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Lesson 1 - Japan
NCTA
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Japanese in America: Citizens Without Rights

- Purpose:** To provide students with a brief history of Japanese immigration to America, their role in American society before WWII, and an introduction to the internment camps of Japanese Americans after the bombing of Pearl Harbor in order to prepare students for the reading of the novel *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston.
- Class:** *Minority Perspectives - Colerain High School - Cincinnati, Ohio*
This course attempts to give students a wider literary and cultural view of the world we live in. While traditional literature courses are obviously important for the literary foundation they have established, this course allows students to see where the written word has taken us in the modern period, and hopefully, inspires our students to tell their story too.
- Level:** *English Elective*
Open to any student who has successfully completed English I.
Student abilities include Honors, Advanced, General, IEP, and Special Education.
- Methods:**
- | | |
|------------|---|
| 5 minutes | Settle and Lesson Introduction |
| 10 minutes | Notes on key terms |
| 30 minutes | Historical Timeline (PowerPoint presentation with Images) |
| 20 minutes | Virtual Tour (Teacher guided Densho website tour) |
| 15 minutes | Self Tour (Students explore Densho Civil Rights) |
| 10 minutes | Journal Writing |
- Assessment:** Completion grade for notes
Compose questions students will answer during Self Tour
Journal grade for addressing all 5 questions in thoughtful manner
- Length:** 90 minutes - Block Scheduling
- Materials:** Pens
Paper
Computer Lab
Smart board
PowerPoint/LCD
Journals
Novels

Ohio Standards:

Reading Process:

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.

Reading Applications:

1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.

Writing Applications:

2. Write responses to literature that: a. advance a judgment that is interpretative, analytical, evaluative or reflective; b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors; c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create; d. identify and assess the impact of possible ambiguities, nuances and complexities within text; e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and f. provide a sense of closure to the writing.
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.

Research Standard:

1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.
2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.

Notes: Key Terms for Students to Write in their Notes

- *Issei
- *Nisei
- *Sansei
- *Emigration
- *Immigration
- *Internment

PowerPoint: Historical Timeline (Will provide students with copy *after* slideshow)

Heian Era	800-1200	Golden Age	very organized
Tokugawa	1600s	Shogun Time	era of seclusion
Perry's Blackship	1853-54	Manifest Destiny	forces Japan open
Revolution	1860s	US Civil War Japan Boshin War	slavery/antislavery shogun/imperial
14 th Amendment	1868	US born	means citizenship
Meiji	1870-1890	Modernization	westernization
Immigration	1880-1900	Angel Island	development of west coast
Immigration Act	1924	US closes gates	Asians ineligible for naturalization
Great Depression	1930s	Economic Loss	heightens immigrant hatred
JACL	1930s	Nisei	defend right to citizenship
Pearl Harbor	1941	Surprise Attack	draws US into WWII
9066	1942	Assembly	bans Japanese from west
Camps Closed	1945	One Way Ticket	encouraged not to return to home

Tour: Students will have a teacher guided tour of the Densho website in order for them to see and hear the assembly and internment camp experience through the images and voices of Japanese Americans who lived through the experience. Students should make inferences and deductions while considering the following questions to be addressed in their journal:

1. What makes a person a citizen of the US?
2. So, were the Japanese actually American citizens?
Be sure to think about the Issei, Nisei, and Sansei.
3. Was it appropriate to relocate citizens for the "protection" of the US?
4. How long has your family been in the US? Why did they come here?
5. What if your family was relocated to an internment camp because of your heritage?

Outline: The order of our tour at <http://www.densho.org>

I. Sites of Shame Link (Teacher Guided)

A. Read More

1. Background
2. Immigration
3. Arrest
4. Mass Removal
5. Dispersal
6. Disloyals
7. End of Exclusion
8. Government Apology

B. Yasutake Story

1. FBI Raid
2. Forced to Leave
3. Life at Minidoka
4. Break Up of the Family
5. Visiting Father
6. A Different Kind of Camp
7. Looking Back, Moving Forward

II. Civil Rights and Incarceration (Students at Own Pace)

- A. Immigrants and Civil Rights
- B. Prelude to Incarceration
- C. Incarceration Years
- D. Question of Loyalty
- E. Legacies: Redress