History-Social Science standards supported by each lesson have been identified.

Each entry includes the following information:

- Grade level
- Curriculum standards
- Title
- URL
- Brief descriptor
- Author

Grade 1

Standard, Topic	Title	URL	Descriptor	Author/Org
1.4.1	Japanese American Baseball in the Camps	http://www2.scholastic.com/browse/lessonplan.jsp?id=1254	This is one of two Scholastic lesson plans (one for primary and one for grades 3-5) that use "Baseball Saved Us" as a resource. Use them to introduce young students to Japanese American internment during World War II through baseball-related discussions, readings and activities. They help students understand how hardship can lead to both personal growth and a stronger sense of community.	Scholastic
1.5.1 varied ancestry of our communities	Children's Day, A Japanese Holiday: A Multicultural Unit that Introduces Primary Students to the Customs and Traditions of Japan	http://www.intranet.csupomona.edu/~tassi/children.htm	One of the major themes covered in the California History Social Science Framework is the concept of culture. Exploring the country of Japan is an exciting way to introduce cultural complexity. This interdisciplinary unit focuses on the customs and traditions of Japan through one of its national holidays, Children's Day. Students will learn about this Japanese holiday and recognize their cultural similarities and differences. Through cross-curricular lessons, this integrated unit will provide a wide variety of activities in ELA, math, arts, social studies and science to teach primary students about Japanese culture through literature, discussion and hands-on participation.	Lisa Ganguin/CSU Pomona

Grade 2

Standard, Topic	Title	URL	Descriptor	Author/Org
2.1.1, 2.1.2 and 2.1.3	Discovering Your Heritage	http://www2.scholastic.com/browse/lessonplan.jsp?id=117	Written for somewhat older students, this Scholastic lesson is easily adaptable to grade 2. It will give students a better understanding of why America is thought of as a mosaic of cultures and the role they play in this mosaic. Students write 3 interview questions and then interview a family member to learn more about their heritage and what brought their family to the United States. They will build a family tree and record a part of their family's oral history to preserve it for future generations	Scholastic
2.1.1, 2.1.2 and 2.1.3	Diversity Day - Celebrate Your Heritage	http://www2.scholastic.com/browse/search?query=Celebrate+Your+Heritage	Students learn which countries their ancestors originally came from and locate them on a world map. They listen to an oral story about their family history, and then retell it in writing. They then label their names and those of at least two more generations on a family tree and use a map to plot the ancestral path that has led to their hometown. Depending on time and resources available, students may research and take notes on a country from their heritage and use the research to complete a travel log. The class creates a display that showcases all they have learned to display at Open House.	Genia Connell/ Scholastic

Grade 3

Standard, Topic	Title	URL	Descriptor	Author/Org
3.3.2 and 3.3.3 Japanese contributions to communities and CA	Hayward's Blooming Business and Art Tells the Story	http://www.historycrossroads.org/pdfs/MaryFujiLessonPlans.pdf	Students will learn about the contributions of Japanese Americans to the economy of California and local communities through a study of Mary Fujii in Hayward, California. Through these two lessons students will understand that agriculture was an important aspect of the local economy's past as they examine lists of growers, their towns and crops. Then students will use art visualization strategies to learn about the lives of Hisako Hibi and her husband at whose home many local youngsters learned calligraphy.	History Crossroad - Mary Fujii
3.3.1, 3.3.2, 3.3.3, and 4.4.3 Japanese contributions to communities and CA	Harada House Story - A Teacher's Guide to Reading the Walls - Story of Internment	http://www.riversideca.gov/museum/reading-lesson1.asp	This Teacher's Guide is designed for older students but the content is adaptable and relevant to grades 3 and 4. It also connects to 5th grade through a look at the 1830 Indian Removal and 11th grade through the WWI Espionage and Sedition Acts. The Riverside Metropolitan Museum documented and collected artifacts from Riverside's Japanese American community, focusing specifically on the Harada, Inaba and Fujimoto families. These stories, along with other primary documents are used in the Teachers Guide to follow their experiences from settling in Riverside to evacuation to Internment Camps, to the return of one family to Riverside.	Riverside Metropolitan Museum
3.3.3 and 4.4.3 Japanese Immigration	Asian-American History for Grades 3-5	http://www2.scholastic.com/browse/lessonplan.jsp?id=587	Asian Americans have contributed in many ways to American and California history. To put the Japanese American experience in the broader Asian American context, students use the internet to access reviewed American history sites to bring it alive through firsthand accounts and biographies. They learn about Asian American writing through video of author interviews with Ken Mochizuki and Allen Say.	Scholastic
3.4 role of law 3.4.3 history of national landmarks	Becoming Aware of the Japanese American Internment Camp Experience	http://americanhistory.si.edu/perfectunion/resources/activity1.html	Before viewing the More Perfect Union site on Japanese Internment Experience, this set of activities helps students become aware of, and sensitive to, what the Japanese-American internment camp experience was like. First, students think about the possessions, friends, places, and activities important to them. Then they determine how many of these things had to be given up by the Japanese Americans in California after Pearl Harbor. Students develop a sense of empathy by simulating the situations that Japanese American children faced.	Smithsonian adapted from JACL Curriculum and Resource Guide. The California Civil Liberties Public Education Program (CCLPEP)

Grade 4

Standard, Topic	Title	URL	Descriptor	Author/Org
3.3.3 and 4.4.3 Japanese Immigration	Asian-American History for Grades 3-5	http://www2.scholastic.com/browse/lessonplan.jsp?id=587	Asian Americans have contributed in many ways to American and California history. To put the Japanese American experience in the broader Asian American context students use the internet to access reviewed American history sites to bring the Asian-American experience alive through firsthand accounts and biographies. They learn about Asian American writing through video of author interviews with Ken Mochizuki and Allen Say.	Scholastic
4.4.4 Immigration to California	Angel Island US Pacific Immigration Station 1910 - 1940	http://www.askasia.org/teachers/lessons/plan.php?no=26	Angel Island was the Pacific US immigration station that processed (and sometimes detained) nearly 200,000 immigrants in the early 20th century. After looking at primary sources and visualizing the experience of many immigrants, students will understand what Chinese immigrants dealt with in coming to the United States. They will understand the emotional impact involved in leaving a home country to deal with the unknown, and learn about the process of the immigration system during this period and its effect on Asian immigrants, especially those from Japan and China.	Angela Che/Ask Asia
4.4.4 and 8.12	Growing Ethnic Diversity	http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic3c.html	Using a set of primary source Calisphere images that reflect some of the diverse ethnic groups that came to the West Coast from locations around the globe, students use analysis worksheets from the Library of Congress to answer these questions: 1) What were some of the ethnic groups that emigrated to California in the early 1900s? 2) Why did they come, and how did they fare once they arrived? 3) What kind of social, economic, and environmental conditions greeted them? 4) What challenges did they face in assimilating into California society.	Calisphere
4.4.4 immigration to the U.S.	Ellis Island/Angel Island	http://www.monet.k12.ca.us/curriculum/librarylessons/Lessons/4th/4_Ellis_Island_Angel_Island.pdf	This lesson is a good one for a 4-5 combination class. Divided into two groups, students read two articles, one on Ellis Island and one on Angel Island. They then regroup and work together to complete a Venn diagram comparing the experiences of immigrants who came to America through these two main ports of entry.	Dana Stemig
4.4.5 World War II/ Internment	Baseball Saved Us Teacher's Guide	http://www.leeandlow.com/p/baseball_tg.mhtml	<i>Baseball Saved Us</i> by Ken Mochizuki is about Japanese Americans who were taken from their homes and sent to live in an internment camps during World War II. In this lesson, students step into the shoes of these characters and write a letter to a friend, or create a newspaper article, about one of the baseball games that the children of the camps organized to make the situation tolerable. Finally students write a review of the book for other members of their school.	Lee and Low Books
4.4.5 World War II/ Internment	The Bracelet - Yoshiko Uchida	http://teacherlink.ed.usu.edu/teachers/resources/units/Byrnes-famous/YOSHIL1.html	Students learn about the experiences of Yoshiko Uchida during World War II through her book <i>The Bracelet</i> . They increase their understanding of the book with guided discussion and Readers' Theatre.	Linda Shaffer, Utah State University
4.4.5 World War II/ Internment	Journey Through Topaz	http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=14717	During World War II when the Japanese attacked Pearl Harbor in Hawaii, the United States government initiated a policy which took thousands of Japanese Americans citizens out of their homes and put them in internment camps. One of these camps was located just outside Delta, Utah and was called "Topaz: The Jewel of the Desert". This virtual tour will help you explore this relocation situation and show you what it might have been like to be a part of Topaz. This activity is designed to be done in conjunction with the novel "Journey to Topaz" by Yoshiko Uchida. Students who take this virtual tour should have a copy of the book to reference.	Utah Education Network

