

How does internment impact individuals, families, and descendants?

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Suggested Grade Level Range: 9-12

Student Learning Objectives

- Students will be able to identify the event(s) that lead to Japanese American internment.
- Students will be able to explain the effects of Japanese American internment in a whole class discussion.
- Students will be able to analyze historical documents, photographs, and voice recordings for evidence of the psychological impacts of internment on Japanese Americans.
- Students will be able to conceptualize the generational trauma experienced by families and descendants of Japanese Americans.

Standards Addressed

- SS.9-12.H.3. Evaluate the methods used to promote change and the effects and outcomes of these methods on diverse groups of people
- SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past
- SS.9-12.PSY.6. Identify and apply psychological thinking to personal and societal experiences and issues.

Materials Used

Sources for Supporting Question #1: How did Pearl Harbor impact Japanese Americans?	Sources for Supporting Question #2: How were Japanese Americans psychologically impacted by their internment?	Sources for Supporting Question #3: Did the internment of Japanese Americans contribute to generational trauma?
<ul style="list-style-type: none"> • Source A: Video and Website: The Orange Story • Source B: Response to Pearl Harbor (Library of Congress Photographs) Photographs • Source C: Manzanar Relocation Center (Library of Congress Photographs) Manzanar Photographs • Source D: The Daily Chronicle newspaper article The Daily Chronicle 	<ul style="list-style-type: none"> • Source A: Oral History Interview: George Y. Fujimori Collection Library of Congress (loc.gov) • Source B: Oral History Interview: Isao Fujimoto Collection Library of Congress (loc.gov) • Source C: Psychological effects of camp Densho Encyclopedia • Source D: Ask a Historian: Why Do Some Survivors Say 	<ul style="list-style-type: none"> • Source A: The long-lasting scars of Japanese American internment - The World from PRX • Source B: h018 - Masaru K. Yamasaki - Japanese-American Redress Collection (Northeastern Illinois University) - CARLI Digital Collections • Source C: h019 - Grace Watanabe Kimura - Japanese-American Redress

<ul style="list-style-type: none"> Source E: Kirkland Hemp Mill Kirkland Hemp Mill 	<p>Camp Was “Fun”? - Densho: Japanese American Incarceration and Japanese Internment</p>	<p>Collection (Northeastern Illinois University) - CARLI Digital Collections</p> <ul style="list-style-type: none"> Source D: Hearing before the Commission on Wartime Relocation and Internment of Civilians (Chicago), September 22-23, 1981 Japanese American Redress Collection Northeastern Illinois University (neiu.edu)
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Procedure

Anticipatory Set/ Staging the Compelling Question

- How does internment impact individuals, families, and descendants?
 - Discussion where students can share what they already know about Pearl Harbor, Japanese American internment, etc.

Supporting Question 1: How did Pearl Harbor impact Japanese Americans?

- Reading and analyzing sources activity (how will students make meaning from source materials?)
 - The Orange Story
 - As a class, we will watch the Orange Story movie so students can get a brief idea of the impact of Pearl Harbor’s aftermath.
 - In small groups, students will browse through the Orange Story website, making note of any important events, ideas, and themes pertaining to Pearl Harbor, World War II, and concentration camps/Japanese American internment.
 - Photographs
 - Students will be presented with various images displaying the direct aftermath of Pearl Harbor, as well as photos from an actual concentration camp.
 - In small groups, students will analyze the images, making note of any important people, characteristics, emotions, advertisements, etc.
- Formative performance task (how will students answer supporting question 1?)
 - Each group will write a one page reflection that details the impact of Pearl Harbor on Japanese Americans and things that surprised them, interested them, and were new to them.

Supporting Question 2: How were Japanese Americans psychologically impacted by their internment?

- Reading and analyzing sources activity (how will students make meaning from source materials?)
 - Individually, students will listen to personal narratives of Japanese Americans

during the time of internment, as well as read two articles that take these experiences and expand on them psychologically.

- This will give them some perspective of the time and allow them to make note of any important thoughts, feelings, emotions, and mindsets.
- Students will combine their observations with their knowledge from class to conceptualize the psychological impacts that Japanese Americans faced from their internment.
- Formative performance task (how will students answer supporting question 2?)
 - Socratic Seminar
 - Students will share and discuss their observations and analyses pertaining to the materials and sources presented in class.
 - Talking Points:
 - Events of WWII/Pearl Harbor
 - Aftermath (internment, concentration camps, racism, etc.)
 - Psychological impacts of concentration camps both during and after internment.
 - Students will reference/cite specific evidence from the sources mentioned in class that led them to their conclusion.

Supporting Question 3: Did the internment of Japanese Americans contribute to generational trauma?

- Reading and analyzing sources activity (how will students make meaning from source materials?)
 - Students will read through the given article as well as the transcripts of two personal accounts from the descendants of individuals who were interned.
 - Students will apply their knowledge from the lessons and other sources/activities to analyze the presence of generational trauma.
 - To make meaning from the source materials, students will be asked to look for specific quotes and instances that relate to/describe any mental, emotional, social, economic, etc., hardships that continue to persist for these individuals/descendants.
- Formative performance task (how will students answer supporting question 3?)
 - In small groups, students will write a paragraph explaining the concept of generational trauma among the descendants of Japanese Americans.
 - Students must work with their group to make a claim statement (either supporting or refuting the presence of generational trauma) and support their claim with 2-3 pieces of evidence from each of the given sources.

Summative Assessment (*students have a choice to construct an argument or complete the extension activity for their summative assessment*)

- Construct an argument (e.g., detailed outline, poster, essay) that evaluates the need to study, remember, and/or celebrate this expedition using specific claims and relevant evidence from sources while acknowledging competing views.
- Extension: Timeline
 - Students will create a detailed timeline that pinpoints important events from Pearl Harbor and onward.
 - For each major event they identify, students will have to explain the importance of the event and analyze how it impacted Japanese Americans (emotionally, socially, psychologically, etc.)
 - Students must use evidence from the sources provided in class, as well as psychological/historical background knowledge to support each event in their timeline.

Informed Action *(students will collectively engage in an action that applies learning to civic engagement. Need help? Read [this article.](#))*

- Interview with Japanese Americans or their descendants
 - To connect this material to their local community, students will be urged to interview an individual of Japanese American descent from the Pearl Harbor time period, or a Japanese American descendant.
 - For an extra credit opportunity, students will write a 1-2 page reflection on their interview, covering key points and highlighting both the historical and psychological implications of Pearl Harbor, as discussed in the lesson.