# U.S. History Grade 11 WWII Internment Unit Plan

<table>
<thead>
<tr>
<th><strong>Subject</strong></th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>WWII, Japanese American Internment</td>
</tr>
<tr>
<td><strong>Number of Lessons</strong></td>
<td>4</td>
</tr>
</tbody>
</table>

## Unit Summary
To expose students to the life of Fred Korematsu and have them determine after reading historical documentation whether the treatment of Japanese Americans, the majority of whom were U.S. citizens, during the WWII era was justified for racial, cultural, political, legal, or economic reasons.

## Common Core Standards Addressed
*RH (Reading Standards for Literacy in History/Social Studies, grades 11–12)*

- RH 11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

- RH 11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- RH 11-12.6: Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

- RH 11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

- RH 11-12.8: Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

## Learning Objectives
1. Students will be able to evaluate various explanations for actions or events and evaluate authors’ differing point of views on the same historical event.

2. Students will be able to integrate and evaluate multiple sources of information in order to address a question or solve a problem.

3. Students will be able to construct a thesis statement and write an argumentative paper that uses contextual evidence from the text to support their stance.

## Essential Learning
1. Students will understand the events that led to the relocation of Japanese Americans into the internment camps during the World War II era.
## U.S. History Grade 11 WWII Internment Unit Plan

2. Students will understand what Fred Korematsu did in response to Executive Order 9066 and the reasons why he challenged the U.S. government in court over his treatment by authorities.

3. Students will understand on what legal basis the verdict of *Fred Korematsu v. United States* was determined in 1944 and how it was appealed and overturned in 1983.

### Materials

1. “Americans in Concentration Camps” *The Crisis* excerpt
2. “Document Analysis Worksheet”
3. *The Pride and the Shame* Film
4. *Four Primary Source Documents: Japanese Internment*
5. “How to Write An Argumentative Paper”
6. *Japanese Relocation* newsreel
7. *Korematsu v. United States* Supreme Court Ruling excerpt
8. “Motion Picture Analysis Worksheet”
10. *Personal Justice Denied* excerpt
11. Transcript of Executive Order 9066 poster

### Vocabulary

1. **EPC**: Equal Protection Clause
2. **Fifth Column**: a group of people who are accused of acting traitorously and subversively out of a secret sympathy with an enemy of their country.
3. **Nullification of conviction**: to remove and invalidate a legal conviction made in the past by a court of law.
4. **Precedent**: An opinion of a federal or state court of appeals establishing a legal principle or rule that must be followed by lower courts when faced with similar legal issues.
5. **Pro bono**: denoting work undertaken for the public good without charge, especially legal work for a client with a low income.
6. **Writ of error “coram nobis”**: legal proceeding in which the courts are compelled to correct “fundamental error,” or “manifest injustice” in their own processes, which are discovered after a person has been convicted and released from prison.
7. **Vacated decision**: canceling or rescinding of court judgment.
Summary: Introduce the concept of racial profiling as a hook activity to spark student interest and help students establish connections with their own experiences prior to the introduction of the Korematsu Unit.

Activity 1: Discuss racial profiling experiences.

1. Begin by writing any (or all) of the following prompts listed below, on the board:
   • You are in a convenience store and notice that two teenagers enter at the same time. One is white; the other is black. The store manager seems really nervous at the presence of the black teenager and closely monitors his every movement while ignoring the activities of the white teenager.
   • A Latino family is travelling together in a van on their way to a vacation spot when they are pulled over by the police because one of their brake tailights is broken. When police officers notice the family in the van, they immediately ask for verification papers of their U.S. resident legal status.
   • A Sikh man wearing a turban enters an airport security checkpoint and is immediately pulled aside and detained without explanation. His belongings are subsequently thoroughly inspected and he undergoes heavy questioning before he is allowed to board the plane.

2. Instruct students to write what their initial impressions and/or feelings would be if they were to witness the above situation(s) listed and why. Students should write at least 2-3 sentences for each prompt.

3. Next, have an open class discussion asking for volunteers to share what they have written with the rest of the class. Encourage students to share other examples of racial profiling they have witnessed or personally experienced as a means to stimulate interest and participation in the topic. Discussion should last about 5 to 8 minutes.

4. After the discussion, ask students the following question: “What would you do if it was the President of the United States that had you detained based solely on your racial profile? Do you think this is possible?” After engaging student responses, lead into the fact that there was indeed a time in the United States’ past where this actually happened. Briefly introduce the Korematsu story.
U.S. History Grade 11 WWII Internment Unit Plan

LESSON 2: Analyze the source documents. Was the reasoning behind the internment of Japanese Americans justified? Why or why not?
Suggested Time: 100 minutes plus homework

Summary: Introduce the Korematsu Story and the primary and secondary sources to the students and explain how they are to record their findings using the “Document Analysis Worksheet”. This lesson is composed of four parts:

Materials:
1. “Americans in Concentration Camps” The Crisis excerpt
2. “Document Analysis Worksheet”
3. Four-Four-Two, F Company at War film (27 minutes 38 seconds)
4. Four Primary Source Documents: Japanese Internment
5. Japanese Relocation newsreel (9 minutes 26 seconds)
6. Korematsu v. United States Supreme Court Ruling excerpt
7. “Motion Picture Analysis Worksheet”
8. One Man Seeks Justice from a Nation: Korematsu v. U.S. abridged version (Korematsu Story)
9. Personal Justice Denied excerpt
10. Transcript of Executive Order 9066 poster

Activity 2: Analyze the source documents on their justifications for and against the internment of the Japanese Americans.