Grade 4

4.4.5 World War II Internment	Japanese American Baseball in the Camps	http://www2.scholastic.com/browse/lessonplan.jsp?id=1255	This is one of two Scholastic lesson plans (one for primary and one for grades 3-5) that use "Baseball Saved Us" as a resource. Use them to introduce young students to Japanese American internment during World War II through baseball-related discussions, readings and activities. They help students understand how hardship can lead to both personal growth and a stronger sense of community.	Scholastic
4.4.5 World War II and Japanese American combat	Classroom Guide for Heroes	http://www.leeandlow.com/images/pdfs/heroes.pdf	Ken Mochizuki's book, <i>Heroes</i> , is about a young Japanese American boy in the 1960s who knows his father and uncle fought heroically in World War II but is still told he looks like the enemy. This guide leads students to consider the characteristics of a hero through discussion. A reflective journal activity guides them to think about their own experiences in classifying or being classified by others in ways that do not affirm them as people	Lee and Low Books
4.4.5 internment/ life in the camps	Internment of Japanese-Americans During World War II	http://www.eduplace.com/ss/hmss/4/unit/act5.2.html	Using Dear Miss Breed: Letters From the Camps, and Brimmer's Voices From the Camps: Internment of Japanese-Americans During World War II students research the daily life of Japanese-Americans in internment camps during World War II and write radio documentaries using what they learn.	Houghton Mifflin - Eduplace
4.4.5 World War II Internment	Internment: Perspectives Through Photographs	http://www.densho.org/learning/spice/lesson4/4activity4-2.asp	This EL accessible activity engages students in an analysis of photographs taken prior to and during the mass removal and of West Coast Japanese Americans to camps. After reviewing and analyzing sets of photographs, students determine the perspectives of the photographers, figure out the civil rights violated, and compare the images to other events about which they have learned.	Densho/Spice
4.4.5 life in the camps, redress	Life in a WWII Japanese American Internment Camp	http://americanhistory.si.edu/ourstoryinhistory/tryathome/activities_internment_more.html	This Smithsonian Our Story in American History site is a brief article with primary quotes and photos. The reading activities build empathy as students examine the primary sources and imagine what it would have been like and how they would have responded.	Our History/American History Museum
4.4.5 causes of internment	You Decide: Were Japanese Americans a Threat?	http://www.densho.org/learning/civil liberties/CivilLiberties.asp#4	The unit "You Decide: Were Japanese Americans a Threat?" explores the complex decisions that individuals, local governments, and national governments must face in a democracy. Students are assigned roles representing specific people who had different points of view on the issue and engage in a debate from the perspectives they represent. After the role play, students write a persuasive position paper that argues their own position on this topic using evidence and information from the debate role play.	Densho - Japanese American Legacy Project
4.4.5 and 4.4.6 WWII and internment, redress	Hayward's Blooming	http://www.historycrossroads.org/pdfs/MaryFujiLessonPlans.pdf	Students will learn about the contributions of Japanese Americans to the economy of California and local communities through a study of Mary Fujii in Hayward, California. Through these two lessons students will understand that agriculture was an important aspect of the local economy's past as they examine lists of growers, their towns and crops. Then students will use art visualization strategies to learn about the lives of Hisako Hibi and her husband at whose home many local youngsters learned calligraphy.	History Crossroad - Mary Fujii
4.4.5 and 4.4.6 WWII and internment	Views and Voices from Within: Art & Writing of Estelle Ishigo, Heart Mountain Relocation Center, 1942-1945	http://www.calisphere.universityofcalifornia.edu/jarda/lessonplans/views-and-voices.html	This lesson looks at the issue of Japanese internment through art. Artist Estelle Ishigo, the European American wife of a Japanese American, was among the American citizens forced out of California during World War II. Ishigo and her husband, Arthur, were first sent to Pomona Assembly Center and later to Heart Mountain Relocation Center, in a remote area of Wyoming. There, Estelle Ishigo continued her work as a painter. This unit focuses on Ishigo's artwork, which provides a rare inside look at life in these camps. Students use primary sources to learn how internees lived and made a home under incredibly constrained circumstances. The timeline that is included in the lessons takes the story to 1998 when Fred Korematsu received the Presidential Medal of Freedom.	Martha Berner/ Calisphere

Grade 7

Standard, Topic	Title	URL	Descriptor	Author/Org
7.5.3 Japanese culture and history	Haiku - Poetry of the Samurai Warrior	http://edsitement.neh.gov/view_lesson_plan.asp?id=305	This Scholastic unit is useful for a core History/Language Arts class. The unit begins as students research the history of ancient Japanese Samurai using Japan: Memoirs of a Secret Empire http://www.pbs.org/empires/japan/ and the life of the samurai Basho, credited with inventing Haiku. Then there are activities for students to write their own Haiku. The unit culminates with a cultural day where students exhibit their Haiku writings.	EDSITEment
7.5.4 and 7.5.5 Japanese culture	Under-standing Symbols in Japanese Art	http://www.askasia.org/teachers/lessons/plan.php?no=99&era=&grade=&qeo=	Art objects make ideas and beliefs tangible through visual symbols. Students can begin to understand Japanese cultural ideas and beliefs by learning to decode these symbols. In this lesson, students examine two objects, analyze their components, compare and contrast them, and begin to learn about their meanings.	Elizabeth Hammer and Nancy Blume./Ask Asia
7.5.3 & 7.5.6 Japanese culture	Samurai Resume	http://score.rims.k12.ca.us/score_lessons/samurai_resume/	In this webquest, student slearn about traditional Japanese society by stepping into the "shoes" of a samurai warrior with this scenario: "You are a courageous and highly skilled samurai. You have served your daimyo quite well with a spirit of loyalty and dignity. Your service to the noble daimyo has allowed you to support your family in a very comfortable manner. However, you have just received the most unfortunate word that your daimyo has died. ...You are saddened by this loss, as he was like part of your own family. Now you must prepare yourself to find a new daimyo to serve. One of the ultimate tools in a job search is the resume. The resume briefly lists your experience and skills for a potential employer. Now you must prepare a "killer" resume to market yourself in order to find a new job. In this resume you must present abilities, expertise, and interests that would have actually been characteristic of a real samurai. That means your resume needs to be based on research that is historically accurate.	Freda Kelly/SCORE H-SS
7.5 and 7.11 general	Japan and the West A Comparison	http://www.askasia.org/teachers/lessons/plan.php?no=97&era=&grade=&qeo=	This simple lesson plan asks students to compare Japanese history to similar time periods in Western history. The lesson provides the names and dates of a comparable chronology of Japanese history but requires student independent research.	Ask Asia
7.5.4 and 7.5.5 Japanese culture and history	The World of Haiku	http://www2.scholastic.com/browse/lessonplan.jsp?id=588	This lesson explores the traditions and conventions of haiku by reading and comparing examples from Basho in Tokagowa Japan and later examples. Students enrich their understanding by comparing this classic form of Japanese poetry to Japanese woodblock prints. Lastly, students compose haiku of their own. It is a useful lesson for an E-LA/H-SS core class.	Scholastic
7.5 general Japanese history	Japanese Culture	http://www.globaled.org/japan_project/lessons/lesson03.php	This is a board game that teaches about Japanese history and culture. To access the lesson, users much register (free) at the Global Ed website.	Enrique Rodriguez Brooklyn Technical High School

