

**War, Revolution, and Nation Making**  
**East Asia Since 1900**  
**3 Day Unit**

**Rationale**

My unit has to do with executive order 9066. The when we get to this part of the year, the students will know why WW2 started, what the US was doing before the US got involved in the fighting, and the reasons why Japan decided to attack the US at Pearl Harbor

**Skill and Content Objectives**

Skill: 1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Content: 11.7 Students analyze America's participation in World War II. 1. Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor. 5. Discuss the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., Fred Korematsu v. United States of America) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the roles of women in military production; and the roles and growing political demands of African Americans.

**Detailed Lesson Plan**

Day 1:

- First we will listen to this hip hop song where the artist (a Japanese-American man) speaks about experiences in a concentration camp (<https://www.youtube.com/watch?v=3BJjo0BCbGo>)
- Discuss what the song said
- Then we will read an article that speaks on how the Pomona Fairplex was used as a site for a concentration camp. This is relevant because the Fairplex is about a 10 minute walk from our school. The students will employ the marking the text strategy on the article (<http://www.dailybulletin.com/article/ZZ/20120505/NEWS/120508861>)
- As they are reading they will post on a padlet page. They will post interesting quotes. This will let the teacher know what parts of the article are garnering an emotional response in the students in real time.
- We will share out some of the responses on the padlet to close the lesson

### Day 2:

- I will tell the students that Japanese people outside of the United States were not safe from American concentration camp
- I will explain the history of people outside of the US being put on ships, brought to America, just to be put in concentration camps because they were seen like that much of a threat
- I will explain the different roles and the rules of the role play.
- Then I will place the students in 5 groups and assign each group a role
- Each group will answer the following questions after reading the role and discuss among themselves:
  - Was the removal and internment of Japanese Latin Americans just or unjust? Why or why not?
  - If unjust, what kind of redress should there be? No redress at all, government apology only, commitment to public education campaign, or money?
- Before the bell rings, I will explain to the students that tomorrow we will have a debate where we discuss the issues

### Day 3:

- Students will get in their groups and take 10 minutes to get on the same page and prepare statements
- The teacher will read the first question and ask students to share their responses based on what their role is.
- Teacher will keep order
- Teacher will keep discussion going until desired length of debate is over
- Then teacher will hold a vote to see what the students decide the actions will be
- For homework, students will answer sheets that are used to debrief discussions.

### Assessment:

- The assessment will be based on their annotations to all of their readings and their reflections on the debate