

Mistaken for the Enemy

The Internment of Japanese Americans During World War II

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Grade Level	11th Grade	**Time Frame**	100 minutes
Subject	Social Studies	**Duration**	2 Periods
Course	U.S. History		

Essential Question

Why were Japanese Americans imprisoned during World War II? How did internment alter their lives?

Summary

This lesson addresses the circumstances that led up to the internment of Americans of Japanese descent during World War II. It asks students to consider the impact that internment had on the lives of those who were detained. Students will have opportunities to look at photos from internment camps and read the testimony from individuals who were imprisoned in those camps. They will also learn about important documents and court cases relating to the subject of Japanese-American internment, such as Executive Order 9066, Korematsu v. United States, and Ex parte Endo.

Snapshot

Engage

Students read, analyze, and discuss a poem that a high school student wrote while she was detained at a relocation center during WWII.

Explore

Students use the Painting a Picture strategy to make observations and inferences about six photos that depict the hardships Japanese Americans endured before and during internment.

Explain

Students watch a video and read an article, both of which detail the circumstances surrounding the internment of Japanese Americans during WWII. During this activity, they fill out Paired Texts H-Charts in order to understand how Japanese Americans dealt with the conditions that were forced upon them.

Extend

Students analyze a series of quotes from Japanese Americans who were imprisoned during WWII and explain their feelings about those quotes using the S-I-T strategy.

Evaluate

Students write a Two-Minute Paper answering the lesson's essential questions. An optional activity provides them an opportunity to reconsider their feelings about the poem they read at the start of the lesson.

Standards

Oklahoma Academic Standards (Social Studies: United States History (9th through 12th grade))

USH.5.1C: Examine President Franklin Roosevelt's "Day Which Will Live in Infamy" speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent,and the treatment of Americans of German, and Italian descent, including the Korematsu v. United States decision.

Attachments

- Article-Mistaken-for-the-Enemy - Spanish.docx
- Article-Mistaken-for-the-Enemy - Spanish.pdf
- Article-Mistaken-for-the-Enemy.docx
- Article-Mistaken-for-the-Enemy.pdf
- Mistaken-for-the-Enemy-Slides.pptx
- Painting-a-Picture-Chart-Mistaken-for-the-Enemy - Spanish.docx
- Painting-a-Picture-Chart-Mistaken-for-the-Enemy - Spanish.pdf
- Painting-a-Picture-Chart-Mistaken-for-the-Enemy.docx
- Painting-a-Picture-Chart-Mistaken-for-the-Enemy.pdf
- Painting-a-Picture-Document-Packet-Mistaken-for-the-Enemy - Spanish.docx
- Painting-a-Picture-Document-Packet-Mistaken-for-the-Enemy - Spanish.pdf
- Painting-a-Picture-Document-Packet-Mistaken-for-the-Enemy.docx
- Painting-a-Picture-Document-Packet-Mistaken-for-the-Enemy.pdf
- Paired-Texts-H-Chart-Mistaken-for-the-Enemy - Spanish.docx
- Paired-Texts-H-Chart-Mistaken-for-the-Enemy - Spanish.pdf
- Paired-Texts-H-Chart-Mistaken-for-the-Enemy.docx
- Paired-Texts-H-Chart-Mistaken-for-the-Enemy.pdf
- S-I-T-Surprising-Interesting-Troubling-Mistaken-for-the-Enemy - Spanish.docx
- S-I-T-Surprising-Interesting-Troubling-Mistaken-for-the-Enemy - Spanish.pdf
- S-I-T-Surprising-Interesting-Troubling-Mistaken-for-the-Enemy.docx
- S-I-T-Surprising-Interesting-Troubling-Mistaken-for-the-Enemy.pdf
- Teacher-s-Notes-Painting-a-Picture-Mistaken-for-the-Enemy.docx
- Teacher-s-Notes-Painting-a-Picture-Mistaken-for-the-Enemy.pdf
- The-Upward-Trail - Spanish.docx
- The-Upward-Trail - Spanish.pdf
- The-Upward-Trail.docx
- The-Upward-Trail.pdf

Materials

- "The Upward Trail" (attached, one copy per student)
- Lesson Slides (attached)
- Painting a Picture Document Packets (attached, one copy per group)
- Painting a Picture Chart Handouts (attached, one copy per student)
- Painting a Picture Chart (Teacher's Notes) (attached)
- Paired Texts H-Chart Handout (attached, one copy per student)
- Mistaken for the Enemy - Article (attached, one copy per student)
- S-I-T (Surprising, Interesting, Troubling) Handout (attached, one copy per student)
- Paper and pencils/pens
- Computers with internet access

15 minutes

Engage

Begin by having students split into groups of four to read **"The Upward Trail."** Use the attached **Lesson Slides** to guide the lesson.

Display **slide 3,** which includes the following questions to guide their discussions:

- *What are your impressions of the place the author is describing?*
- *What do you think the author was feeling as she wrote the poem?*
- *What would you guess was the age of the author?*
- *Where do you think she lived?*

After about 10 minutes of discussion in groups, have a student from each group share with the class what their group thinks the poem is about.

Explain that the poem was written by Janet Matsuda, a high school student who had been detained along with other Japanese Americans during World War II at the Jerome War Relocation Center in Arkansas. Have the class discuss how their opinion of the poem changed after the discussion/sharing.

Before moving on, briefly display **slides 4 and 5,** which detail the essential questions and learning objectives of the lesson.

Teacher's Note: Other Learning Opportunities

Another K20 lesson, Immigration and the Asian American Experience, encourages students to analyze immigration patterns and policies in the United States and explores some of the experiences of Asian immigrants. This lesson also explores the subject of Japanese-American internment. It will provide students with a more thorough understanding of the factors that have contributed to the mistreatment of Asian Americans in the United States.