Grade 8

Standard, Topic	Title	URL	Descriptor	Author/Org
8.12.7	Study Guide for Picture Brides	http://www.glencoe.com/sec/literature/litlibrary/picturebride.html	This is a literature study unit. From the characters of Yoshiko Uchida's novel <u>Picture Brides</u> , students explore Japanese culture, Japanese American immigrant issues, and relations between the majority community and the Issei and Nisei Japanese Americans.	Yoshiko Uchida. Glencoe Literature Library
4.4.4 and 8.12.7	Growing Ethnic Diversity	http://www.calisphere.universityofcalifornia.edu/themed_collections/subtopic3c.html	Using a set of primary source Calisphere images that reflect some of the diverse ethnic groups that came to the West Coast from locations around the globe, students use analysis worksheets from the Library of Congress to answer these questions: 1) What were some of the ethnic groups that emigrated to California in the early 1900s? 2) Why did they come, and how did they fare once they arrived? 3) What kind of social, economic, and environmental conditions greeted them? 4) What challenges did they face in assimilating into California society.	Calisphere
8.12.7 and 11.5.2	Asian-American History for Grades 6-8	http://www.densho.org/learning/default.asp	This lesson puts the Japanese American experience in the context of earlier Chinese migration issues and the later large scale migrations from many areas of Asia. Students use reviewed websites to access American history and the Asian-American experience including firsthand accounts and biographies by Japanese Americans. They evaluate journals as historical artifacts, especially the concept of firsthand account vs. history text. Discuss Asian American writing after seeing video clips of author interviews with Allen Sav and Ken Mochizuki.	Densho
8.12.7 and 11.6.5	Focus on the Early History of Immigration from Japan	http://www.densho.org/learning/civilliberties/densho5.pdf	Part of the huge unit, "Causes of Conflict - Issues of Immigration," in this section (begins p. 20) students read, view and discuss historical background and oral history excerpts on immigration from Japan. They discuss factors that shaped conflicts experienced by Japanese Americans, and conclude by comparing them to the experiences of immigrants from Mexico.	Densho - Civil Liberties Curriculum
8.12.7 and 11.5.2	A Japanese Immigrant Experience	http://www.densho.org/learning/spice/lesson2/2activity2-1.asp	In this activity, students examine experiences of early Japanese immigration to the United States as depicted in three episodes of comic strips by Henry (Yoshitaka) Kiyama. Students will learn about the segregation of Asian children in San Francisco schools in 1906; the alien land acts passed by the State of California in 1913 and 1920; and the Immigration Act of 1924, which ended further Japanese immigration to the United States. Students are asked to respond to these comic strips by writing a poem, writing a persuasive letter, and/or developing a five-minute role play.	Densho
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Grade 10

Standard, Topic	Title	URL	Descriptor	Author/Org
10.4.1 and 10.4.2	<i>Life in the Floating World: Ukiyo-e Prints and the Rise of the Merchant Class in Edo Period Japan</i>	http://edsitement.neh.gov/view_lesson_plan.asp?id=611	This lesson will help teachers and students to investigate Edo Period Japan through the window provided by these images of the landscape, life, and interests of the rising townspeople. The Edo Period (1603-1868) in Japan was a time of great change. The merchant class was growing in size, wealth, and power, and artists and craftsmen mobilized to answer the demands and desires of this growing segment of society. Students will use the famous woodblock prints of artists such as Hiroshige (1797-1858) and Hokusai (1760-1849) as primary documents to help them gain insight on Japanese history.	Jennifer Foley, EDSITEment
10.4.1 and 10.4.2	<i>Japan: Memoirs of a Secret Empire</i>	http://www.pbs.org/empires/japan/index.html	The Tokugawa Shogunate comes alive in the PBS film Japan: Memoirs of a Secret Empire. The Teachers Guide and Resources offer many suggestions for further study.	PBS
10.4.1, 10.4.2 & 10.4.3 imperialism	<i>Imperialism and Expansion</i>	http://www.cyberlearning-world.com/lessons/ushistory/imperialism1.htm	This lesson presents the issue of imperialism from the American perspective. Students review the geography of the Caribbean and Pacific regions at the turn of the 19th and 20th c., identify territories acquired by the US during the Spanish-American War. Then they list and evaluate the arguments for and against imperialist expansion during the late 1800s and early 1900s.	Cyberlearning World
10.4.1 and 10.4.2 imperialsim	<i>A Case Study of Tokugawa Japan through Art: Views of a Society in Transformation</i>	http://www.colorado.edu/cas/tea/imaginjapan/tokugawale.html	In this lesson, students examine woodblock prints as texts, looking for evidence of economic and societal changes, particularly changes in travel and urban life. Students then work in small groups to read about an aspect of the period and jigsaw with members of other groups to create a larger view of the dynamics of the Tokugawa period. Finally, students return to the woodblock prints, using them as evidence to illustrate a narrative statement about the period.	Sara Thompson, Program for Teaching East Asia
10.4.1, 10.4.2 & 10.4.3 Japanese nationalism & imperialism	<i>The Meiji Restoration and Modernization (1868-1930)</i>	http://www.outreachworld.org/resource.asp?curriculumid=129	In 1868 the Tokugawa shogun who ruled Japan in the feudal period lost his power and the emperor was restored to the supreme position. The emperor took the name Meiji ("enlightened rule") as his reign name; this event was known as the Meiji Restoration. This curriculum unit examines that historical moment with an introductory essay and primary-source readings. There are discussion questions at the end of each reading	Outreach World

