

Promoting Student Questioning and Inquiry through Exploration of a Historical Event

Theme: Liberty for All? Civil liberties in America

Topic: Japanese American Internment

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Common Core Standards

CCSS.ELA-LITERACY.RI.5.6

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CCSS.ELA-LITERACY.RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Materials

- Print and post primary sources around the room for the Gallery Walk strategy (one source per group) Suggested primary sources are listed on the last page of this document.
- **Library of Congress Analysis Tool for each source (Observe, Reflect & Question)**
http://www.loc.gov/teachers/usingprimarysources/resources/Primary_Source_Analysis_Tool.pdf
- One colored pencil for each group, making sure each group has a different color

Procedure

1. Students will need to have an introduction to the Japanese Internment Camp when teaching World War II.
2. Ask students what they know about World War II. Begin building a timeline.
3. To engage students into the topic and help them to inquire, students will work silently in small groups to do their first Gallery Walk with the primary sources. Students will be asked to observe (I see), reflect (what I think about what I see) and question (what I wonder about what I see) each photograph. Each group of four will have one recorder. Groups will rotate to the next source after 3 minutes.
4. Have each group post their questions to the “Wall of Questions”.
5. Students will need to have read one of the two books. Have students compare and contrast the different points of view from the characters in the books.
6. Have each group post additional questions on the wall throughout the reading of the books.
7. Students will explore the photographs again using the gallery walk strategy, except this time they will be able to collaborate and discuss as they add more observations, reflections and questions. Ask students if they notice the reflections and questions being shared the second time around are deeper- reflect main ideas and uncovers the importance of each source. How do they know? A student may share a general, surface type of question compared to a deeper, critical thinking-type of question.
8. Students will use the knowledge they obtain from these sources to ask more questions.
9. As the students complete the story, they will continue to answer and ask any new questions.
10. Discussion: How did the primary sources help you understand the story? And, how did the story help you understand the primary sources?
11. What points of view are reflected in the stories and in the primary sources?

Disclaimer:

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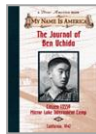
12. How and why was liberty challenged in America during World War II? Were the Japanese Americans being treated fairly? Have students complete a quick write¹ to answer one or both of the questions.

Assessment

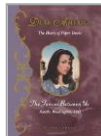
The students will create an account of a person in the Internment Camp that would have met one of the main characters by creating a dialog between the main character of their story and themselves- using the primary sources as a starting point of the conversation. The product must contain factual events or information found in the sources.

Resources

*Half the class will have one book while the other half has the other book. Each book shares a different perspective of the Japanese American Internment.



Denenberg, B. (1999). *The journal of Ben Uchida, citizen 13559, Mirror Lake Internment Camp*. New York: Scholastic Inc.



Larson, K. (2010). *The fences between us : the diary of Piper Davis*. New York: Scholastic

Japanese American Internment During World War II Teacher's Guide

Background information about the Japanese American Internment:

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/internment/pdf/teacher_guide.pdf

The Forward from the book, *Born Equal and Free* by Ansel Adams

The author shares his purpose for taking the photographs of the Japanese American Internment.

<http://lcweb2.loc.gov/service/gdc/scd0001/2002/20020123001bf/0008r.jpg>

¹ A “quick write” is a literacy support strategy where students are given 5 minutes to write a response to an open-ended question. There is no single right way to answer, except that writing must be supported with evidence from the primary source.

Suggested Primary Sources



Lange, Dorothea. "Oakland, Calif., Feb. 1942." Photograph. February 1942. Library of Congress Prints and Photographs Online Catalog.
<http://loc.gov/pictures/item/2001705924/>



President Roosevelt signing the declaration of war against Germany, Dec. 11, 1941. 1941 Dec. Prints and Photographs Division, Library of Congress
<http://www.loc.gov/pictures/item/96522303/>



Lange, Dorothea. 1942 April. Residents of Japanese ancestry awaiting the bus at the Wartime Civil Control sta., San Francisco.
<http://www.loc.gov/pictures/item/2001705933/>



Mother and three children on train from Los Angeles to Manzanar. 1942 April. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/2001697372/>



Adams, Ansel. 1943. Mess line, noon, Manzanar Relocation Center, California. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/collection/manz/item/2002695984/>



Lee, Russell. Los Angeles, California. 1942 Apr. The evacuation of the Japanese-Americans from West Coast areas under U.S. Army war emergency order. Evacuees waiting with their luggage at the old Santa Fe station for a train to take them to Owens Valley. <http://www.loc.gov/pictures/item/fsa1998003544/PP/>