



# South Carolina

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

### Lesson Plan Template

**Author(s):**

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**Grade Level(s):**

5

**Subject:**

Social Studies

**Length of Class:**

50 minutes

**Image Citation:**

<https://www.archives.gov/news/topics/japanese-american-internment> video of images for more background information


<https://www.archives.gov/news/topics/japanese-american-internment> picture used in warm up

**Lesson Title:**

Japanese Internment Camps

<b>Overview:</b>	Students will analyze and learn the effect that the impacts of government policies, after the attack of Pearl Harbor, had on Japanese-Americans.
<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>● I can identify the cause and effects that the attack on Pearl Harbor had on Japanese Americans.</li> <li>● I can explain how Executive Order 9066 changed the lives of Japanese Americans.</li> </ul>
<b>Standards:</b>	<ul style="list-style-type: none"> <li>● <b>5.3.CE:</b> Analyze the cause and effect of government-sponsored policies within the United States and Europe related to the status of different groups, to include the Holocaust.</li> <li>● <b>5.3.E:</b> Analyze multiple perspectives on the economic, political, and social effects of World War II and its aftermath using primary and secondary sources.</li> <li>● Japanese in American Internment camps</li> </ul>
<b>Essential Question:</b>	How did the attack on Pearl Harbor affect Japanese-Americans in the United States?
<b>Supporting Question(s):</b>	<ul style="list-style-type: none"> <li>● How did internment change the lives of Japanese Americans?</li> <li>● What motivated the American Government to sign Executive Order 9066 ?</li> <li>● What was the immediate/long-term impact of Executive Order 9066 ?</li> </ul>
<b>Digital Primary and Secondary Sources:</b>	National Archives <a href="https://www.youtube.com/watch?v=5VkrqrjyIwk">https://www.youtube.com/watch?v=5VkrqrjyIwk</a> <u>My Lost Freedom: A Japanese American World War II Story</u>
<b>Required Classroom Materials:</b>	Supplies: Computer, doc cam, chart paper, markers, pencil, notes outline, <u>History Smashers: Pearl Harbor</u> by Kate Messner p. 115-130, <u>My Lost Freedom: A Japanese American World War II Story</u> by George Takei, picture from <a href="https://www.archives.gov/news/topics/japanese-american-internment">https://www.archives.gov/news/topics/japanese-american-internment</a>
<b>Classroom Environment:</b>	Room Arrangement: Chairs in 3 rows, pairs of 2 students, small groups of 3-4 students Teacher: Interactive Board, Doc camera
<b>Differentiation and Adaptations:</b>	Depending on the students: <ul style="list-style-type: none"> <li>- Students will be given a printed Notice &amp; Wonder Chart to write in. As well as a cause and effect chart, instead of writing their own notes.</li> <li>- Students will be assigned a reading passage based on their ability levels.</li> </ul>

	<ul style="list-style-type: none"> <li>- Teachers will read the introduction and discuss with students while they focus more on reading the “graphic novel” section of the text.</li> </ul>
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Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
5 minutes	<p>I notice...I wonder...</p>  <ul style="list-style-type: none"> <li>- The students will be presented the above photograph to scan and evaluate. They will write down a minimum of 3 things that they notice and 3 things that sparked their curiosity.</li> <li>- After the initial look, the teacher will inform the students that this occurred after the attack on Pearl Harbor.</li> <li>- Students will then take a “second look” to see if it changes their “wonder”.</li> </ul>
10 min.	<p>Modified Jigsaw Method:</p> <ul style="list-style-type: none"> <li>- Students will be assigned a section of <u>History Smashers: Pearl Harbor</u> to read independently: 115-119, 120-122, 123-126, 126-128</li> <li>- Before reading, students will be given a “focus question”. How did Pearl Harbor specifically affect Japanese Americans? Identify the small changes that occurred after the attack that led to the incarceration of innocent Americans.</li> </ul>
15 min.	<p>Modified Jigsaw Method:</p> <ul style="list-style-type: none"> <li>- After the read through students will be placed in small groups of 3-4 students to discuss and document (on a class anchor chart) the cause and effects that were found in their section, specifically how Japanese Americans were affected.</li> </ul>
15 min.	<p>Modified Jigsaw Method:</p>

	<ul style="list-style-type: none"> <li>- Students will share their findings/anchor charts as a group to the class. The students who did not read that section are responsible for writing down the cause and effects of how Japanese Americans were affected.</li> </ul>
5 min.	<p>Wrap Up - 5 W's</p> <ul style="list-style-type: none"> <li>- Students will quickly explain the who, what, where, when, and whys of the lesson.</li> </ul>
Extra Time:	If students finish early, they can read <i>My Lost Freedom</i> by George Takei. They can then compare his personal story of living in the internment camps to what they have learned in the <i>History Smashers</i> book.

<b>Assessments:</b>	<p>After the lesson, students will identify the 5 W's of how Executive Order 9066 impacted the Japanese-American people. As a class, they will create an anchor chart that shows what they've learned from their reading section.</p> <p>They will receive verbal feedback while working within their group as well as after they share their findings with the class, as well as receive feedback on their 5 W's after they turn them in.</p>
<b>Learning Extensions:</b>	<p>Students could make connections to other groups of people who were affected in WWII, such as the Jews in Europe and African Americans in the U.S. military.</p> <p>Students could also make connections to racism and anti-immigration beliefs in the early 1900s and today.</p>

<https://youtu.be/LOtFTkSEqJc>