Grade 10

10.8.1 and 11.7.1 pre-World War II US-Japan relations	The Growth of U.S.-Japanese Hostility, 1915-1932	http://edsitement.neh.gov/view_lesson_plan.asp?id=749	In this first lesson of the curriculum unit "The Road to Pearl Harbor: The United States and East Asia, 1915-1941" students learn about the growing antagonism between the United States and Japan that first developed during World War I and continued after the Treaty of Versailles. Using contemporary documents, students explore the rise of animosity between the United States and Japan. As they work through the chronology, students explain how Japan's ambitions in China conflicted with the American concept of the "Open Door," discuss the means by which the United States and Japan sought peaceful means of resolving their differences, and articulate why U.S. trade and immigration policies angered the Japanese.	John Moser & Lori Hahn EDSITEment
10.4.1, 10.8.1 & 11.7.1 pre-World War II US-Japan relations	Analyzing Japanese Imperialism □	http://www.outreachworld.org/files/asia/swangerK-jpn.pdf	Analyze the motives for Japanese imperialism in the early 20th c. and compare them to European and United States imperialism. Activities lead students to take positions on the following questions: Should Japan have had the same imperial rights as Great Britain, Germany, or the United States? Was the Japanese attack on Pearl Harbor an act of war or an imperialist move?	Kathy Swanger/ Outreach World
10.8.1, 11.2.2, 11.2.3, 11.5.2, Immigration & Land Acts	America and the Sino-Japanese Conflict, 1933-1939	http://edsitement.neh.gov/view_lesson_plan.asp?id=750	In this second lesson of the curriculum unit "The Road to Pearl Harbor: The United States and East Asia, 1915-1941," students examine the overall principles which underlay both Japanese and American foreign policy in the mid- to late-1930s. Through the use of documents and an interactive timeline, students will be invited to assess the effectiveness of U.S. policy toward East Asia.	John Moser & Lori Hahn EDSITEment
10.8.6 and 11.7.5	Japanese Latin American Perspectives Through Photographs and a Newspaper Article	http://www.densho.org/learning/spice/lesson4/4activity4-7.asp	In this activity, students learn about the 2,264 members of the Japanese community in Latin America, especially Peru, who were deported to and interned in the United States during World War II. Students read the Article "Stealing Home" by Leah Brumer and examine photographs by Arturo Shibayama, then create a poster describing what they learned to present to the class.	Densho/Spice

Grade 11

Standard, Topic	Title	URL	Descriptor	Author/Org
11.2.2, 11.2.3, 12.2.7 and 12.4.4 (econ)	Constitutional Issues: Causes of Conflict: Issues of Immigration	http://www.densho.org/learning/civilliberties/densho5.pdf	This unit asks the essential question, "How do conflicts over immigration arise from labor needs and social change?" The teacher leads an initial discussion on immigration issues, and with the class, generates a list of points of conflict on the board. Prompt students to come up with economic issues such as: Jobs: Many Americans fear that fewer jobs and resources are available for our growing and increasingly diverse population and Wages: Some businesses are lobbying heavily to keep their low income workers, legal and illegal. After this activity, students view five video clips of Japanese who had been incarcerated in camps. Teachers must download the pdf file to have access to the full lesson (begins p 15) and must also select the correct clip to access the proper interview.	Densho/Issues of Immigration
11.2.3, 11.5.2& 12.2.6 land law, quotas, naturalization process	The Immigration Years	http://www.densho.org/learning/default.asp?path=spice/lesson2/lesson2.asp	This lesson familiarizes students with the experiences and struggles of early Japanese immigrants to the United States, known as Issei. Included is an activity based on selected episodes from the book, The Four Immigrants Manga. In this activity, students examine three historically significant events in Japanese American history: school segregation, Land Act, and the Immigration Act of 1924.	Densho/Japanese American Legacy Project
8.12.7 and 11.5.2	A Japanese Immigrant Experience	http://www.densho.org/learning/spice/lesson2/2activity2-1.asp	In this activity, students examine experiences of early Japanese immigration to the United States as depicted in three episodes of comic strips by Henry (Yoshitaka) Kiyama. Students will learn about the segregation of Asian children in San Francisco schools in 1906; the alien land acts passed by the State of California in 1913 and 1920; and the Immigration Act of 1924, which ended further Japanese immigration to the United States. Students are asked to respond to these comic strips by writing a poem, writing a persuasive letter, and/or developing a five-minute role play.	Densho/Spice
10.8.1 and 11.7.1	Focus on the Early History of Immigration from Japan	http://www.densho.org/learning/civilliberties/densho5.pdf	Part of the huge unit, "Causes of Conflict - Issues of Immigration," in this section (begins p. 20) students read, view and discuss historical background and oral history excerpts on immigration from Japan. They discuss factors that shaped conflicts experienced by Japanese Americans, and conclude by comparing them to the experiences of immigrants from Mexico.	Densho/Civil Liberties
10.8.1, 10.8.2, 11.7.1 U.S.-Japan relations	America and the Sino-Japanese Conflict, 1933-1939	http://edsitement.neh.gov/view_lesson_plan.asp?id=750	In this second lesson of the curriculum unit "The Road to Pearl Harbor: The United States and East Asia, 1915-1941," students examine the overall principles which underlay both Japanese and American foreign policy in the mid- to late-1930s. Through the use of documents and an interactive timeline, students will be invited to assess the effectiveness of U.S. policy toward East Asia.	John Moser & Lori Hahn EDSITEment
10.8.6 and 11.7.5	Japanese Latin American Perspectives Through Photographs and a Newspaper Article	http://www.densho.org/learning/spice/lesson4/4activity4-7.asp	In this activity, students learn about the 2,264 members of the Japanese community in Latin America, especially Peru, who were deported to and interned in the United States during World War II. Students read the Article "Stealing Home" by Leah Brumer and examine photographs by Arturo Shibayama, then create a poster describing what they learned to present to the class.	Densho/Spice
11.7.1 and 11.7.5 U.S.-Japan relations	The Failure of Diplomacy, September - December 1941	http://edsitement.neh.gov/view_lesson_plan.asp?id=752	In this fourth lesson of the curriculum unit "The Road to Pearl Harbor: The United States and East Asia, 1915-1941," students put themselves in the shoes of U.S. and Japanese diplomats in the final months of 1941, earnestly trying to reach a settlement that will avoid war. Through the use of primary documents and an interactive map and timeline, they consider whether there was any reasonable chance of preventing the outbreak of World War II in the Pacific.	John Moser & Lori Hahn EDSITEment

