

TITLE OF LESSON

Multiculturalism Unit 3 Lesson 14 – The Significance of Pearl Harbor and Internment

TIME ESTIMATE FOR THIS LESSON

One class period

ALIGNMENT WITH STANDARDS

California History- Social Science Content Standards: Grades 9-12 Historical and Social Sciences Analysis Skills

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends.
 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
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MATERIALS

Quiz 3 on *M Butterfly* (you create)
Lecture on Asian Americans during WWII (you create)
Farewell to Manzanar excerpt – Reading
Sucheng Chan, *Asian Americans WWII* excerpt – Teacher Page (teacher reading for lecture preparation)
Howard Zinn, *A People's History WWII* excerpt – Teacher Page (teacher reading for lecture preparation)
Internment Images – Teacher Page
Optional: overhead projector and/or computer projection equipment

LESSON OBJECTIVES FOR THE WEEK

- To teach students to look critically at the interactions of race representation with labor and immigration policy in California

- To teach students to think more critically about the economic and political motives behind race representation.
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EXPLANATION OF LESSON

Today, students will run through exogenously and endogenously created race characteristics, and then take notes during a lecture on Japanese internment. You will need to create a five question quiz on their *M Butterfly* reading from yesterday. No quiz is included here, as the contents of the quiz will vary with your school's supplies. (i.e., if your school has enough class copies of the entire play, your quiz will obviously be different than if you choose to use the excerpt provided by ESubjects.) You will also need to create a lecture on Asian Americans during WWII (see *Activities* section Step 3 below for specific details of the lecture). Use the six **Internment Images** from the *Teacher Pages* section of this unit during your lecture to illustrate key points, if you can. Get a copy of the film, *Know Your Enemy* (available from the Public Library). Or if you cannot find this film, show a clip from the film, *Pearl Harbor* (available at any local video store). The section of the film you should be looking for is one that clearly illustrates the idea of Japan as a threat. Nearly any clip of both films will work; the opening scene of *Pearl Harbor* is particularly efficacious. You are going to be using the clip to illustrate how the US rallied war sentiment among the populace—what images of Asian-ness and Yellow Peril were revived in popular consciousness to create war support. Make sure you have copied the Farewell to Manzanar excerpt (Reading).

FOCUS AND MOTIVATE STUDENTS – WARM-UP ACTIVITY

Today's word: exogenous, endogenous

1. **Agenda** – Have students copy the agenda you have posted.
 2. **Vocabulary** – Post today's words on the board. Ask students to add it to their list of vocabulary words. Have them look up the definition in the dictionary and write it next to the word. Then ask them to put the definition in their own words, that is, the words of a teen. Give them no more than five minutes for this. Remember to use the non-scientific definitions of these words!! (Exogenous: outside a system, endogenous: endemic to, or within a system.)
 3. **Quiz 3** – Hand out quiz on *M Butterfly*. You should write a quick five-question quiz based on the reading selection. Tell students they will have five minutes to complete the quiz.
 4. At the end of five minutes, collect the quizzes.
 5. **Homework Check** – Hand back art pieces. You should have already recorded grades for their art pieces. Have them post/hang their artwork in the classroom for now. They will add it to their portfolio later. Collect student's highlighted and annotated reading from last night.
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ACTIVITIES – INDIVIDUAL AND GROUP

1. **Introduction** – Now, talk to students about the two daily words, exogenous and endogenous. Many people believe that race and racial characteristics are endogenous, but really so far we have seen that race representations are mainly exogenous. Do a short drill with students: ask them to raise their hands if they think certain characteristics are exogenous or endogenous to Asian American communities. For example, you might say: "Meek, submissive. Is this image of Asian Americans exogenous to Asian American communities?"—hands raise—"Endogenous?"—hands raise. (What you are basically asking is, "Do you think this image comes from within the Asian American community, or from outside the Asian American community?") "Exotic/erotic women. Exogenous?"—hands raise—"Endogenous?"—hands raise, etc. This will be a little confusing at first, but it will really test their understanding of the two words for the day.
2. **Last Word** – The last word you should use is: "Dangerous. Exogenous? Endogenous?" The reason this is so important is, you are now going to be segueing into the issues of terrorism and "dangerous communities" during wartime.
3. **Mini Lecture** – You will now deliver a short lecture on Asian Americans during World War II. You should write this lecture using Sucheng Chan's *Asian Americans: An Interpretive History* (excerpt) and Howard Zinn's

A People's History (excerpt). Both of these excerpts can be found in the *Teacher Pages* section of this unit. You may also use the six **Internment Images** found in the Teacher Pages to illustrate your lecture, if you have the computer equipment in your room to project them. You should focus on answering the questions (all of which can be answered using the excerpts provided) and you may want to use these questions as the basis for your outline which you should prepare on an overhead for the students—

- What did Asian Americans do during World War II?
 - What happened at Pearl Harbor?
 - Why did Asian Americans come to be seen as a threat?
 - How, where, how long, and why were Japanese Americans interned? (Here it is very important that you emphasize what a threat the Japanese Americans were supposed to be—according to the US government, that is. The US government simultaneously claimed the camps protected Japanese Americans from other angry Americans; yet the internment camps had towers with the guns pointed inward and the gates sharpened inward as well. It seems the government could not decide whether or not these Asian Americans were more threatened or a threat!)
 - How did other Asian Americans, white Americans, black Americans, Latinos/Latinas respond to Japanese internment?
 - How have political leaders today skewed and altered what happened at Pearl Harbor to make it comparable to 9-11?
4. **Notetaking** – Help students take notes by having one student at the front of the room take notes on the overhead projector—or stop frequently to ask students what they might write down from what you just said—or have students write notes in pairs.
 5. **Questions and Answers** – At the end of your lecture, take questions from the students. Try to allow other students in the room to attempt answers before you give the answer. Collect notes.
 6. **Film Clip** – Show a short clip from the film, *Know Your Enemy*. If you cannot get a copy of this propaganda film produced during wartime and available through SF Public Library, show a clip from the recent blockbuster, *Pearl Harbor*. Ask students what images are being propagated to make Asians and Asian Americans look culpable and responsible for the so-called “victimization” of the US? Remind students that it is hard to have “perspective” when we are engulfed in the propaganda ourselves; ask students to think carefully about why they have a “gut” tendency to believe that Asians or Muslims or any other group are particularly, *inherently* dangerous.
 7. **Homework Review** – Remind students there will be a vocab quiz tomorrow! Hand out *Farewell to Manzanar* excerpt.
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HOMEWORK

- 1) Read *Farewell to Manzanar* excerpt;
 - 2) **Journal 4** – Based on your reading, write a one-page Journal response to the question: “How do you compare 1945 to 2001? Consider the treatment of Japanese Americans then and the treatment of Asian Muslims today.”
 - 3) Review for vocabulary quiz.
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GROUP ROLES

None

DOCUMENTATION FOR PORTFOLIO

Unit 1

Personal Coat of Arms Image
Interpretation Essay #1
Final Coat of Arms Image

Unit 2

Unit 3

Map
timeline
Did you know...Poster Project



Community
What causes conflict between peoples?

1.3:14: The Significance of Pearl Harbor and Internment

Interpretation Essay #2
History 1 Unit 1 Final Exam

Slaying the Dragon Artistic
Response

