

A FENCE AWAY FROM FREEDOM

Grade Level: Reading with History 7

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Length of Unit: 8 Lessons

I. ABSTRACT

The focus of this unit is the Japanese American experience during World War II as well as Japanese culture and history. The goal of this unit is to enhance current Holocaust and World War II units being taught in English 7 and History 7 by creating depth and complexity in the current studies of WWII and the Holocaust. Exposing students to an oft-neglected group of important Americans will increase students' understanding of persuasive techniques.

II. OVERVIEW

A. Concept Objectives:

1. Students will develop a multicultural perspective that respects the dignity and worth of all people.
2. Students will recognize the sanctity of life and the dignity of the individual.
3. Students will understand governmental policies that disregard the value of human life or condone inhuman practices.

B. Content from the *Core Knowledge Sequence*:

1. World War II in the Pacific and the End of the War, page 166.

C. Skill Objectives:

1. Students will be expected to distinguish between opinion and verifiable fact.
2. Students will connect their own experiences with the experiences of others through speaking, listening and composing.
3. Students will describe mental images that the text descriptions evoke.
4. Students will form and revise questions for investigations.
5. Students will use multiple sources, including electronic texts, experts, and print resources.

III. BACKGROUND KNOWLEDGE

A. For Teachers:

1. Houston, Jeanne Wakatsuki & James D. Houston. *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment*. Bantam Starfire: New York, 1983. ISBN 0553272586.

B. For Students:

1. English 7, Essays and Speeches, Roosevelt's "Declaration of War."

IV. RESOURCES

- A. CBS. *December 7 (Orphans of Manzanar): 60 Minutes*
- B. Figaro Educational Software. *Presumed Enemies: The Injustice of the Japanese Internment During WWII*.
- C. Golden Owl. *Japanese-American Internment: The Bill of Rights in Crisis*.
- D. Japanese American National Museum. *Executive Order 9066: The Incarceration of Japanese Americans During World War II*.
- E. Japanese American National Museum. *Something Strong Within*.
- F. Hoobler, Dorothy, Thomas Hoobler, George Takei. *The Japanese American Family Album (American Family Albums)*.

- G. Houston, Jeanne Wakatsuki & James D. Houston. *Farewell to Manzanar: A True Story of Japanese American Experience During and After the World War II Internment.*
- H. Tunnell, Michael O. & George Chilcoat. *The Children of Topaz: The Story of a Japanese-American Internment Camp Based on a Classroom Diary.*
- I. Uchida, Yoshiko & Joanna Yardley. *The Bracelet.*
- J. A National Apology. *Time*
- K. Making Amends. *U. S. News and World Report Inc.*
- L. Ambrose, E. "A Terrible Idea."
- M. Student journals
- N. 100th Congress, Second Session, Vote No. 105
- O. Executive order 9066

V. LESSONS

Lesson One: Introduce the Unit

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices.
 - 2. Lesson Content
 - a. Japanese American internment
 - 3. Skill Objective
 - a. Students will distinguish between fact and opinion.
 - b. Students will explore propaganda.
- B. *Materials*
 - 1. All books and CD-ROMs that will be used to teach this unit.
- C. *Key Vocabulary*
 - 1. Propaganda- false information used to persuade.
 - 2. Internment- detaining individuals.
 - 3. Camp- a place to live that is not one's home.
- D. *Procedures/Activities*
 - 1. Create a tabletop display of all the materials the teacher will use to teach this unit.
 - 2. Write on the overhead or board, "Japanese American Internment."
 - 3. Ask students to share ideas about the subject. Write these under the heading.
 - 4. Because this unit should be taught concurrently with the English 7 Holocaust unit and the World War II unit students should be somewhat familiar with the time period being studied.
 - 5. Give students an oral overview of the unit and its purpose.
- F. *Assessment/Evaluation*
 - 1. Teacher can check for students understanding the purpose of the unit by calling on individual students and having them summarize what has been done to this point.

Lesson Two: The Bracelet

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
 - 2. Lesson Content
 - a. Japanese-American Internment

3. Skill Objective
 - a. Summarization and Prediction
- B. *Materials*
 1. Paper
 2. Pen
 3. Teacher's copy of *The Bracelet*
 4. Journals
- C. *Key Vocabulary*
 1. Internment- detaining individuals
- D. *Procedure/Activities*
 1. Teacher will begin by asking students to explain what the unit is about.
 2. Teacher shows the class the cover of the children's book *The Bracelet*.
 3. The students will predict what the book will be about.
 4. Accept all predictions.
 5. Have students write their predictions on their papers.
 6. The teacher will read the book to the students.
 7. The students will take notes as the teacher reads.
 8. After the teacher finishes the book, the students will check their predictions for accuracy.
 9. The teachers will lead a class discussion of the book making sure to point out the historical perspective and point of view.
- E. *Assessment/Evaluation*
 1. Students will reflect upon how their childhood is similar or different from the child in the story. These reflections will be written in their journals.
 2. Teacher will evaluate based upon completeness.