Grade 11

11.7.1 and 11.7.5 Influence of foreign policy on domestic policy	Anti-Japanese Sentiment in the United States	http://edsitement.neh.gov/view_lesson_plan.asp?id=654#03	The third part of the EDSITEment lesson "Turning the Tide in the Pacific, 1941-1943" focuses on anti-Japanese sentiment in the U.S. and how it related to the war itself. After reading selections of four documents and reviewing images in the press, students write an essay in response to the following: 1) How did the attack on Pearl Harbor affect American attitudes toward the Japanese? 2) How do you think this affected the way the Pacific War was fought?"	John Moser & Lori Hahn, EdSITEment
11.7.1 and 11.7.5	Internment: Fears, Justifications, Endurance, Reaction, & Apology	http://www.hudsonrivervalley.org/bocesLessons/2003/Internment2.pdf	Students explore a rich selection of primary sources including documents, editorials and news articles, photos, etc. organized around two key questions: 1) Did the motivations behind the decision to relocate the Japanese-Americans during World War II justify denying them their civil rights? 2) What generalizations can be made about human nature and the reactions of governments in time of crises in view of United States treatment of Japanese-Americans during World War II? After working through a set of primary source analysis activities students create document based essays on these topics. A rubric is provided.	Hudson River Valley Institute
11.7.1, 11.7.5, 12.8.2 & 12.8.3 WWII, homefront, media & internment	Prelude to Incarceration	http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/lesson_1_main.html	In this lesson, students analyze popular media depictions of people of Japanese descent after the U.S. entry into World War II. They will decide 1) In what ways the media contributed to the order to remove Japanese Americans from the West Coast? 2) What were the differing visions of the Department of Justice and the military with respect to the Japanese Americans on the West Coast? Students also analyze Japanese American responses to the mass removal from the West Coast.	Smithsonian
11.7.1, 11.7.5 WWII, homefront & internment	The Incarceration Years	http://www.densho.org/learning/spice/lesson4/4activity4-3procedures.PDF	In this lesson, students examine the incarceration years and study the impact this period had on Japanese American lives. The nine activities in this lesson provide a wide range of perspectives and source materials on the incarceration. The goal is to be able to answer these questions: 1) Why were Japanese Americans incarcerated? 2) What, if any, civil rights of Japanese Americans did the incarceration violate? and 3) What were the incarceration years like?	Densho/Spice
11.7.1, 11.7.5 WWII	Letters from the Japanese American Internment	http://americanhistory.si.edu/perfection/resources/activity2.html	In this lesson, students make deductions about life in an internment camp by reading and comparing primary source letters written by young internees to an old friend, children's librarian Clara Breed. As students read, compare, and interpret the sources they are required to look at a historical event from the multiple points of view of eyewitnesses. Supporting literature <i>Dear Miss Breed</i> (see literature list).	Smithsonian
11.7.1, 11.7.5 WWII and Internment	Letters from the Japanese American Internment	http://www.calisphere.universityofcalifornia.edu/jarda/lesson_plans/pdf/jarda_lesson_plan_views_and_voices.doc	More simply written than the lesson above, this web lesson uses four letters from the Breed collection supported by question sheets and graphic organizers. In small groups, students draw conclusions about life in internment camps by reading and comparing letters written by young internees. Again in small groups and as a whole class, they discuss the advantages of looking at a historical event from the points of view of multiple eyewitnesses.	Martha Berner for Calisphere
11.7.1, 11.7.5 WWII and Internment	Exclusion Orders	http://www.nps.gov/history/nr/twhp/www/ps/lessons/89manzana/89manzana.htm	Using the Smithsonian More Perfect Union site, students read the "Civilian Exclusion Order," the "Instructions to All Persons of Japanese Ancestry" and the Public Proclamations. Following the instructions given (especially the prohibitions) on the Order, each group will make a list of the items they will carry. They will be allowed 15 minutes.	National Park Service - Teaching With Historic Places
11.7.5 internment	Perspective of Incarcerated Japanese Americans through Poetry and Art	http://www.densho.org/learning/spice/lesson4/4activity4-4.asp	This EL accessible humanities activity introduces students to perspectives on the Japanese American incarceration through poetry and art. Five groups of students will examine poetry, and five groups will examine art. Small group work facilitates discussion of differences in perspective and common themes.	Densho/Spice

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11.7.3 & 11.7.5 internment experience	Views and Voices from Within	http://www.goforbroke.org/learning/digitalcurriculum/lesson02/lesson02.asp	Artist Estelle Ishigo, the European American wife of a Japanese American, was among the American citizens forced out of California during World War II. Ishigo and her husband, Arthur, were first sent to Pomona Assembly Center and later to Heart Mountain Relocation Center, in a remote area of Wyoming. There, Estelle Ishigo continued her work as a painter. This multi-day art and history unit focuses on Ishigo's artwork, which provides a rare inside look at life in these camps. Students use primary sources to learn how internees lived and made a home under incredibly constrained i t	Go for Broke
11.7.3 & 11.7.5 internment/ California	The War Relocation Centers of World War II: When Fear was Stronger than Justice	http://www.nps.gov/nr/twhp/wip/lessons/89manzanar/89manzanar.htm	This Teaching with Historic Places lesson examines the backdrop of Japanese internment, Order 9066 , and life in the Internment Camps using the example of Manzanar. In order to fully complete the lesson activities, students will need access to historic newspapers from World War II. A good source is the Virtual Museum of San Francisco http://www.sfmuseum.org/war/evactxt.html .	National Park Service/Teaching with Historic Places
11.7.5, 12.2.5, and 12.5.4 internment and civil rights	Perspectives Through an Autobiography	http://www.densho.org/learning/spice/lesson4/4activity4-6.asp	Professor Daniel Okimoto, a professor of political science at Stanford University, was born at the Santa Anita Assembly Center and spent the first few years of his life in an internment camp in Poston, Arizona. Professor Okimoto reflected on the impact that growing up in camp had on his life in his 1970 autobiography <i>American in Disguise</i> . He wrote a retrospective to this autobiography in 2000. Students will read selections from these and discuss issues of civil rights, why people from Latin America were included in the internment, and the power of propaganda.	Densho/Spice
11.7.3, 11.7.5 & 12.2.4 internment experience, service in military	Volunteering from Camp	http://www.csupomona.edu/~tassi/intern.htm	In 1942, the U.S. government imprisoned over 110,000 Japanese Americans on the West Coast in camps in California, Wyoming, Arizona, Idaho, Utah, Colorado, and Arkansas. In early 1943, the U.S. Army came to the camps to recruit volunteers to form an all-Japanese American combat unit. Students take on the role of making a decision to join the army from the following scenario: It's February 1943, and Tak Senzaki, a 21-year old Japanese American living with his family at the WRA camp in Rohwer, Arkansas, is trying to decide whether or not to volunteer to join the U.S. Army. Characters in the role play include: Tak's father or mother, Tak's brother, Tak's best friend, and the U.S. Army recruiter.	Judy Woo and Jolynn Asato, CSU Pomona
11.7.3, 11.7.5 & 12.2.4 internment experience, service in military	442nd Regimental Combat Team	http://www.nytimes.com/learning/gteachers/lessons/19991025monday.html?searchpy=learning_lessons	This lesson features images of the 442nd Regimental Combat Team was made up solely of Japanese Americans, some of whom were recruited directly from internment camps. The images in this group provide a look at the lives and sacrifices of the men of the 442nd, the most highly decorated American unit in WWII. Students use image analysis worksheets to answer the questions: Why did the soldiers volunteer to fight?; What was their life like in the military?	New York Times Learning Network
11.7.5 civil liberties	Citizenship Denied	http://www.wisconsinhistory.org/teachers/lessons/secondary/internment.asp	This integrated unit on Japanese World War II internment includes an analysis of wartime propaganda and the resultant wartime hysteria. It provides suggestions for the integration of literature with a focus on the internment of teenagers.	Deanna Olson/Wisconsin Historical Society

