



## *Japanese-American Internment Camps* By Gail Sakurai

- Grade/Class/Subject:** 8-12 Social Studies/American History
- Content Standard:** **Grade 8:** Use research and inquiry skills to analyze American History using primary and secondary sources.
- Content Benchmarks:** **Grade 8:** **SS.8.A.1.2:**  
Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons, determine cause and effect.
- Content Standard:** **Grade 9-12:** Understand the causes and course of World War II, the character of the war at home and abroad, and it's reshaping of the United States role in the post-war world.
- Content Benchmarks:** **Grade 9-12:** **SS912.A.6.4:**  
Examine efforts to expand or contract rights for various populations during World War II.
- SS912.A.6.5:**  
Explain the impact of World War II on domestic government policy.
- Content Objectives:** Students will be able to determine the causes and effects of Japanese American internment camps utilized during World War II, through research, inquiry, examination of the content, and explanation evidenced by student projects, class work, or group activities.
- Language Objective:** Students will create projects, complete class assignments, and/or group activities based on the book, *Japanese American Internment Camps*, as well as research, and by using primary and secondary sources.
- Grouping Configuration:** Groups of 2-4; individual students
- Book Synopsis:** Within weeks of the bombing of Pearl Harbor on December 7, 1941, the American government determined that Japanese Americans living primarily on the west coast of the United States, were a serious national security problem and hence thousands were relocated to Internment Camps. This book is

rich in text, with personal stories and commentaries, contains multiple photographs, maps giving important information, a comprehensive time line and other primary source examples. The author, Gail Sakurai, shares the story of the plight of Japanese Americans and what they endured during the years of internment. Once again, lessons to be learned and what can happen when prejudice, propaganda and hate, are allowed to thrive.

**Key Vocabulary:** aliens, ammunition, barracks, bleakness, forswear, hysteria, interned, internees, mess hall, relocation, renounced, stigma treason and vigilant

**Supplemental Materials:** Maps, laptops, group task assignment sheet, project grading rubric, Venn-Diagram, KWL sheet, Frayer Model worksheet

### **Lesson Sequence**

#### **Introduction: Building Background**

##### **Pre-Reading Strategy: Prediction**

1. While holding up the book for the class to see, ask students to predict what the book might be about based on the title and the photographs on the front cover. Allow some discussion and then explain that this is not a book of fiction. This is a true account of an historical, documented event, that took place in the United States soon after the bombing of Pearl Harbor on December 7, 1941 and lasting until January 2, 1945. Make sure students know what primary and secondary sources are and the difference between the two. Through discussion, bring out that we get much of our information about history through primary and secondary sources.

##### **Pre-Reading Strategy: KWL**

1. Create a KWL activity and through discussion/brainstorming, have students share with you what they know and what they want to know. (A Post-Reading activity will be to revisit and determine what they have learned)

##### **Vocabulary:**

Introduce the vocabulary using the Frayer Model, in which students will have to define, give examples and non-examples of the term.

##### **Modeling/Guided Instruction:**

1. Discuss the meaning of the words, prejudice, propaganda, hysteria, racial profiling, and discrimination, as they pertain to the Japanese American people, during World War II.

2. Share the book with the students, or have them read it in groups or individually. Be certain student's study the time line at the back of the book so they are aware of the occurrences during this time.
3. Have students complete a research project, a group activity or individual assignment based on American History during this time period. Using a Venn diagram, students can compare/contrast the treatment of Japanese Americans on the west coast of the United States compared to the remainder of the country. They can compare the treatment of Japanese Americans in Hawaii to the west coast of the United States. Considering the United States was also at war with Germany, students could research the treatment of German Americans in the United States during their involvement in World War II.

**Post-Reading Strategy: KWL**

Revisit the KWL chart that was created at the beginning of your study of the Japanese American Internment Camps. Brainstorm with students to complete the chart and what they have now learned.

**Post-Reading Strategy: Group/Individual Reporting**

Have your students share their projects with their classmates.

**Post-Reading Strategy: Writing Connection**

Example prompt: As history is studied, it is often said that, "history repeats itself", due to numerous events that are similar and do seem to be repeated. Many of these historic events, occurred due to prejudice, intolerance, stereotyping, hate and discrimination.

Choose any event in American History and explain how it mirrors or is similar to another event that happened in World History or another time in American History. As you compare and contrast the two events be sure explain in detail, giving examples.

**Assessment:** All Post-Reading Strategies can be used for student assessment.