

<b>Unit Title: Japanese Internment During World War II</b>			
<b>Unit Summary: Students will learn about the internment of US citizens and residents of Japanese ancestry during World War II and compare their internment to other examples of internment around the world.</b>			
<b>Subject Area(s): Reading, Social Studies</b>			
<b>Grade Level: 4<sup>th</sup> and 5<sup>th</sup></b>			
<b>Approximate time needed: 3-4 weeks, 30-45 minutes per day (time commitment is adaptable)</b>			
<b>Global Perspective: How our past can influence our future. Seeing "different" people as people and not us and them.</b>			
<b>Targeted Content Standards: 4<sup>th</sup> grade - WA State history, WA State Constitution 5<sup>th</sup> grade - US Constitution: civil rights vs. common good Reading Comprehension</b>			
<b>Assessment:</b>	<b>Before unit</b>	<b>During unit</b>	<b>After unit</b>
	<b>Picture Walk - group notes/comments</b>	<b>Discussion Written responses</b>	<b>Discussion Written Assessment - response to a few key pictures &amp; questions they have been discussing along the way</b>
<b>Accommodations for differentiated instruction: Vocabulary - explicit instruction in key terms, picture-supported vocabulary posted on the wall Text at mid-3<sup>rd</sup> and mid-4<sup>th</sup> grade level - guided reading can be replaced by a read-aloud or interactive read-aloud Sentence frames to support verbal responses Map with dates and photographs illustrating when and where events occurred</b>			



Materials/Resources needed:

Books on Japanese Internment (suggested titles)

***What Happened to Americans of Japanese Ancestry during World War II*, by Sat Ichikawa (1 copy)**

***Baseball Saved Us*, by Ken Mochizuki (level O - copies for each student in the guided reading group)**

***The Bracelet*, by Yoshiko Uchida (level R - copies for each student in the guided reading group)**

***Heroes*, by Ken Mochizuki (level O/P - 1 copy)**

Articles/Books featuring other instances of internment

Photographs

showing Japanese internment (before/during/after), showing how white US citizens were living at the same time

showing other interned people during WWII or more current events (see partial list of other events)

Vocabulary Cards/Poster (with illustrations)

Pearl Harbor, Japanese-American, Internment Camp, barracks, citizen, civil right, common good  
(bleachers & sagebrush are also useful words to help students understand Baseball Saved Us)

Map with current political boundaries

***We The People* (5<sup>th</sup> grade Social Studies text), lessons 2 & 3 - Civil Rights vs. Common Good**



Content	Essential Questions	Skills
<b>Picture Walk - Japanese Internment</b>	<b>Who are these people?</b> <b>What is happening?</b> <b>Where is this occurring?</b> <b>When is this occurring?</b>	<b>Formative assessment</b>
<b>Read Aloud: <u>What Happened to Americans of Japanese Ancestry during WWII</u></b>	<b>Who are these people?</b> <b>What is happening?</b> <b>Where is this occurring?</b> <b>When is this occurring?</b>	<b>Comprehension: gain background knowledge from non-fiction text</b>  <b>Vocabulary Development: internment camp, Pearl Harbor, Japanese-American, barracks</b>
<b><i>We The People</i>, lesson 2: civil rights</b>	<b>What are civil rights?</b> <b>Who gets civil rights?</b>	<b>Critical Thinking</b>
<b>Art: Pack your suitcase</b>	<b>If you didn't know where you were going, when you'd return home, or if your things would be there when you returned, what would you take with you?</b>	<b>Social Skills: empathy</b> <b>Comprehension: personal connection to text</b>
<b>Guided Reading: <u>Baseball Saved Us</u></b>	<b>What is racism? Is this racism?</b> <b>How did these people cope with the injustice of being locked up?</b>	<b>Comprehension: inference, asking questions</b> <b>Vocabulary Development: introduce "sagebrush" and "bleachers", review unit vocabulary, use specific vocabulary when discussing</b> <b>Social Skills: empathy</b>
<b><i>We The People</i>, lesson 3: common</b>	<b>What is the common good?</b> <b>What is more important: civil rights or</b>	<b>Critical Thinking</b>



<b>good</b>	<b>the common good?</b>	
<b>Guided Reading: <u>The Bracelet</u></b>	<b>Emi (in <u>The Bracelet</u>) and the boy (in <u>Baseball Saved Us</u>) were both sent with their families to internment camps, but their experiences with their peers and at school were very different. How were their experiences alike? How were they different?</b>	<b>Comprehension: compare and contrast the treatment by their peers of Emi from <u>The Bracelet</u> and the boy in <u>Baseball Saved Us</u> using a Venn diagram (or other graphic organizer)</b>
<b>Picture Walk - Japanese Internment (repeat, same illustrations)</b>	<b>Who are these people? What is happening? Where is this occurring? When is this occurring?</b>	<b>Comprehension: Revise our thinking about what is happening based upon what we now know.</b>
<b>Interactive Read- Aloud: <u>Heroes</u></b>	<b>How did people who were interned feel afterward? How was internment viewed by the next generation (their children)? How do you feel about internment? How do civil rights and the common good play into this?</b>	<b>Comprehension: inference, revising our thinking based on new information, compare/contrast  Critical Thinking</b>
<b>Other Instances of Internment - picture walk with captions explaining when and where</b>	<b>Was internment unique to the United States or has it happened elsewhere? Who are these people? What is happening? Where is this occurring? When is this occurring? How do civil rights and the common good</b>	<b>Comprehension: Revise our thinking about what is happening based upon what we now know.  Critical Thinking</b>



	play into this?	
<b>Internment</b>	Consider the history of what was going on: The United States was at war with Japan and the United States government interned all individuals of Japanese descent who were living on the West Coast (but not Hawaii). Was internment right or wrong? Why?	<b>Summative Assessment</b>
<b>Group Discussion</b>	The United States was also at war with Germany: Why weren't people of German descent interned, too?	<b>Critical Thinking</b>
<b>Shared/Guided Reading - Articles/books on other instances of internment</b>	Have we (as people) learned from our past? Explain. What do we (as people) still need to learn?	<b>Comprehension/Critical Thinking: extending our thinking</b>
<b>Group Discussion/Written Response</b>	Should governments intern people today or in the future? Why or why not?	<b>Comprehension/Critical Thinking: extending our thinking</b>



## Other Examples of Internment:

- **Europe, WWII** - over 3,000 work/death camps, run by the Nazis and local governments on behalf of the Nazis, unskilled & skilled labor without regard for human welfare
- **United States, 1830s** - Cherokee people
- **United States, 1860s** - Dakota Sioux
- **Spanish military in Cuba, Ten Years' War (1868-1878)**
- **US in the Philippines, Philippine-American War (1899-1902)**
- **British in South Africa, Second Boer War (1899-1902)** - Boers interned to dissuade rebels from fighting back, 1<sup>st</sup> modern "concentration camps"
- **Australia, WWI** - German and Austrian men
- **England, Anglo-Irish War (1919-1921)** - Irish republicans (12,000 people)
- **Canada, WWII** - German Canadians, Italian Canadians, Japanese Canadians (mostly in B.C.)
- **New Zealand, WWII** - German, Italian, and Japanese men
- **China, 1960s** - "reform through labor" for political dissidents
- **North Korea, today** - 6 camps known to exist today for "political criminals"; their whole families are relocated