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11.7.3	Perspectives of Japanese American Soldiers Through Autobiographies and Letters	http://www.densho.org/learning/spice/lesson5/5activity5-1.asp	Half the class reads "Retirement Speech by Dr. John Sadanaga," and the other half reads "Shig Doi's Story." Then pairs of students examine a collection of letters and photographs sent to the mother of a deceased Japanese American soldier. After discussing the letters and photographs, each pair creates a poster that commemorates the accomplishments of the 442nd Regimental Combat Team.	Densho/Spice
11.7.3	Perspectives of the Military Intelligence Service Through an Auto-biography	http://www.densho.org/learning/spice/lesson5/5activity5-2.asp	Students learn about the Japanese Americans who served in the U.S. Military Intelligence Service (MIS) during World War II. Their experiences were particularly unique because they served against Japan, the birthplace of their parents. Students discuss the moral dilemmas they think that Japanese Americans in the MIS may have faced and the difficulties they may have encountered that Japanese Americans fighting in Europe did not face.	Densho/Spice
11.7.5 constitutional issues & internment	Prisoner in One's Own Home	http://www.ohs.org/education/oregonhistory/learning_center/dspPrint.cfm?resource_ID=FC218438-FF32-E1B7-86B4F4B030BFC962	Students examine the causes and effects of the internment of 120,000 Japanese-Americans during World War II. They then develop research questions examining the historic, legal and psychological impacts of the internment camps and investigate the answers through a focused research project. The results of their research become part of a class-wide exhibit on this tragedy in American history.	Oregon Historical Society
11.7.3, 12.2.4.and 12.2.5 civics	WWII Japanese Internment: An Interactive Lesson Plan Using Primary Sources	http://www.wisconsinhistory.org/teachers/lessons/secondary/internment.asp	Using a variety of primary sources, students will learn about WWII Japanese internment camps in the United States. Students will work in small groups to evaluate documents representing opposing perspectives and work as a class to understand primary source analysis. Once all groups have contributed their ideas, lead the class in a discussion. Conclude by emphasizing the bias in every document and the importance of looking at all points of views on an issue.	Wisconsin Historical Society
11.7.5 internment, and 12.8.1 and 12.8.2 role of the media	Evacuation: The Japanese Americans in World War II	http://www.calisphere.universityofcalifornia.edu/jarda/lesson-plans/beauty-behind-barbed-wire.html	After evaluating primary sources including Japanese Relocation Camp at Heart Mountain, Wyoming, Notice on Yasui Brothers Store, Hood River, Oregon, Japanese Evacuees, North Portland Assembly Center, Japanese Evacuee Tops Sugar Beets, and Oregon House Joint Memorial No. 9, students create a fictional detainee and compose a description of him or her (age, personality, physical description). they then create one week of a fictional diary for the detainee, describing living and working conditions in detention. Lastly, students create a propaganda poster that reflects the messages that were given to Japanese during World War II.	Madeline Antilla/Calisphere
11.7.5 internment & loyalty oaths	An Examination of the Internment of Japanese-Americans During World War II	http://uw.kqed.org/edresources/plans/mosaic-asianam-lp01.pdf	This lesson by Densho introduces students to the debate surrounding a questionnaire administered in the incarceration camps to Japanese Americans who were 17 years of age or older. The questionnaire presumably tested their "loyalty" to the United States. Response to this questionnaire varied. The activities reflect the different responses that were made to this questionnaire. To reach the 4 activities, select For Teachers - Civil Rights and Japanese American Incarceration and then lessons and activities. Scroll to Lesson 5.	KQED
11.7.5 and 12.2.1 internment and role of media	Beauty Behind Barbed Wire: The Relocation Camp Experience of Estelle Ishigo □	http://www.calisphere.universityofcalifornia.edu/jarda/lesson-plans/pdf/jarda_lesson_plan_beauty_behind_barbed_wire.pdf	This three lesson unit asks students to use a variety of primary source documents to describe the conditions of the Japanese American internment during World War II, through discussion and writing. They also relate the themes of tolerance and prejudice to the era as they evaluate the role that media plays in promulgating propaganda. Lastly, students will learn that an artist conveys thoughts and emotions through art as they review paintings by Estelle Ishigo.	Calisphere

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11.10.5, 11.10.6 and 12.2.1 civil rights and responsibilities of citizens	An Issue of Loyalty: Exploring the Treatment of Japanese Americans During World War II	http://www.adl.org/education/curriculum_connections/summer_2008/	One overriding issue in the incarceration of Japanese Americans was the controversy over loyalty and disloyalty. When the government considered releasing inmates from the camps and allowing men to join the army, it was concluded that only "loyal" persons would be eligible for release and service. The rationale for holding Japanese Americans shifted from "military necessity," or the fear of espionage and subversion, to disloyalty. Thus it became necessary to determine who could be called loyal and who were labeled disloyal. A principle method for determining this was a questionnaire, but this method proved disastrous and led to great abuse and hardship for the inmates. The abstract concept of loyalty was also put to the test through investigation of internees' backgrounds. This lesson plan is designed to acquaint students with the situation as it happened in the camps and to examine these abstract ideas as they relate to our real and everyday lives.	Anti-Defamation League
11.7.5, 12.3.4 and 12.7.5 executive orders, internment & constitution	Japanese Americans of World War II	http://school.discoveryleducation.com/lessonplans/activities/japaneseamericans/	In this lessons, students research the internment of Japanese-Americans during World War II, then discuss Roosevelt's Executive Order in the light of the Fifth Amendment and discuss its legality. Finally, they hold a mock trial to explain and evaluate the positions favoring and opposing the policy of internment of Japanese-Americans during World War II.	Discovery Education
11.10.5, 11.10.6 and 12.3.2	Voices of Japanese-American Internees	http://www.calisphere.universityofcalifornia.edu/jarda/lesson_plans/are-we-americans.html	Using video histories of Japanese-American internees during World War II, this lesson engages students in understanding the discrimination that Japanese Americans faced before and after their internment. In addition, students will be introduced to the Civil Liberties Act of 1988, and discuss whether or not it made up for the discrimination that Japanese Americans received from the U.S. government.	Annette Janeway, Calisphere
11.7.5, 12.2.6, 12.3.4 constitutional issues, naturalization	Lessons on Judicial Interpretation: How Immigrants Takao Ozawa and Yick Wo Searched the Courts for a Place in America	http://oah.org/pubs/magazine/judicial/teel.html	These two federal court cases involving Asian immigrants' efforts to guarantee their rights are an important addition to any discussion of Civil Rights. These cases should be done in tandem starting with Yick Wo v. Hopkins, 118 U.S. 356 (1886).The contrasting lesson is a Japanese American's use of the federal courts in his struggle for citizenship, using the case of Takao Ozawa. Unlike the Chinese and African American model of successfully using the courts to assert constitutional rights in cases such as Yick Wo v. Hopkins (1886) or Brown v. Board (1954), Takao Ozawa's case was hindered by the Court's basing its decision on a strict interpretation of a federal statute rather than broad interpretation of language in the United States Constitution.	Organization of American Historians
11.7.5, 12.2.4, 12.2.5 & 12.7.5 citizen rights/responsibilities, executive orders	Are We Americans Again? A Portrait of Japanese American Internment	http://www.calisphere.universityofcalifornia.edu/jarda/lesson_plans/are-we-americans.html	Using the art of Ishigo and other primary sources, students will develop a sense of historical understanding of the internees' experiences during and after the Internment. As they examine the themes of tolerance and prejudice in the era, students will evaluate the implementation of Executive Order 9066 and describe basic human rights and the role of American citizens in influencing government and defending those rights for all. Though the lesson was written for younger students, the rigor of the topic is suitable for grades 11 and 12.	Annette Janeway/ Calisphere

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11.7.5	Japanese American Internment During World War II: Primary Source Set	http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/	The Library of Congress has created a list of primary source based lesson plans that include a brief history of the topic, and a pre-selected set of diverse primary sources with tools for analysis. This lesson plan on Japanese American Internment focuses on images.	Library of Congress
11.7.5 internment	Farewell to Manzanar - Literature Cybergide	http://www.sdcoe.k12.ca.us/score/manz/manztg.html	Students complete 3 activities using the book Farewell to Manzanar and the internet 1) to compare accounts on the Internet of other camps, then write an expository essay 2) to compare the description of Manzanar with pictures and descriptions of other camps. They then write their own expository description of an imaginary camp; and 3) use a dialectical journal to better understand the internment experiences and their feeling about them. The structure of the lesson is excellent but some of the links are dead.	Joanne Thompson /SCORE Language Arts
11.7.5 internment	Suffering Under Great Injustice: Ansel Adams Photographs of Japanese-American Internment at Manzanar	http://lcweb2.loc.gov/ammem/ndlpedu/collections/manzanar/thinking1.html	After accessing the collection, "Suffering Under a Great Injustice": Ansel Adams's Photographs of Japanese-American Internment at Manzanar, in American Memory, student do critical thinking projects based on the collection. They practice chronological thinking by tracing U.S.-Japanese relations, or use analysis and interpretation to examine Born Free and Equal. They also explore the controversial nature of the evacuation of Japanese Americans through issue-analysis and research, and demonstrate their understanding of this complex subject in a creative writing project.	Library of Congress/American Memory

