LESSON PLAN TEMPLATE

Subject: US/VA History  
Grade: 11  
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School: Robert E. Lee HS  
Title or Topic: Japanese Internment During World War II  
Instructional Time: One class period (90 minutes)  

PART I.

1. Essential Learning: Students will be able to describe and discuss the reasons why Japanese-Americans were placed in internment camps and what life was like at these camps.

   Standard 2: The student comprehends a variety of historical sources  
   Standard 3: Students engage in historical analysis and interpretation  
   Era 8: The Great Depression and World War II- Standard 3C; 5-12: Evaluate the internment of Japanese Americans during the war and assess the implications for civil liberties.

3. Virginia Standards of Learning (SOL):  
   11.11c- The student will demonstrate knowledge of the effects of WWII on the home front by explaining the internment of Japanese Americans during the war.

4. Fairfax County Program of Studies (POS):  
   8.1B- Describe the obstacles faced by minorities in their pursuit of the American Dream  
   8.1D- Discuss the impact of mobilization for war on the home front  
   8.3D- Discuss the impact of involvement by the US in the wars at home and abroad

5. Learning Strategy(s) Objectives:  
   - draw upon data in historical documents/maps/pictures by discussing specific documents in a Socratic Seminar  
   - interpret historical data through discussion and note-taking  
   - consider multiple perspectives through discussion, debate, and reflection  
   - explain causes in analyzing historical actions through discussion, examining historical documents and historiography
PART II.
1. **Assessment:** Students will be assessed in two ways:
   - Students will be graded upon their participation in the Socratic Seminar; teachers may want to construct a form that allows them to easily assess student achievement during the seminar. (see attached.)
   - Students will write an “unsent letter” to a family member on the East Coast describing their life in an internment camp (see attached assignment).

2. **Instructional Strategies:**
   A. **Entry:** Class will be evenly divided; one group will stay in the class, the other will wait in the hall. The group that remains in the classroom will be instructed to form a circle that will not enable anyone to enter. After the circle is constructed, the group outside of the classroom will enter and try to break the circle. After the activity has run its course, we will discuss the feelings of those on the inside and those on the outside of the circle and what it is like to be excluded from a group. Teacher should then connect this activity to the discussion on Japanese American internment.
   B. Students will have already been assigned the reading “Home was a Horse Stall” or “Through A Glass Darkly” as homework the previous night to prepare for class. A quick reading quiz to check student progress is an option. Teachers should highlight “main idea” sections of the reading for ESOL students and those with disabilities and you may want to assign class time the day before class for all students to start the reading.
   C. Stations will be set up around the classroom in which students will have the opportunity to examine the primary source documents students will be using to participate in the Socratic Seminar. Each station will contain one set of documents relating to internment. Students should be divided into groups and spend about 5-10 minutes at each station. They should take notes on the material. The number of stations will depend on how many of the primary source documents you want to use. (see resources section for documents)
   D. Teachers may want to use this opportunity to teach note taking skills using the attached note taking handout—“T List”. One side is used as the main idea and the other is to write supporting information. Teachers should model completing this list for one of the documents. The “Home was a Horst Stall” reading would work well.
   E. After students have visited each station, it will be time to begin the seminar. For better effect and if possible, mark off a 20’x20’ square in the classroom in which the class will sit. This was the average size of a dwelling that a Japanese-American intern was forced to live within.
   F. Divide the class in half and have one half form an inner circle for the seminar and the other half of the class will form an outer circle. The outer circle will not be involved in the first phase of the seminar.
   G. The first group will begin their discussion by responding to the following question: “The United States was/was not justified in enacting a policy of internning Japanese Americans during WWII.” The teacher acts as the facilitator only. Allow students to run the discussion, though you may ask clarifying interpretive questions or correct factual errors. Allow for wait time and engage in some trial and error questioning when the discussion wanes. (Refer to the VA/US POS Resources section on Socratic Seminars (page IV-9) for further clarification).
   H. Instruct the outer group a directed listening assignment. They are to chart the time each person in the inner circle speaks, make a list of ideas/issues that were raised, and note how many times
the documents were cited in the discussion. This may be collected to insure that all students are actively engaged in the seminar.

I. After about 20 minutes, switch the inner and outer groups and follow the same instructions from above. You may want to change the opening question.

J. Closure: Review the statements that were made by the class during the seminar. Teachers may ask whether students opinions changed as a result of the seminar, what they learned that they hadn’t known before about Japanese-American internment in the US, and how their idea of the “American Dream” was affected or altered.

3. Materials/Resources to be used:
Selected Readings:
“Home was a Horse Stall” Carnes, Jim. *Us and Them: A History of Intolerance in America.* Teaching Tolerance, Southern Poverty Law Center, 1995. This resource offers both a video and selected readings that cover a wide range of historical intolerance in the United States. The “Us and Them” supplement offers 14 different examples of intolerance against African Americans, Asian Americans, Jewish Americans, Native Americans and Hispanic Americans. Very interesting stories at a reasonable length for classroom use. The video (30 mins) covers some of the stories mentioned in the supplement. Good for civil rights and Reconstruction time periods.


Pictures of Japanese Americans in internment camps (for more pictures of Japanese Americans in internment camps see “A More Perfect Union: Japanese-Americans and the US Constitution.” Smithsonian National Museum of American History. Available http://americanhistory.si.edu/perfectunion/experience/index.html. Based on a 1987 Smithsonian exhibition, this site allows visitors to click and drag through sections of text, music, personal accounts, and images that tell stories of the forced—and ultimately determined to be unconstitutional—internment during World War II of 120,000 Japanese Americans living on the West Coast. Also provides searching capabilities to retrieve images of more than 800 artifacts relating to the lives of those interned.

“Topaz, Utah” painting http://americanhistory.si.edu/perfectunion/collection/image.asp?ID=1045
Executive Order 9066 http://www.historymatters.gmu.edu/d/5154/
Milton Eisenhower statement http://www.historymatters.gmu.edu/d/5153/
Interview with “Older Nisei” http://www.historymatters.gmu.edu/d/5152/

4. Differentiation:
- Teacher can highlight sections of the longer readings in order for special needs students in order to focus them on essential content. Readings can also be assigned in class the day before in order for students to ask questions regarding vocabulary and content.
- Teachers may also want to change the Socratic question depending on the population of the class. You might want to have more directed questions at first like, “What are some examples of the US policy toward Japanese-Americans during WWII?” “How did the internment camp inhabitants feel when they were sent to the camps?” “What are some criticisms of this policy?”
- Teachers may want to review some basic vocabulary with the class. Such words are
  - Internment
  - Executive order
  - Nisei
  - Discrimination
  - Relocation

5. **Attachments:** Student Assessment Log; “Unsent Letter” assignment and rubric; Note taking handout.