



South Carolina

Full STEAM Ahead:

Connecting Library of Congress Primary Sources and Graphic Novels

Lesson Plan Template

Author(s):

Katharine Carnes

Shannon Griffin

Grade Level(s):

10th

Subject: American Government

Length of Class: 90 Minutes Class



<p>Image Citation: Bill of Rights Institute National Archives and Records Administration (Records of the War Relocation Authority, 1941–1989. ARC identifier: 537).</p>	
Lesson Title:	The Causes and Aftermath of Japanese American Internment: From Pearl Harbor to <i>Korematsu v. United States</i>
Overview:	<p>Students will analyze and connect the United States Supreme Court Case: <i>Korematsu v. United States</i> and Japanese American Internment in the World War II period.</p> <p>The Internment of Japanese American citizens during WWII was the United States Government's response to the bombing of Pearl Harbor. The Constitutional rights of Japanese-American citizens were violated in this period and as a result, they were forced to endure discrimination which was upheld by the Supreme Court in <i>Korematsu v. United States</i>.</p> <p>In this lesson, students will analyze the cause and effect of the progression of the loss of rights that Japanese-American citizens endured. Furthermore, students will examine primary source documents to compare and contrast the perspectives of the American Government and that of interned Japanese-American citizens inside the camps. Students will view various documents from the Library of Congress such as Executive Order 9066, and Behind the Barbed Wire, a collection of newspaper records from the camps. Students will wrap up the lesson by reading selections from the graphic novel “Detachment”.</p>
	<p>Objectives:</p> <p>Students will analyze and identify primary source documents to understand how the United States government limited the constitutional rights of Japanese Americans in prior to and throughout internment.</p> <p>Explain the relationship between Japanese Internment and the United States Supreme Court Case: <i>Korematsu v. United States</i></p>
Standards:	<p>USG.4.ER - Describe the criteria and process for immigration to and citizenship in the U.S., and explain how the U.S. has expanded and limited the concept of citizenship over time.</p> <p>USG.4.CC-Analyze contemporary issues and governmental responses at various levels in terms of how they have provided equal protection under the law and equal access to society’s opportunities and public facilities.</p>

Essential Question:	In what way were constitutional rights violated as a result of Japanese Americans Internment and how did the ruling in <i>Korematsu v. United States</i> impact these citizens?
Supporting Question(s):	What led to the internment of Japanese American citizens? Why did the government ignore constitutional protections for Japanese American citizens? How did the ruling of <i>Korematsu v. United States</i> impact Japanese-American citizens?

**Digital Primary and
Secondary Sources:**

Photos:

I. Pearl Harbor Bombing Photo:

[USS Arizona, at height of fire, following Japanese aerial attack on Pearl Harbor, Hawaii | Library of Congress](#)

II. Photo of Fort Douglas:

[Street of internment camp, Fort Douglas | Library of Congress](#)

III. I Am An American Photo:

<https://www.loc.gov/resource/cph.3a24566/>

Photo Analysis:

Tool for Photo Analysis:

[Primary Source Analysis Tool](#)

Behind the Barbed Wire Activity:

[Primary Source Analysis Tool](#)

Reference Material:

Timeline of Events: (Reference)

[Timeline | Articles and Essays | Japanese-American Internment Camp Newspapers, 1942-1946 | Digital Collections | Library of Congress](#)

Executive Order 9066:

[Executive Order 9066](#)

Korematsu v. United States

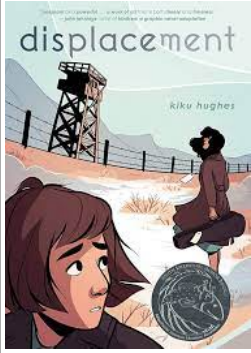
[Facts and Case Summary — Korematsu v. U.S. | United States Courts](#)

Behind the Barbed Wire:

<https://www.loc.gov/ghe/cascade/index.html?appid=69183af8d45d4f46a9dc4eba99440891&bookmark=Newspapers>