Grade 12

Standard, Topic	Title	URL	Descriptor	Author/Org
11.7.5 and 12.2.1 internment and role of media	Beauty Behind Barbed Wire: The Relocation Camp Experience of Estelle Ishigo	http://www.calisphere.universityofcalifornia.edu/jarda/lesson_plans/pdf/jarda_lesson_plan_beauty_behind_barbed_wire.pdf	This three lesson unit asks students to use a variety of primary source documents to describe the conditions of the Japanese American internment during World War II, through discussion and writing. They also relate the themes of tolerance and prejudice to the era as they evaluate the role that media plays in promulgating propaganda. Lastly, students will learn that an artist conveys thoughts and emotions through art as they review paintings by Estelle Ishigo.	Calisphere
11.10.5, 11.10.6 and 12.2.1 civil rights and responsibilities of citizens	An Issue of Loyalty: Exploring the Treatment of Japanese Americans During World War II	http://www.adl.org/education/curriculum_connections/summer_2008/	One overriding issue in the incarceration of Japanese Americans was the controversy over loyalty and disloyalty. When the government considered releasing inmates from the camps and allowing men to join the army, it was concluded that only "loyal" persons would be eligible for release and service. The rationale for holding Japanese Americans shifted from "military necessity," or the fear of espionage and subversion, to disloyalty. Thus it became necessary to determine who could be called loyal and who were labeled disloyal. A principle method for determining this was a questionnaire, but this method proved disastrous and led to great abuse and hardship for the inmates.	Anti-Defamation League
12.2.4 and 12.2.5 civics civil rights and Constitution	An Introduction to Civil Rights	http://www.densho.org/learning/spice/lesson1/1activity1-1.asp	In this activity, students are introduced to the definition of "civil rights" and are asked to come up with examples of civil rights. Then, students are presented with the Bill of Rights and selected amendments and are asked to determine which class examples are actual civil rights. In addition, students are given situation cards and must discuss and answer questions about the civil rights involved in their given situation.	Densho/Spice
11.7.3, 11.7.5 & 12.2.4 internment experience, service in military	Volunteering from Camp	http://www.csupomona.edu/~tassi/intern.htm	In 1942, the U.S. government imprisoned over 110,000 Japanese Americans on the West Coast in camps in California, Wyoming, Arizona, Idaho, Utah, Colorado, and Arkansas. In early 1943, the U.S. Army came to the camps to recruit volunteers to form an all-Japanese American combat unit. Students take on the role of making a decision to join the army from the following scenario: It's February 1943, and Tak Senzaki, a 21-year old Japanese American living with his family at the WRA camp in Rohwer, Arkansas, is trying to decide whether or not to volunteer to join the U.S. Army. Characters in the role play include: Tak's father or mother, Tak's brother, Tak's best friend, and the U.S. Army recruiter.	Judy Woo and Jolynn Asato, CSU Pomona
11.7.3, 12.2.4 and 12.2.5 civics	WWII Japanese Internment: An Interactive Lesson Plan Using Primary Sources	http://www.wisconsinhistory.org/teachers/lessons/secondary/internment.asp	Using a variety of primary sources, students will learn about WWII Japanese internment camps in the United States. Students will work in small groups to evaluate documents representing opposing perspectives and work as a class to understand primary source analysis. Once all groups have contributed their ideas, lead the class in a discussion. Conclude by emphasizing the bias in every document and the importance of looking at all points of views on an issue.	Wisconsin Historical Society
11.7.5, 12.2.4, 12.2.5 & 12.7.5 internment, citizen rights/responsibilities, executive orders	Are We Americans Again? A Portrait of Japanese American Internment	http://www.calisphere.universityofcalifornia.edu/jarda/lesson_plans/are-we-americans.html	Using the art of Ishigo and other primary sources, students will develop a sense of historical understanding of the internees' experiences during and after the Internment. As they examine the themes of tolerance and prejudice in the era, students will evaluate the implementation of Executive Order 9066 and describe basic human rights and the role of American citizens in influencing government and defending those rights for all. Though the lesson was written for younger students, the rigor of the topic is suitable for grades 11 and 12.	Annette Janeway/ Calisphere

Grade 12

12.2.4 and 12.2.5	<i>In Search of No-No Boy: Classroom Edition</i>	http://74.125.155.132/search?q=cache:jQZ-brpDN2qJ:www.resisters.com/nonoboy/teachers/classroomguide.pdf+www.densho.org/learning/spice.PDF&cd=2&hl=en&ct=clnk&gl=us&client=firefox-	This lesson on Japanese American draft resisters is based on the film "In Search of No-No Boy: Classroom Edition." Advanced classes may want to use the novel "No-No Boy" by John Okada. Each lesson is based on a key theme from No-No Boy, with information designed to enhance existing classroom activities about civil liberties, American citizenship, and the expulsion and incarceration of Japanese Americans during World War II. The lessons do not need to be taught in sequence, and instructors can pick and choose topics that work with existing units. This is a good choice for senior E/LA.	Ti Locke Historical material/Densho
12.2.4 and 12.2.5 rights & responsibilities in democracy	<i>Perspectives of Resisters Through Editorials</i>	http://www.densho.org/learning/spice/lesson5/5activity5-3.asp	Students examine the perspectives of Japanese Americans who refused to serve in the military until their rights as U.S. citizens were restored. They examine the conflict between those who served in the military and those who didn't, through editorials written during 1944. Students then engage in a debate regarding the "draft resisters of conscience."	Densho/Spice
12.2.4 and 12.2.5 rights & responsibilities in democracy	<i>Perspectives of a "No-No Boy" Through an Excerpt From a Novel</i>	http://www.densho.org/learning/spice/lesson5/5activity5-4.asp	After examining both representative handouts from both sides of the military service for interned Japanese Americans, students may imagine themselves as a draft-age Japanese American removed from the West Coast, incarcerated in one of the camps. They write a first person diary or journal entry on the topic: Would you have volunteered for military service? Why or why not?	Densho/Spice
12.2.4 and 12.2.5 rights & responsibilities in democracy	<i>Conscience and the Constitution</i>	http://www.pbs.org/itvs/conscience/resources/for_teachers/index.html	Using segments from the PBS film, Conscience and the Constitution, this set of five lessons (which may be adapted to do independently) focuses on the draft resisters among the incarcerated Japanese Americans in World War II. Students examine the motives for resisting, the use of civil disobedience to influence government action, and the consequences faced by the resisters. Lastly, the students examine the question "Who writes history?"	Ti Locke, PBS
11.7.5, 12.2.6, 12.3.4 constitutional issues, naturalization	<i>Lessons on Judicial Interpretation: How Immigrants Takao Ozawa and Yick Wo Searched the Courts for a Place in America</i>	http://oah.org/pubs/magazine/judicial/teel.html	These two federal court cases involving Asian immigrants' efforts to guarantee their rights are an important addition to any discussion of Civil Rights. These cases should be done in tandem starting with Yick Wo v. Hopkins, 118 U.S. 356 (1886). The contrasting lesson is a Japanese American's use of the federal courts in his struggle for citizenship, using the case of Takao Ozawa. Unlike the Chinese and African American model of successfully using the courts to assert constitutional rights in cases such as Yick Wo v. Hopkins (1886) or Brown v. Board (1954), Takao Ozawa's case was hindered by the Court's basing its decision on a strict interpretation of a federal statute rather than broad	Organization of American Historians
12.3.1, 12.3.2 & 12.3.4 rule of law, role of individual	<i>Constitutional Issues: Civil Liberties, Individuals, and the Common Good</i>	www.densho.org/learning/civilliberties/densho1.doc	This unit explores the essential question, "How can the United States balance the rights of individuals with the common good?" The time frame is the months following 9-11. It begins with a review of basic democratic values of justice, equality, etc., and constitutional structures such as a separation of powers, representative government, due process, etc. Then students are assigned roles of specific groups within the U.S. such as local law enforcement, a person of Arab ancestry, a 9-11 victim's family. In these roles they hold a mock town hall meeting to debate the topic of whether to grant the president the power to detain indefinitely, without a hearing, any individual the administration suspects of aiding terrorist organizations, even if there is no hard evidence to support the suspicion.	Densho/Civil Liberties Curriculum
11.7.5, 12.3.2, 12.3.4, & 12.7.5 Citizen action, redress	<i>Japanese-Americans of World War II</i>	http://school.discoveryeducation.com/lessonplans/activities/japaneseamericans/	In this lessons, students research the internment of Japanese-Americans during World War II, discuss Roosevelt's Executive Order in the light of the Fifth Amendment and discuss its legality, and finally, hold a mock trial to explain and evaluate the positions favoring and opposing the policy of internment of Japanese-Americans during World War II	Discovery Education

