Overview

In the “Exploring Japanese Internment Camps” activity, students will investigate a series of photographs depicting internment camps from World War II. As students investigate the images, they will develop a variety of questions. As a final project, students will be asked to write a reflection on the use of government power on United Stated citizens.

This lesson acts as an introduction to the United States’ involvement in World War II and the abuses of power by the United States Government. Students should have an understanding of the start and progression of World War II up to 1941, as well as an understanding of the United States Constitution and individual rights.

Concepts & Key Terms
- Discrimination
- Individual Rights
- Internment Camps
- Manzanar Relocation Center
- World War II
Unit Overview

Rationale
After Imperial Japan’s attack on Pearl Harbor, Hawaii in 1941, the United States Government worked to protect their citizens by targeting and isolating Japanese-Americans. Over 110,000 Japanese-Americans were sent to War Relocation Camps, where approximately sixty-two percent of this population consisted of American citizens.

This was not the first instance in history of discrimination through the use of government powers. It’s important for our students and future generations to recognize the difference between the government’s appropriate use or abuse of power.

Objectives
- Students will be able to analyze and investigate primary source photographs for bias and discrimination
- Students will be able to compare and contrast photos in order to determine the connections between minority citizens and the government

Assessment
Students will be evaluated based on group participation, discussion, and the completion of the Library of Congress Primary Source Analysis Tool and Question Worksheet.
I. Analyze
Divide students into 4 groups. Using the War Relocation Center image, model for students how to fill in the Library of Congress Primary Source Analysis Tool. Provide each group with the analysis tool and a different picture, as seen in the table below. When they finish the “Reflection” portion of the analysis tool, have students stop and share what they wrote.

<table>
<thead>
<tr>
<th>Model</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
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<td>War Relocation Center</td>
<td>Roy Takeno and Group</td>
<td>Sumiko Shigematsu, Foreman</td>
<td>Japanese-American Camp</td>
<td>Hidimi Tayenaka</td>
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II. Question
Model the rules for the Question Worksheet. Allow time for students to fill out their own Question Worksheet. After students have come up with their own questions, have them circle the three best questions.

II. Prioritize and Share
As a group, have students create a new list from the three questions each person circled. Allow each student to share one of their favorite questions from the list and the image that prompted the question.

IV. Discuss
Each group should share their picture and questions. Have every group hold up their image for everyone else to see or provide additional copies.

Continue to lead the discussion to World War Two, Japanese Internment Camps, and the abuse or misuse of government powers. Guide students to answer the questions:

1. Why do you think the United States would put Japanese citizens in internment camps?

2. What biases are apparent in the pictures we investigated?

Big Ideas
- Compare and contrast treatments of the same topic in several primary sources
- Cite specific textual evidence to support analysis of primary sources

Materials
- Library of Congress Primary Source Analysis Tool Included pg. 6
- Question Worksheet Included pg. 8
- Hidimi Tayenaka http://tinyurl.com/tpsHT Included, pg. 6
- Roy Takeno http://tinyurl.com/tpsRTG Included pg. 7
- Sumiko Shigematsu, Foreman http://tinyurl.com/tpsSSF Included pg. 8
- Japanese-American Camp http://tinyurl.com/tpsJAC Included pg. 9
- War Relocation Center http://tinyurl.com/tpsWRC Included pg. 10
# Standards

## Investigating the Past

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<thead>
<tr>
<th>Indiana Standards:</th>
<th>Common Core:</th>
<th>C3 Framework:</th>
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Indiana Standards: *EL.9.2.7, EL.10.2.1, EL.11.2.1, EL.11.2.6, USG.5.5, USH.5.6*

Common Core: *RH.9-10.1, RH.9-10.2, RH.9-10.9, RH.11-12.1, RH.11-12.2, WHST.9-10.4, WHST.9-10.9, WHST.11-12.4, WHST.11-12.9*

C3 Framework: *D2.Civ.4.9-12, D2.Civ.10.9-12, D2.Civ.13.9-12, D2.His.2.9-12, D2.His.3.9-12, D2.His.9.9-12, D2.His.10.9-12, D2.His.11.9-12, D2.His.12.9-12*

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**Teaching with Primary Sources**

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The mission of the Library of Congress Teaching with Primary Sources (TPS) program is to: build awareness of the Library’s educational initiatives; provide content that promotes the effective educational use of the Library’s resources; and offer access to and promote sustained use of the Library’s educational resources. The Library achieves this mission through collaborations between the Library and the K-12 educational community across the United States. The program contributes to the quality of education by helping teachers use the Library’s digitized primary sources to engage students, develop their critical thinking skills and construct knowledge. Learn more about the Library’s TPS program and other resources available to teachers at: www.loc.gov/teachers

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Bibliography


STOP
Fill in the Question Worksheet for this portion of the analysis tool

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TEACHER’S GUIDE
ANALYZING PHOTOGRAPHS & PRINTS

**OBSERVE**
Have students identify and note details.

Sample Questions:
- What do you notice first?
- What people and objects are shown? - How are they arranged?
- What is the physical setting?
- What, if any, words do you see? - What other details can you see?

**REFLECT**
Encourage students to generate and test hypotheses about the image.

Why do you think this image was made? - What’s happening in the image? - When do you think it was made? - Who do you think was the audience for this image? - What tools were used to create this?
- What can you learn from examining this image? - What’s missing from this image? - If someone made this today, what would be different? - What would be the same?

**QUESTION**
Have students ask questions to lead to more observations and reflections.


FURTHER INVESTIGATION
Help students to identify questions appropriate for further investigation, and to develop a research strategy for finding answers.

Sample Question: What more do you want to know, and how can you find out?

**A few follow-up activity ideas:**
- **Beginning:** Write a caption for the image.
- **Intermediate:** Select an image. Predict what will happen one minute after the scene shown in the image. One hour after? Explain the reasoning behind your predictions.
- **Advanced:** Have students expand or alter textbook or other printed explanations of history based on images they study.

For more tips on using primary sources, go to http://www.loc.gov/teachers
The Question Worksheet

Write as many questions as you can. Continue on the back if needed.

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