



South Carolina

Full STEAM Ahead: Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s): Tamara Cox, Molly Rains

Grade Level(s): 10th

Subject: Social Studies, Government

Length of Class: 80 minutes



Image Citation: Photograph 210-G-A530; San Francisco, California. Japanese family heads and persons living alone form a line outside Civil Control Station; 4/25/1942; Central Photographic File of the War Relocation Authority, 1942 - 1945; Records of the War Relocation Authority, Record Group 210; National Archives at College Park, College Park, MD. [Online Version, https://www.docsteach.org/documents/document/line-civil-control-station , October 27, 2023]	
Lesson Title:	Long Journey to Justice
Overview:	Students will explore the Korematsu v. USA Supreme Court case and understand its relevance in modern America.
Learning Objective:	Students will understand the causes and effects of the court case. Students will be able to apply the concepts of this case to modern American controversies.
Standards:	USG.4.IN Distinguish between various economic, personal, and political rights of citizens in the U.S., and how these rights can sometimes conflict with each other.
Essential Question:	How can the goals of the government negatively impact the rights of citizens?
Supporting Question(s):	What were the causes and effects of the case? How long did it take the government to reverse its decision?
Digital Primary and Secondary Sources:	Executive Order 9066 Facts and Case Summary–Korematsu v. U.S. Ugly History: Japanese American incarceration camps Opinion in Korematsu v. United States 4/19/1984 President Clinton speaks about Korematsu at Presidential Medal of Freedom ceremony Atkins, Laura, and Stan Yogi. <i>Fred Korematsu speaks up</i> . Berkeley, Calif.: Heyday, 2017. Print.

	Korematsu, Notorious Supreme Court Ruling on Japanese Internment, Is Finally Tossed Out
Required Classroom Materials:	Teacher–Computer, projector Student–Printed activity or electronic copy
Classroom Environment:	Whole class with groups of desks for small group discussion All students will be able to see and hear discussion and resources
Differentiation and Adaptations:	Could extend or shorten the length of the texts used Strategic about small groups Small groups could work 1:1 with the teacher Subtitles or other languages would be available for video and written texts Alternate news articles written at a lower level

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 min	Introduction to the topic (TedEd video)
10 min	Whole class–Executive Order 9066 <ul style="list-style-type: none"> • Discussion–what did you know prior? What questions do you have after learning about the Executive Order?
20 min	Small group–Reading selected excerpts of <i>Fred Korematsu speaks up</i> <ul style="list-style-type: none"> • Document analysis tool/graphic organizer
25 min	Small group–Juxtaposition of summary of the case and the Supreme Court opinion from 1984; annotation Whole group–discussion
2 min	Whole group–Watch President Clinton video clip
15 min	Individual–Read the New York Times article and complete exit ticket <ul style="list-style-type: none"> • Exit ticket–connection to current events

Assessments:	<p>Check for understanding through discussion, graphic organizer, exit ticket</p> <p>Students will be able to answer questions about the causes and effects of the court case via discussion and graphic organizer. The exit ticket will allow students to make connections and comparisons to current events.</p> <p>Immediate feedback during discussion; feedback given within 24 hours on graphic organizer and exit ticket</p>
Learning Extensions:	<p>Students could check out and read the whole book and others</p> <p>Connect to other Supreme Court cases (both in the present and future)</p> <p>Connects to US History standards</p>