Lesson Three: Executive Order 9066

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices.
 2. Lesson Content
 - a. Japanese-American Internment
 3. Skill Objectives
 - a. Distinguish between opinion and verifiable fact.
 - b. Cause and Effect
 - c. Drawing Conclusions
- B. *Materials*
 1. For each student, a copy of Executive Order 9066
 2. Student Journals
- C. *Key Vocabulary*
 1. Executive Order- an order given by the President usually during war or turmoil that must be followed.
- D. *Procedures/Activities*
 1. Teacher will pass out to the students copies of Executive Order 9066.
 2. Students will read these silently.
 3. Teacher will explain the events that lead to this decision by the President.
 4. Teacher will also discuss the people were against the order.
- E. *Evaluation/Assessment*
 1. Students will re-write the order in their own words in their journals.
 2. Dictionaries may be needed for this activity.

3. Teacher will grade.

Lesson Four: Exploration

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will recognize the sanctity of life and the dignity of the individual.
2. Lesson Content
 - a. Japanese American Internment
3. Skill Objectives
 - a. Students will use multiple sources, including electronic texts, experts, and print resources.

B. *Materials*

1. CD-ROMs
2. Resource Books
3. Primary Source Documents
4. Journals

C. *Key Vocabulary*

1. Have students use dictionaries to look up terms as needed.

D. *Procedures/Activities*

1. The teacher needs to divide the students into cooperative groups prior to this lesson.
2. Have students get into their assigned cooperative groups.
3. Have primary documents and CD-ROMs set up so that students can rotate among activities.
4. Instruct students to examine documents and CD-ROMs.
5. Students should take individual notes on what they explore in their journals.
6. Each student will need time to debrief with the teacher.
7. This debriefing can be done with groups or individually.
8. Finish the activity with a class discussion.

D. *Evaluation/Assessment*

1. The teacher may want to use the debriefing as an evaluation of what the students have learned.
2. The teacher may also check student notes as assessment.

Lesson Five: Farewell To Manzanar

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will understand governmental policies that disregard the value of human life or condone inhuman practices.
2. Lesson Content
 - a. Japanese American Internment
3. Skill Objectives
 - a. Students will be expected to distinguish between opinion and verifiable fact.
 - b. Students will connect their own experiences with the experiences of others through speaking, listening and composing.
 - c. Students will describe mental images that the text descriptions evoke.

I. *Materials*

1. A copy of *Farewell To Manzanar* for each student.
2. Journals

- C. *Key Vocabulary*
 - 1. Use dictionaries as needed for any unfamiliar terms.
- D. *Procedures/Activities*
 - 1. Students will read all excerpts at home.
 - 2. As students read at home they are to write reflections in their journals.
 - 3. The excerpts to read are as follows:
 - Chapter 2, Shikata Ga Nai
 - Chapter 4, A Common Master Plan
 - Chapter 5, The last two pages
 - Chapter 9, The Mess Hall Bells
 - Chapter 11, Yes Yes No No
 - Chapter 15, Departures
 - Chapter 22, Ten Thousand Voices
- E. *Evaluation/Assessment*
 - 1. The teacher should have the students turn in a log of their progress every couple of days. To help cut down on cheating the log should be signed by a parent.
 - 2. Give students grades on their log sheet based upon targeted reading.
 - 3. When the deadline is reached for completing the excerpts, have students come to class with their journals.
 - 4. In cooperative groups, students should share their reflections.

Lesson Six: December 7 and Something Strong Within

- A. *Daily Objectives*
 - 1. Concept Objectives
 - a. Students will recognize the sanctity of life and the dignity of the individual.
 - 2. Lesson Content
 - a. Japanese-American Internment
 - 3. Skill Objectives
 - a. Students will be expected to distinguish between opinion and verifiable fact.
- B. *Materials*
 - 1. The videos, *December 7* and *Something Strong*
 - 2. Journals
- J. *Key Vocabulary*
 - 1. Review vocabulary learned to this point.
- K. *Procedures/Activities*
 - 1. Teacher should preview the videos before showing them in class.
 - 2. On viewing day, students should be told to take notes on each video paying close attention to propaganda techniques used by both the Japanese and the Americans.
 - 3. After the video, discuss with the students anything new that has been learned.
- L. *Evaluation/Assessment*
 - 1. Students should be connecting the information that they are receiving from various sources at this time.
 - 2. The teacher will check the students' notes.