Grade 12

11.7.5 and 12.3.4 internment and citizenship	The Question of Loyalty	http://www.densho.org/learning/default.asp?path=spice/lesson5/5lesson5.asp	This lesson by Densho introduces students to the debate surrounding a questionnaire administered in the incarceration camps to Japanese Americans who were 17 years of age or older; the questionnaire presumably tested their "loyalty" to the United States. Response to this questionnaire varied. The following activities reflect the different responses to this questionnaire. To reach the 4 activities, select For Teachers - Civil Rights and Japanese American Incarceration and then lessons and activities. Scroll to Lesson 5	Densho/Spice
12.5.1, 12.5.3 & 12.5.4	Korematsu v. United States (1944)	http://www.landmarkcases.org/korematsu/home.html	Written at 3 reading levels, this Landmark Case asks students to diagram how the case moved through the court system, and read key excerpts from the Majority Opinion and from the Dissenting Opinion. Then based on the time available, students classify documents on each side of the case, examine presidential war powers, and discuss whether the court was correct in its ruling.	Landmark Cases/ Supreme Court
12.5.4 civil rights interpretation	Civil Liberties and War Powers in Korematsu v. United States (1944)	http://www.hudsonrivervalley.org/lessonplans.php	This lesson is designed to raise students' awareness of events surrounding Japanese American internment during World War II, as well as the political and human rights issues that are associated with this episode. It is based on a mock trial in which the United States government is being prosecuted for its actions by an international tribunal. The activity can benefit students on a practical level by familiarizing them with the workings of the American legal system, and also by increasing their awareness of rights built into the Constitution which are relevant to their own lives.	Hudson River Valley Institute
12.6.4 citizens and political process	Japanese American Perspectives Through Congressional Testimonies	http://www.densho.org/learning/spice/lesson3/3activity3-2.asp	In this activity, students will examine the testimonies of two Japanese Americans at a congressional committee hearing in San Francisco, California, in order to understand how the Japanese American community responded to the possibility of mass removal and incarceration. Working in small groups, students will then develop their own positions on the issue and vote, as if the year were 1942, on how the "threat" of Japanese Americans on the West Coast should be resolved.	Densho/Civil Liberties Curriculum
12.7.5, 12.8.2, & 12.8.3 presidential executive orders & media's influence in government	Using Primary and Secondary Sources to Study an American Tragedy: Japanese-American Internment during World War II	http://bss.sfsu.edu/internment/essonplansalomon.html	In analyzing the documents and articles in this lesson, students will learn how these U.S. citizens became prisoners in their own country, simply because of their cultural background. In discussing Executive Order 9066, students will gain an understanding of how racism and prejudice can become strong enough to convince a President to sign an unconstitutional act into law. They will also learn, from a student's account, how it felt to be pulled out of school, and away from one's friends, only because of one's cultural heritage. Finally, the students will form their own opinion through writing an in-class essay on the Walter Lippmann article; whether or not they agree/disagree with him, and why/why not. Documents may be found at http://www.wcusd15.org/ .	Mark Solomon
11.7.5 internment, and 12.8.1 and 12.8.2 role of the media	Evacuation: The Japanese Americans in World War II	http://www.calisphere.universityofcalifornia.edu/jarda/lessonplans/beauty-behind-barbed-wire.html	After evaluating primary sources including Japanese Relocation Camp at Heart Mountain, Wyoming, Notice on Yasui Brothers Store, Hood River, Oregon, Japanese Evacuees, North Portland Assembly Center, Japanese Evacuee Tops Sugar Beets, and Oregon House Joint Memorial No. 9, students create a fictional detainee and compose a description of him or her (age, personality, physical description). they then create one week of a fictional diary for the detainee, describing living and working conditions in detention. Lastly, students create a propaganda poster that reflects the messages that were given to Japanese during World War II	Madeline Antilla/ Calisphere
12.8.1 & 12.8.2 power of media	Dig Deep: Media and the Incarceration of Japanese Americans during World War II	http://www.densho.org/learning/civilliberties/densho2.doc	In this unit of study, students examine the business of media, how commercials work, and the diversity of news sources. They then research a question from the perspective of a particular social or ethnic group, noting how different media sources frame and report the topic.	Densho/Spice

Grade 12

12.8.2 12.8.3 Media	U.S. Government Perspectives Through a Newsreel	http://www.densho.org/learning/spice/lesson4/4activity4-1.asp	This activity engages students in an analysis of a newsreel made by the U.S. War Relocation Authority (WRA) and the Motion Pictures Division of the Department of War. The WRA was responsible for implementing the mass removal and incarceration of Japanese Americans from the West Coast. Users will need Quicktime or RealMedia software to download the film segments.	Densho/Civil Liberties Curriculum
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Grade 12 Economics

11.2.2 and 11.2.3, 12.2.7 and 12.4.4 economics	Constitutional Issues: Causes of Conflict: Issues of Immigration	http://www.densho.org/learning/civilliberties/densho5.pdf	This unit asks the essential question, "How do conflicts over immigration arise from labor needs and social change?" The teacher leads an initial discussion on immigration issues, and with the class, generates a list of points of conflict on the board. Prompt students to come up with economic issues such as: Jobs: Many Americans fear that fewer jobs and resources are available for our growing and increasingly diverse population and Wages: Some businesses are lobbying heavily to keep their low income workers, legal and illegal. After this activity, students view five video clips of Japanese who had been incarcerated in camps. Teachers must download the pdf file to have access to the full lesson (begins on page 15) and must also select the correct clip to access the proper interview.	Densho/Civil Liberties Curriculum
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