15 minutes

Explore

Display **slide 6.** Introduce students to the Painting a Picture strategy. Tell students that, in their groups of four, they will examine a document packet containing six photos that depict the hardships Japanese Americans endured before and during internment.

Pass out the **Painting a Picture Document Packets** to each group, and pass out the **Painting a Picture Chart Handouts** to each student. Tell students that they will have about 15 minutes to make observations and inferences about the photos. For examples of potential observations and inferences, feel free to consult the **Painting a Picture Chart (Teacher's Notes).**

Teacher's Note: Alternative Approaches

As an alternative to printing copies of the the attached Painting a Picture Document Packet for each group, you could print a single copy of each of the six photos from the packets and hang them around the classroom. Another alternative would be to show the images on **slides 7-12** to students rather than printing them out.

35 minutes

Explain

Teacher's Note: Paired Texts H-Chart

This activity asks students to take notes on two separate resources: a video and a print article. The video is about 5.30 long. The article will take about 25 minutes to read. Since the article is lengthy and consists of several paragraphs, students will add the Stop and Jot strategy to the Paired Texts H-Chart.

Pass out the **Paired Texts H-Chart Handout** to students.

Move to **slide 13.** Explain to students that they will watch a TED-Ed video, Ugly History: Japanese American Incarceration Camps. Instruct students to take notes as they watch. Have them take notes in the lefthand column of the Paired Texts H-Chart about the circumstances Japanese Americans faced and how they reacted to those circumstances. The video is approximately 5 minutes long and is found on **slide 14.** Give students extra time if they want to watch portions of the video again.

Give each student a copy of the **Mistaken for the Enemy - Article**, which summarizes the circumstances that led to the internment of Japanese Americans and details their experiences by including excerpts from oral history interviews.

Show **slide 15** after students have finished watching the video. Ask students to use the Stop and Jot strategy. Instruct them to stop at the end of each paragraph to jot brief answers to the questions on the right side of the article handout. Have them add the most important points from their notes into the righthand column of the H-Chart once they have annotated each paragraph.

Once they have finished reading and taking notes, have students take a few moments to share some of the observations they have made so far.

Display **slide 16** after volunteers have shared their observations about the video and/or the article. Have them confer with their group members and decide on a "third text" that weaves together the information they have gleaned from both sources. The question their third texts will answer is ***How did Japanese Americans cope with the hardships that they faced before, during, and after internment?***

Ask students to add their responses from the Stop and Jot exercise to the Paired Texts H-Chart.

Teacher's Note: The Internment of German and Italian Americans

It is possible that students may ask at this point in the lesson if there were Americans of other ethnicities that were sent to internment camps during World War II. You could explain to them that, while only 11,000 German Americans and 3,000 Italian Americans were sent to internment camps out of suspicion that they had affiliations with the Axis powers, over 100,000 citizens and noncitizens of Japanese ancestry (virtually the entire Japanese-American population) were sent to relocation camps in the western half of the United States. For this reason, the circumstances faced by Japanese Americans during World War II were vastly different than those faced by the millions of German and Italian Americans at the same time. For more information on this subject, feel free to consult this article.

20 minutes

Extend

Teacher's Note: S-I-T (Surprising, Interesting, Troubling)

Decide in advance whether or not you want students to record their responses or simply have a discussion within their groups. If you choose to have students record their answers, you should consider having students write down a sentence or two explaining why they viewed the quotes as surprising, interesting, or troubling.

Display **slide 17.** Pass out the **S-I-T (Surprising, Interesting, Troubling) Handouts.** This handout contains a list of quotes that were taken from oral history interviews and other sources. Give students at least 10 minutes to read over the list with their groups. Next, ask student groups to use the S-I-T strategy to determine and discuss why the information presented in the quotes strikes them as *surprising*, *interesting*, and/or *troubling*.

After groups have had time to make their decisions, call on a member of each group to share at least one of the quotes that they found *surprising*, *interesting*, and/or *troubling*. Invite student groups to share their reasoning with the class. Follow up student contributions to the discussion with questions that will help students consider why the treatment of Japanese-Americans during World War II was unjust and unconstitutional.

Possible Student Responses: S-I-T Strategy

Surprising: We were surprised to learn that soldiers marched up the driveway and told George Takei's family that they had to leave. **Interesting:** We found it interesting that Fred Korematsu didn't feel guilty, even though he was convicted of defying military orders. **Troubling:** We were troubled by the fact that Kara Kondo and the other members of the choral group had to sing Christmas carols behind barbed wire.

5 minutes

Evaluate

Teacher's Note: Two-Minute Paper

Explain to students that they have two minutes to reflect on what they have learned as they revisit the essential questions. Because of the short timeframe, reassure students that they do not need to worry about their papers being entirely grammatically correct. Rather, they should do their best to explain to you what they have learned over the course of the lesson.

Display **slide 18,** which lists the two essential questions of the lesson. Have students write on a blank sheet of paper a Two-Minute Paper that addresses the two essential questions:

- *Why were Japanese Americans imprisoned during World War II?*
- *How did internment alter their lives?*

There are several options for lesson assessments:

- Two-Minute Papers
- Painting a Picture Charts
- Paired Texts H-Charts
- Responses (written or oral) to the S-I-T activity

Teacher's Note: Optional Activity

If time permits, consider ending the lesson with a whole-class discussion. Ask students to read quickly through their copies of "The Upward Trail" once more. Once they have done so, ask students how their opinions of the poem have changed after studying the context in which it was written.

Resources

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