Common Core Social Studies Learning Plan Template

**Lesson Title:** Why Were Japanese Americans Interned?

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**Appropriate for Grade Level(s):** 8th grade

**History Standard(s)/Applicable CCSS(s) (RI, W, S&L, L):** [Type text]

 H4.[6-8].7 Identify the causes of World War II and the reasons for U.S. entry into the war

H4.[6-8].8 Discuss the effects of World War II on American economic and political parties

CCSS.ELA-Literacy. RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources

CCSS.ELA-Literacy.SL.8.1A Come to discussion prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion

CCSS.ELA-Speaking and Listening. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues

**Type of Lesson:** Fishbowl Discussion Strategy

**Student Readings (list):**

* President Roosevelt’s Executive Order 9066 (there is a close read on the Edmodo site for this document as well)
* The Munson Report, The Crisis, The Korematsu Supreme Court Ruling, and Personal Justice Denied are all excerpted by the Stanford History Education Group’s Reading Like a Historian Japanese Internment lesson.

**Total Time Needed:** 1 80 minute class period

**Lesson Outline:**

|  |  |  |
| --- | --- | --- |
| **Time Frame****(e.g. 15 minutes)** | **What is the teacher doing?**  | **What are students doing?** |
| 5 minutes | Teacher will start the class by asking, “What does the word interned mean?”  | Students will come up with definitions. |
| 20 minutes | Pass out Executive Order 9066 and explain the Reading Strategy Super Annotator. | Students will start by silently reading and annotating the document. When finished, students will share their annotations with their table groups. |
| 5 minutes | Teacher will then go through the main points of the document, define any terms needed, and answer any questions.  |  |
| 15 minutes | Teacher will number off students, 1’s will read The Munson Report and The Crisis, 2’s will read The Korematsu Ruling and Personal Justice Denied. | Students will continue to annotate their assigned documents silently.  |
|  | As students are reading their documents tell them which circle they will be joining (inside or outside circle). |  |
| 10 minutes | Post the discussion questions on the board. | Students will need to answer the questions using evidence from the readings. They can work with the person at their table group who read the same documents. |
| 2 minutes | Teacher will remind students of fishbowl protocol. | Students will get in their fishbowl discussion groups. |
| 20 minutes | Teacher will be monitoring groups. | Students will be discussing the questions using evidence from their readings.  |
| 5 minutes | Teacher will do a quick whole class share-out. | Students will begin working on the reflection. |

**Description of Lesson Assessment:** The Fishbowl Discussion Questions will serve as an informal assessment of the readings. The powerful paragraph will serve as the formal assessment for this lesson. Students will be writing their claim, evidence and reasoning in a paragraph that answers the question: Why were Japanese Americans interned?

**How will students reflect on the process and their learning?** On the Fishbowl handout, the students will have the opportunity to reflect on their participation in the discussion (what they did well and what they need to improve upon).

**Fishbowl Discussion Questions**

1. **Describe the arguments for and against internment in regards to the Constitution.**
2. **How is the argument of national security supported and contradicted?**
3. **According to the documents, why were the Japanese interned?**

**Fishbowl Reflection**

**Reflect on your participation in the discussion. What did you do well? What do you need to improve upon?**

**Super Annotator**

Annotation: a fancy way of saying to make notes on a document.

Whether it’s a primary or secondary source, annotating is a great way to work through a complicated text. Using the symbols below and this strategy, you will be able to read almost anything and understand it.

|  |  |  |
| --- | --- | --- |
| Symbol | Name | Usage |
| ! | Great Point! | Use this symbol when you have found the main point of the reading or something that is interesting to you. Underline or highlight the main idea. |
| ? | What??? | Use this symbol to mark an area of a reading that you don’t understand. It could be a sentence or even a whole page. This symbol is **not** to be used when you are giving up on reading. |
|  | Unknown vocab | Circle an unknown vocabulary word. **Remember**: look it up later. |
|  | Unknown vocab definition | After looking up an unknown vocabulary word or by figuring a word out using context clues, you now know what it means. Write the definition in the margin. |
| “ ” | Author’s idea | Put quotations around an author’s idea. This idea probably will be his/her conclusion after presenting evidence. These might also be used with the Great Point! Feel free to highlight. |
| 1,2,3… | Major points | If an author is making many different points, number them in the margin. |
|  | Connections | There will be connections between different parts of a reading. Connect them with arrows. |

A couple hints:

Write anywhere you can! Write thoughts that pop into your brain about what you are reading. You can review these later.

**Powerful Paragraph Guidelines**

In a powerful paragraph, answer the question: Why did America drop the atomic bomb? Your paragraph must include a claim, evidence, and reasoning. Use the scoring checklist below to guide your writing.