Graphic Novel- Displacement

by: Kiki Hughes

	
Required Classroom Materials:	<p>Teacher: Activity Handouts, promethean or SMARTBoard, projector, graphic novel and laptop.</p> <p>Student: Laptops, paper, pencil, and copy of photos and other materials, copy of primary source analysis tool. Additionally, access to the graphic novel “Displacement” by Kiki Hughes to read in the classroom during the lesson.</p>
Classroom Environment:	<p>Room arrangement: The room is set up with the Interactive Board in the front of the classroom. Images from Activity 1 are displayed around the room in various stations. The desk/tables are individual, but may be grouped together, if the teacher desires group review in the photo analysis segment..</p>
Differentiation and Adaptations:	<p>Collaborative Learning - The teacher will form mixed-ability groups of students to give high achievers a platform to vocalize their ideas, and lower ability students a way of collaborating with and learning from their peers during Activity 1 and 2.</p> <p>Digital Resources - By using interactive tools and digital applications, mixed-ability classes get the opportunity to approach a topic or subject from different angles. This method of differentiation allows different materials, platforms and tools to be used to bring about the same learning outcome and give pupils confidence in their digital skills.</p>

Lesson Sequence/Procedures

Estimated Time Needed	Detailed Description of Teaching and Learning
<p>Estimated Time: 20 Minutes</p>	<p>Activity 1: Teacher will place the photos in 4 different stations across the classroom.</p> <p>Station 1: Pearl Harbor Bombing - https://www.loc.gov/item/92500933/</p> <p>Station 2: Executive Order 9066-https://catalog.archives.gov/id/5730250</p> <p>Station 3: I Am An American - https://www.loc.gov/resource/cph.3a24566/</p> <p>Station 4: Fort Douglas - https://www.loc.gov/item/2014705873/</p> <p>Students will view the images in order of the stations and complete the Photo analysis tool worksheet. Furthermore, students will use a separate sheet of how they are connected and which images may be identified as (Cause) and which are (Effect). Students may simply make note on the photo analysis tool which images are causal and which relate to effect.</p> <p>Photo Analysis Tool: https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Primary_Source_Analysis_Tool_LOC.pdf</p> <p>After viewing images, the teacher will distribute the Timeline of Events to each student. Students should use the timeline to figure out when each image above occurred.</p> <p>Students will answer the following questions after viewing the images:</p> <ol style="list-style-type: none"> 1. What occurred at Pearl Harbor? 2. How did the events of Image 1 relate to the creation of Executive Order 9066? 3. What does the photographer of the image “I Am An American” intend to convey to the viewer? 4. Explain the creation of Fort Douglas and its relation to the Executive Order.
<p>Estimated Time: 35 Minutes</p>	<p>Activity 2: Connecting Pre- Internment events with the Supreme Court case <i>Korematsu v. United States</i>.</p> <p>https://catalog.archives.gov/id/5730250</p>

	<p>After completing activity 1 students should have a better understanding of the events that led to Japanese Internment. The teacher will now provide students with a copy of the Supreme Court case <i>Korematsu v. United States</i>.</p> <p>The teacher will lead a class read and discussion on the case.</p> <p>After reading, the students will answer the essential and supporting questions in a quiz after completion of this portion of the lesson.</p> <p>Essential: 1. In what way were constitutional rights violated as a result of Japanese Americans Internment and how did the ruling in <i>Korematsu v. United States</i> impact these citizens?</p> <p>Supporting: 1. Why did the government ignore constitutional protections for Japanese American citizens?</p> <p>2. How did the ruling of <i>Korematsu v. United States</i> impact Japanese-American citizens?</p>
<p>Remaining Time—Additional time may be necessary.</p>	<p>Activity 3: Teacher will provide each student with a copy of “Displacement”.</p> <p>After reading selections from the graphic novel, the class will discuss the novel.</p>
	<p>If time allows, teachers may provide students access to Behind the Barbed Wire for further information regarding Internment.</p> <p>https://www.loc.gov/ghe/cascade/index.html?appid=69183af8d45d4f46a9dc4eba99440891&bookmark=Newspapers</p> <p>This is heavily recommended as it provides a look into internment from a Japanese perspective.</p>

<p>Assessments:</p>	<p>Informal Assessment: The teacher will use the student answers on the Photo Analysis Tool Worksheet as an informal assessment. Once complete, the teacher will review possible responses to demonstrate possible responses.</p>
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	<p>Teacher may also use group discussions from the activities to gauge student comprehension.</p> <p>Formal Assessment: After completion of activity 2 students will take a quiz on the Supreme Court Case.</p>
Learning Extensions:	<p>This lesson can be used in ELA. Students may use the graphic novel written by the descendants of interned Japanese-American citizens to get a different perspective of internment. While government action is the primary focus in Social Studies, ELA courses may focus on the style of writing and personal connection used to bring emotion to the novel.</p>