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Grade level: 5th

Title: Japanese Internment Camps and a Look from an Iowa Perspective

Essential Question:
How did Japanese internment camps impact Iowans during and after WWII?

Lesson Abstract: Students will read the historical fiction book, *Weedflower*, and analyze primary sources as they progress through the chapters to make connections between happenings in the book and real events. After reading the book and analyzing the primary sources, students will understand the emotional side of internment camps from the perspective of a young Japanese American child, and know why the U.S. government sanctioned internment camps, and what it meant for the people detained in them. The lesson will then connect Iowa and Japanese American relocation, and similar events that have happened in the United States.
Learning Objectives:
Students will analyze written primary sources and photograph primary sources to develop insights about the Japanese American experience during World War II, including those experiences in Iowa.

Students will draw connections between history and current events concerning Japanese internment camps.

Iowa Core Standards:
Essential Concept and/or Skill: (for every grade level) Understand the role of culture and cultural diffusion on the development and maintenance of societies. Understand major historical events and developments that involved interaction among various groups.

Reading Standards for Informational Text: (grade 5 and 6)
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Materials/Equipment/Websites:

- computers/Internet
- U.S. map
- Weedflower by Japanese American author Cynthia Kadohata
- Baseball Saved Us, picture book by Ken Mochizuki; author of Asian descent; tells the story of how baseball helped them survive internment
- Goldfinch, April 1983 -- Iowans’ reactions to the war efforts
  - http://ir.uiowa.edu/goldfinch/15/
- FDR executive order 9066
- Japanese Report Evacuation from the West Coast 1942 (Munson Report)
  - https://openlibrary.org/books/OL6476314M/Final_report
  - (for reference only)
- World War II: Internment of Japanese Americans: collection of photos
  - (if additional photos are needed)
- Analysis Tools and Guides. Library of Congress
Detailed Procedures/Questions/Activities:

Activity One:
Ask the students to make two lists:

http://goo.gl/pQkY0s

- In the first list, record your possessions, people you see regularly and spend time with, your daily routine, bedroom, pets if you have any.
- In the second list, record how life would be different if you had to move but didn’t know where, for how long, and what the outcome would be. Narrow down the list of possessions you would carry with you, and describe your daily routine, sharing one room, and life without your pet.
- Have students share their lists with a partner, comparing/contrasting the differences and similarities in their lists.
- Throughout activity two, discuss the dilemma the main character had with her possessions.

Activity Two:

1. Read the historical fiction book Weedflower by Cynthia Kadohata as a class, using the Literature Circle process, or discussion in small groups. This title tells the story of life in a Japanese internment camp and social discrimination from a young person’s perspective. Students will be able to identify with the young person’s emotions as she gets treated unkindly by her classmates and has to leave her home and possessions to go to a prison-like camp and an uncertain future. The setting for this story is the Colorado River Relocation Center, Poston, Arizona.

Day 1: Chapters 1--5; teacher reads Chapter 1 aloud to the class to set the stage. Students individually read chapters 2--5, taking on their designated roles in their circle.

Have students continue the process of reading the texts and rotating the literature circle roles until the books are complete. Throughout the book, insert the following primary sources listed below with each chapter. Use the Analysis Tools and Guides. Library of Congress or tools from the National Archives to examine photos and documents linked below to support events in the
story with primary sources. Each day at the end of the literature circle process, bring the class together to summarize their discussions, answer questions as a group, search for additional primary sources to answer any questions that come up throughout the discussions, and to check for vocabulary.

Weedflower
Chapter 6
p. 54 The U.S. Declares War on Japan
FDR executive order 9066
Analyze this document as a class since students will need support

Prelude to the Japanese Exodus
http://www.loc.gov/exhibits/wcf/images/wcf093.jpg

Chapter 9
p. 72 selling their belongings photo
http://hdl.loc.gov/loc.pnp/fsa.8c24497

p. 73 registration photo
http://hdl.loc.gov/loc.pnp/cph.3a25601
Instructions to All Persons of Japanese Ancestry
http://www.nps.gov/nr/twhp/wwwlps/lessons/89manzanar/89facts2.htm

Reading Evacuation Orders
http://www.loc.gov/pictures/item/fsa1998003554/PP/

Dorothea Lange: Executive Orders
http://www.loc.gov/exhibits/wcf/wcf0013.html

Chapter 10:
p. 81 child with registration tag on coat photo
http://loc.gov/pictures/resource/fsa.8a31170/
Chapter 21
p. 166 Manzanar potato photo
http://amhistory.si.edu/perfectunion/collection/image.asp?ID=642

Chapter 31
p. 237 Tule Lake photo
http://www.loc.gov/pictures/item/fsa1992001464/PP/

Read the picture book, Baseball Saved Us to the class
http://hdl.loc.gov/loc.pnp/ppprs.00369

Chapter 33
Memories of Internment -- interview with Grace Amemiya who was 21 years old when she was forced into a Japanese internment camp. She moved to Iowa in the 1960’s.
http://www.iowastatedaily.com/news/article_5c349ebd-e2d6-5a5d-80c1-f84c7175c632.html

Activity Three:
Map the Camps
Using a United States map, label the camps so that students have a visual idea of where the camps were located. Ask “Why do you think the camps were located in these areas?”
http://amhistory.si.edu/perfectunion/resources/history.html (scroll to the bottom for a list)
https://www.google.com/maps/d/viewer?msa=0&mid=zraVqbpTpZHU.kCq-Gac_vtho

Activity Four:
Formative Assessment: Students, in their literature circle groups, will create tableaux in which they become the personalities in the photographs that we have analyzed in class. Students may edit the scene to accommodate the number of students in the group. They must assume the same pose as the person whose role they have taken. Students remain frozen until the teacher or peers tap them. At that time, the student will answer in the "first person" any questions the teacher or peer might have for them.
Activity Five:
How was Japanese American internment experienced by Iowans?

1. Class Discussion
Peruse the April 1983 issue of Goldfinch magazine, specifically reading the articles listed below. The articles are short. Conduct a whole class discussion of information that is coming to Iowa about the internment camps.

- p. 3 “Japanese Attack U.S.”
- p. 4 “Iowa Has Only 5 Japs”
  - **Topic to discuss:** bias and name-calling
- p. 8 “100,000 Japs Now Cleared From Coast”
- p. 11 “Open Hostel for NISEI”
  - **Topic to discuss:** How were Japanese Americans who came to Iowa helped after the war?
  - **Topics to discuss:** What worries were expressed in this article? How did Japanese-Americans help the state of Iowa?
- p. 14 “536 Japanese-Americans Relocated in Iowa”
  - **Topic to discuss:** What could be the reasons for Japanese Americans staying in Iowa after WWII?

Activity Six:
Poetry for Two: In pairs, students will write a two column poem, in their own words and/or using words from the Goldfinch articles, that reflect the information Iowans received and their attitudes concerning the Japanese Americans. Students will read the poems using alternating voices. For help: [http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf](http://www.writingfix.com/PDFs/Comparison_Contrast/Poem_Two_Voices.pdf)

Conclusion: Class discussion -- In 1988, President Reagan signed the Civil Liberties Act to compensate more than 100,000 people of Japanese descent who were incarcerated in internment camps during World War II. The legislation offered a formal apology and paid out $20,000 in compensation to each surviving victim.
Assessment:

*Then and Now: What’s Your Interpretation?*

Compare and contrast the Japanese American Internment with events that have more recently occurred in the U.S. Review as a class, events such as 9/11 or ISIS. Compare and contrast those events with Japanese American relocation.

Students will use a graphic organizer to show their thinking.