Lesson Seven: Mini-research Projects

- A. *Daily Objectives*
 - 1. Concept Objectives

- a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
 - b. Students will recognize the sanctity of life and the dignity of the individual.
 - c. Students will understand governmental policies that disregard the value of human life or condone inhuman practices.
- 2. Lesson Content
 - a. Japanese-American Internment
 - 3. Skill Objectives
 - a. Students will form and revise questions for investigations.
 - b. Students will use multiple sources, including electronic texts, experts, and print resources.
- B. *Materials*
- 1. CD-ROMs
 - 2. Texts
- C. *Key Vocabulary*
- 1. Use dictionaries as needed for any unfamiliar terms.
- D. *Procedures/Activities*
- 1. Students should have a choice of creating one of the following:
 - a. A diorama of a relocation center.
 - b. A map of journey from home to relocation center.
 - c. A fictionalized diary of life in an internment camp.
 - 2. The teacher needs to decide the due date for these activities and whether they will be done in class or at home.
- M. *Evaluation/Assessment*
- 1. The Mini-research projects should be graded based on neatness, adherence to the topic, and creativity.

Lesson Eight: Nisei Soldiers

- A. *Daily Objectives*
- 1. Concept Objectives
 - a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
 - 2. Lesson Content
 - a. Nisei Soldiers
 - 3. Skill Objectives
 - a. Students will be expected to distinguish between opinion and verifiable fact.
- B. *Materials*
- 1. Information on the Nisei soldiers for each student.
- C. *Key Vocabulary*
- 1. Nisei-second generation Japanese-Americans.
- D. *Procedures/Activities*
- 1. Students will be learning about the Japanese-Americans who served in the 442nd Regimental Combat Team, the 100th Infantry Battalion or as translators and interrogators during WWII.
 - 2. The motto of the 442nd and the 100th Infantry Battalion was “Go For Broke.”
 - 3. In two years of fighting, they became the most decorated units in U.S. military history. Of the battalion, 700 soldiers were killed and 9,500 Purple Hearts were awarded.

4. More than 16,000 Japanese Americans served in segregated units of the Armed Forces.
 5. All this information and more should be discussed with the students or the students should read the information and then discuss it, whichever the teacher prefers.
- E. *Evaluation/Assessment*
1. Have the students research Japanese American Soldiers further and write a detailed report including casualties and honors received.
 2. The teacher should grade these for accuracy.

Lesson Seven: Wartime Reparations and Aftermath

- A. *Daily Objectives*
1. Concept Objectives
 - a. Students will develop a multicultural perspective that respects the dignity and worth of all people.
 2. Lesson Content
 - a. Japanese-American Internment
 3. Skill Objectives
 - a. Students will use multiple sources, including electronic texts, experts, and print resources.
- B. *Materials*
1. Senate Record Vote Analysis of the 100th Congress, Second Session, Vote No. 105.
 2. "Making Amends"
 3. "A National Apology"
 4. "A Terrible Idea: The memorial to the Japanese-Americans"
 5. Student Journals
- C. *Key Vocabulary*
1. Reparations- payments made to make amends for a wrong.
- D. *Procedures/Activities*
1. The teacher will lead the students through an oral reading of the Senate vote that awarded the Japanese-American internees \$20,000 reparations.
 2. Students should gain a careful understanding of the ye and nay vote.
 3. The students should read the other three articles in cooperative groups.
 4. Each group should summarize its findings.
 5. In journals, students will write about whether or not he or she agrees with reparations being paid and whether or not a memorial is should be built.
- E. *Evaluation/Assessment*
1. Check the students' journals.

VI. CULMINATING ACTIVITY

- A. The teacher should devise a scripted policy debate in which Executive Order 9066, Executive Order 9102, and 100th Congress, Second Session, Vote No. 105 are the focal points. The resolution should read: Resolved that a memorial to the Japanese Americans is justified. Have students use the evidence (from their journals) already gathered throughout the unit to participate in this policy debate, however, the debate should be thoroughly scripted by the teacher. The students should participate in their own cross-examination periods if desired by the teacher.

The Format will be as follows:

First Affirmative Speech

Cross-examination by the Negative

First Negative Speech
Cross-examination by Affirmative
Second Affirmative Speech
Cross-examination by Negative
Second Negative Speech
Cross-examination by Affirmative
Negative Rebuttal
Affirmative Rebuttal

As few as four students or as many as ten students could participate in the debate. Four students can participate if the teacher assigns two to the Affirmative team and two to the negative team. Ten students could participate if, each student was assigned one part. Have the students now participating in the policy debate take notes on the debate and make a decision about who won the debate.

VII. BIBLIOGRAPHY

- A. A National Apology. *Time*. New York, NY: Time Warner Inc., October 22, 1990.
- B. Ambrose, E. "A Terrible Idea: The memorial to the Japanese-Americans." *National Review*. New York: National Review Inc., November 1999.
- C. *December 7 (Orphans of Manzanar): 60 Minutes* (video recording). CBS. New York, 1997.
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- J. *Something Strong Within* (video recording). Japanese American National Museum. Los Angeles, California, 1998.
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