**Proficient Emerging Missing Paragraph**

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Claim

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Evidence and Citations

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Reasoning

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\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Evidence and Citations

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ Reasoning



**Executive Order 9066:**

The President Authorizes Japanese Relocation

President Franklin D Roosevelt

February 19, 1942

spying/ causing damage

given to

decides

designates

judgment

override

obedience

Authorizing the Secretary of War to Prescribe Military Areas

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

Now, therefore, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military Commander may impose in his discretion. The Secretary of War is hereby authorized to provide for residents of any such area who are excluded therefrom, such transportation, food, shelter, and other accommodations as may be necessary, in the judgment of the Secretary of War or the said Military Commander, and until other arrangements are made, to accomplish the purpose of this order. The designation of military areas in any region or locality shall supersede designations of prohibited and restricted areas by the Attorney General under the Proclamations of December 7 and 8, 1941, and shall supersede the responsibility and authority of the Attorney General under the said Proclamations in respect of such prohibited and restricted areas.

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

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

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

misunderstood

Franklin D. Roosevelt

The White House,

February 19, 1942

**The Munson Report**

There is no Japanese ‘problem’ on the Coast. There will be no armed uprising of Japanese. There will undoubtedly be some sabotage financed by Japan and executed largely by imported agents… In each Naval District there are about 250 to 300 suspects under surveillance. It is easy to get on the suspect list, merely a speech in favor of Japan at some banquet being sufficient to land one there. The Intelligence Services are generous with the title of suspect and are taking no chances. Privately, they believe that only 50 or 60 in each district can be classed as really dangerous. The Japanese are hampered as saboteurs because of their easily recognized physical appearance. It will be hard for them to get near anything to blow up if it is guarded. There is far more danger from Communists and people of the Bridges type on the Coast than there is from Japanese. The Japanese here is almost exclusively a farmer, a fisherman or a small businessman. He has no entree to plants or intricate machinery.

*Source: In 1941 President Roosevelt ordered the State Department to investigate the loyalty of Japanese Americans. Special Representative of the State Department Curtis B. Munson carried out the investigation in October and November of 1941 and presented what came to be known as the “Munson Report” to the President on November 7, 1941. The excerpt above is from the 25-page report.*

*Source: The Munson Report, delivered to President Roosevelt by Special Representative of the State Department Curtis B. Munson, November 7, 1941*

**The Crisis**

Along the eastern coast of the United States, where the numbers of Americans of Japanese ancestry is comparatively small, no concentration camps have been established. From a military point of view, the only danger on this coast is from Germany and Italy… But the American government has not taken any such high-handed action against Germans and Italians- and their American-born descendants- on the East Coast, as has been taken against Japanese and their American-born descendants on the West Coast. Germans and Italians are “white.”

Color seems to be the only possible reason why thousands of American citizens of Japanese ancestry are in concentration camps. Anyway, there are no Italian-American, or German-American citizens in such camps.

*Source: Harry Paxton Howard, “Americans in Concentration Camps,” The Crisis, September, 1942. Founded in 1910, The Crisis is one of the oldest black periodicals in America. The publication is dedicated to promoting civil rights. The excerpt above is from an editorial that appeared soon after the establishment of internment camps.*

**The Korematsu Supreme Court Ruling**

We uphold the exclusion order as of the time it was made and when the petitioner violated it… In doing so, we are not unmindful of the hardships imposed by it upon a large group of American citizens… But hardships are part of war, and war is an aggregation of hardships. All citizens alike, both in and out of uniform, feel the impact of war in greater or lesser measure. Citizenship has its responsibilities, as well as its privileges, and, in time of war, the burden is always heavier. Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institutions. But when, under conditions of modern warfare, our shores are threatened by hostile forces, the power to protect must be commensurate with the threatened danger…

To cast this case into outlines of racial prejudice, without reference to the real military dangers which were presented, merely confuses the issue. Korematsu was not excluded from the Military Area because of hostility to him or his race. He was excluded because we are at war with the Japanese Empire, because the properly constituted military authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress, reposing its confidence in this time of war in our military leaders- as inevitably it must- determined that they should have the power to do just this.

*Source: In 1944, Fred Korematsu, a Japanese American convicted of evading internment, brought his case to the Supreme Court. In a controversial ruling, the Court decided that national security outweighed Korematsu’s individual rights and upheld the constitutionality of Executive Order 9066. The excerpt above is from the Court’s majority opinion written by Chief Justice Hugo Black.*

**“Personal Justice Denied”**

The Commission held 20 days of hearings in cities across the country, particularly on the West Coast, hearing testimony from more than 750 witnesses: evacuees, former government officials, public figures, interested citizens, and historians and other professionals who have studied the subjects of Commission inquiry. An extensive effort was made to locate and to review the records of government action and to analyze other sources of information including contemporary writings, personal accounts and historical analyses…

… Executive Order 9066 was not justified by military necessity, and the decisions which followed from it- detention, ending detention and ending exclusion- were not driven by analysis of military conditions. The broad historical causes which shaped these decisions were race prejudice, war hysteria and a failure of political leadership. Widespread ignorance of Japanese Americans contributed to a policy conceived in haste and executed in an atmosphere of fear and anger at Japan. A grave injustice was done to American citizens and resident aliens of Japanese ancestry who, without individual review or any… evidence against them, were excluded, removed and detained by the United States during World War II.

*Source: In 1980, Congress established the Commission on Wartime Relocation and Internment of Civilians to investigate the detention program and the constitutionality of Executive Order 9066. The Commission released its report “Personal Justice Denied: The Report of the Commission on Wartime Relocation and Internment of Civilians” on February 24, 1983. The passage above is an excerpt from this report.*