



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):

10th grade

11th grade

Subject:

Social Studies

Length of Class:

2-4 Days (50 minute classes)

2 days (90 minute classes)



<p>Image Citation: https://media.gettyimages.com/id/107721248/photo/the-statue-of-liberty.jpg?s=612x612&w=0&k=20&c=eNGcWQhSez_mtcVY2AAXsaqS0wKDe9NP3S6z32spZJg=</p>	
Lesson Title:	“How to identify as an American”
Overview:	The internment of Japanese-Americans during World War II is not taught with the depth that the Holocaust is, and this offers students the opportunity to know what happened to this segment of American society after the bombing of Pearl Harbor.
Learning Objective:	Examine the debate between the protection of citizens’ natural rights, and attitudes towards Japanese-Americans versus the needs of national security.
Standards:	USHC.4.CC: Examine the continuity and changes on the US home front surrounding World War I and World War II.

Essential Question:	How did the federal government use national security as the reason to remove the civil rights from Japanese-Americans?
Supporting Question(s):	<p>What group did this impact and where were they located?</p> <p>Did these people have same rights and protections as other Americans?</p> <p>Was this group singled out by the federal government fairly or unfairly?</p>
Digital Primary and Secondary Sources:	<p>Primary Sources:</p> <p>Executive Order 9066 https://www.archives.gov/milestone-documents/executive-order-9066</p> <p>Ansel Adams Photos of Manzanar https://www.loc.gov/collections/ansel-adams-manzanar/about-this-collection/</p> <p>Korematsu v. United States case filing https://tile.loc.gov/storage-services/service/ll/usrep/usrep323/usrep323214/usrep323214.pdf</p> <p>Secondary Sources:</p> <p>Korematsu Blog Post I https://blogs.loc.gov/law/2022/05/fred-korematsus-drive-for-justice/</p> <p>Korematsu Blog Post II https://blogs.loc.gov/law/2022/06/fred-korematsu-winning-justice/</p>
Required Classroom Materials:	<p>Classroom set of “Displacement” by Kiku Hughes</p> <p>Chart Paper</p> <p>Markers</p>
Classroom Environment:	<ul style="list-style-type: none"> • Ten stations of two-three desks, each desk has a copy of “Displacement” and each station is identified by a number, the range being 1-10. • The teacher will start the lesson by either asking the question, “What does it mean to be an American?” or by having the question on the board and give the students time to write their responses in a journal or notebook. • Discuss student responses and ask, “Can the government deny American citizens their rights?”. Discuss the responses to this question. • On the board, show which pages the students in each group will be reading. • Group 1-p.12-24, Group 2-p. 31-41, Group 3-p. 49-81, Group 4-p. 85-95, Group 5-p. 104-112, Group 6-p. 133-144, Group 7-p. 147-162, Group 8-p. 168-176, Group 9-p. 181-203, Group 10-p. 261-End

	<ul style="list-style-type: none"> • Each Group will have time to read the assigned selections and discuss what they read. • On the board, the teacher will write the following: SUMMARY OF SECTION, AMAZING IMAGES, OVERALL TONE • Once the students have read and discussed the assigned section, the teacher will explain that they will use chart paper to provide a summary of what they read, the page number that had artwork or a detail that stood out about the internment camps, and what the overall feeling or tone of the passage was. • Students will put their charts in order so the class can do a gallery walk. Students should bring their books with them to reference the artwork and images. • After the gallery walk is completed, students present their charts to the class, explaining their thinking behind the chosen artwork and feeling. • Take an informal survey of the students regarding if this event actually happened in the United States. • End the class by asking the same question that started it. This can be an exit ticket activity or a journal.
Differentiation and Adaptations:	<ul style="list-style-type: none"> • Instead of “Displacement”, the teacher can use the graphic novel, “The Enemy of Us” by George Takei. • Teacher can present the class the Amendment XIV, Section 1, of the US Constitution. It states that people born in this country are equal citizens of the United States, regardless of their parents’ citizenship. • Debate national security versus the rights of legal citizens • Use this activity as a jumping off point to research the Holocaust, South African Apartheid, segregation and Civil Rights in America

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
10 Minutes	Discuss “What is an American”, write in journal and discuss student responses
5 Minutes	Explain the grouping of the students and what number each group represents.
3-5 Minutes	Go over the page numbers that each group is responsible for.

15 Minutes	Students read their assigned passages, the teacher will write SUMMARY, AMAZING IMAGES, and OVERALL TONE on the board. Explain what is needed for each category.
3-5 Minutes	Gallery Walk with graphic novel to cross-reference selected images.
30-35 Minutes	Group Presentations
10-15 Minutes	Discuss with the whole class what they have learned and the legalities behind the internment. (pass out copies of the executive order, show the XIV Amendment, section 1, to the class).
5 Minutes	Closing activity and dismissal

Assessments:	<ul style="list-style-type: none"> • Exit tickets provide immediate feedback to determine if students grasped what happened. • Collect the written responses to the Essential Question to determine if the student understood what happened. • Use this as a starting point for students to conduct research on an aspect Japanese Internment. (Research paper, powerpoint presentation) • Use this to research the executive order, the lawsuits filed against it, and what Congress eventually does in the 1980's. • This could be a starting point to use the Library of Congress's collection of camp newspapers and to research what life in these camps were really like.
Learning Extensions:	<ul style="list-style-type: none"> • The teacher can use the Korematsu blog posts to explain the governments' response to interning citizens. • The teacher can use this lesson after going over the national and international effects of Pearl Harbor. • Teacher can use this lesson as a bridge to the Holocaust. • The teacher can use this in a government class to discuss law and national security. • Present copies of Executive Order 9066 to the students. The students can use their laptops to look at the primary and secondary sources listed above and report back on their findings.