1. Have students read and annotate the Korematsu Story. Be sure to ask students which terms, concepts, ideas they are unfamiliar with, and lead students to a better understanding.

   After students have viewed the newsreel and filled out their “Motion Picture Analysis Worksheet” (individually or in pairs), have a brief class discussion about the film and students’ responses in their “Motion Picture Analysis Worksheet”.

3. Introduce the “Document Analysis Worksheet” to the students. Explain to the students how to fill out a “Document Analysis Worksheet” and inform them that they are required to complete one for each primary/secondary source they read in this unit.

4. Play the The Pride and the Shame film https://archive.org/details/75944HistoryOfUSForeignRelationsPT4. This is a documentary film about the Japanese internment and the brave actions of patriotic Japanese-Americans. Daniel Inouye bravely served in the U.S. Army as part of the 442nd during WWII.
5. Students fill out their “Motion Picture Analysis Worksheet” and the “Document Analysis Worksheet” about the film.

6. Introduce the primary/secondary sources one at a time in the order listed below. Have the students complete a “Document Analysis Worksheet” for each one. If possible, students should each have a copy of every primary/secondary source assigned to them. If students do not have practice analyzing documents, this should be modeled for them. There are a total of 8 sources in addition to the two videos available for use in this unit:

   F-argues in favor of Japanese Internment
   A-argues against Japanese Internment
   F/A-can be used to argue either position

   • Transcript of Executive Order 9066 poster (F/A)
   • Four Primary Source Documents: Japanese Internment (F) Source: http://download.internationalx.net/f/four-primary-source-documents-japanese-internment-during-w32012.html
   • Korematsu v. United States Supreme Court Ruling excerpt (F)
   • “Americans in Concentration Camps” The Crisis excerpt (A)
   • Personal Justice Denied excerpt (A)

Depending on how much time/resources you have available for the unit, you can use however many primary/secondary sources you deem necessary. It is recommended that you use at least 3 sources.

**LESSON 3:** Form a thesis statement for an argumentative paper. Was the reasoning behind the internment of Japanese Americans justified? Why or why not?

Suggested Time: 30 minutes plus homework

**Summary:** Students utilize their “Document Analysis Worksheet” and copies of the primary/secondary sources as evidence in a Socratic Seminar. After the seminar students will write their thesis statement for an argumentative paper. Students will state their thesis statement if the reasoning behind the internment of Japanese Americans justified or not.

**Materials:**
1. “Document Analysis Worksheet”
2. copies of the primary/secondary sources

**Activity 3:** Conduct a Socratic Seminar to discuss the source documents.

1. Have students prepare their own questions from the source documents before the Socratic Seminar.
2. Ask the students to form a circle.
3. Ask the students to focus the discussion on if the reasoning of the internment of Japanese Americans justified or not. Inform the students to write down their thesis statement for their argumentative paper at the end of the discussion.

4. Encourage students to listen carefully and take notes. Remind students of the rules of Socratic Seminar:
   - Speak so that all can hear you.
   - Listen closely.
   - Speak without raising hands.
   - Refer to the text.
   - Talk to each other, not just to teacher.
   - Ask questions. Don’t stay confused.
   - Invite and allow others to speak.
   - Respect other peoples’ viewpoints and ideas.
   - Know that you are responsible for the quality of the conversation.

5. Interact to add new ideas to the discussion when the discussion needs to be invigorated.

**LESSON 4** Culminating Task. Write an argumentative paper.
*Suggested Time: 60 minutes plus homework*

**Summary:** Students write their argumentative paper using their “Document Analysis Worksheet”, primary/secondary sources, and experience from the Socratic Seminar activity from Lesson 3.

**Materials:**
1. “Document Analysis Worksheet”
2. “How to Write An Argumentative Paper”
3. copies of the primary/secondary sources

**Activity 4:**

1. The instructor describes what an argumentative paper is and how to write one. A guide detailing how to write an argumentative paper is provided by the unit. Students should be given a copy of the guide to help them construct their papers. This process can be brief or take several days depending on your students’ prior experience with writing papers. Having at least 1 full class period explanation for this phase is recommended.

2. Students begin their 1st drafts of their argumentative papers. This phase should incorporate at least 2 days (if not more) for the writing process. Students should be encouraged to work on this at home as well as in the classroom for best results.

3. Once the 1st drafts are complete, have each student break up into groups of 3-4 and have each student read and peer edit the drafts. Using the guide on how to
write an argumentative paper, as well as instructions from the instructor, each student should identify what elements are good and which ones can be improved upon for each draft.

4. Once feedback has been given from the peer editing session, students are then responsible for writing their final draft of the argumentative paper.