

University of Mary Division of Education

Lesson Plan Format

Grade Level: 11th Grade

Subject(s) Area: U.S. History

Materials Needed:

- Readings (provided in print or via laptop cart (if available))
 - Holocaust Overview
 - <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005143>
 - Japanese American Internment Overview
 - <http://www.archives.gov/education/lessons/japanese-relocation/>
- Camp Worksheet
 - Included as separate attachment
- Videos (optional, given time)
 - <https://www.youtube.com/watch?v=6mr97qyKA2s>
 - 15 minutes
 - Overview of Japanese Internment
 - <https://www.youtube.com/watch?v=31MwRgrWOf8>
 - 5 minutes
 - Overview of Japanese hatred throughout the U.S. post-Pearl Harbor

SStandards:

- Standard 1: Students apply Social Studies skills and resources.
 - 9–12.1.5: Apply social studies skills (e.g., recognize cause and effect, trends, multiple perspectives, change) in real-life contexts (e.g., backtracking current global issues, Model U.N., mock trials, simulated congressional hearings, parliamentary debates, comparative statistical analysis, mental maps, GPS, GIS).
- Standard 2: Students understand important historical events.
 - 9–12.2.5: Trace the causes, course, and legacy of World War II (e.g., totalitarian regimes; Pacific theater, European theater, home front)
- Reading Standard for Informational Text
 - Code RI.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
 - Code RI.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively*) as well as in words in order to address a question or solve a problem.

Objectives:

- Summarize and debate the revocation of civil liberties for Japanese Americans via discussion and written assignments.
- Investigate the similarities and differences between the Holocaust and Japanese American internment by way of group research and discussion.

Learning Activities:

- This lesson will evaluate the revocation of civil liberties, both in Europe and the United States, during WWII; group/whole-class work format.
- A brief overview of what will be expected of students in the following class period will be given. **(5 minutes)**
- Students will be organized into groups of 2-3.
 - Students will have the choice to work in groups or individually if they are adamantly against group work.
- Each group will be provided with a resource on the Holocaust and a resource on the internment of Japanese Americans.
- A Civil Liberties Analysis sheet accompanying these resources will be provided and students will work (individually or with partners) to answer the questions. **(20-25 minutes)**
 - The Analysis sheet will also include an evaluation of similarities and differences between two sets of photos comparing the camps.
 - Instructor will be present and moving around the room to facilitate group discussions and answer questions.
- Groups will break up and the instructor will lead an in-class activity in which the similarities and differences of the two camps are evaluated and a map (a mind-map of sorts) of these will be presented on the board as a visual aid. **(10 minutes)**
 - Students will be encouraged to copy the map of concepts onto personal notebook paper as an extra source of studying material.
- There is an optional short 15 minute video (or 5 minute video if shorter time available) that may be shown at the end of the class period if there is extra time. The video is a very thorough overview of Japanese American internment.

Assessment:

- Civil Liberties Analysis
 - Accuracy Points
- Class Review and Discussion
- Differentiated Instruction for Student Learning Styles:
 - Verbal-Linguistic Intelligence
 - Reading articles, worksheet, and in class discussion
 - Visual-Spatial Intelligence
 - Similarity and Difference Map on board
 - Intrapersonal Intelligence
 - May choose to work independently
 - Interpersonal Intelligence
 - May choose to work in groups
- Modifications may include:
 - Similarity and Difference map provided
 - Multiple choice answers on worksheet
 - Key elements of reading materials may be highlighted

Reflection:

- What did I do well?
- If I were to teach this lesson again, what would I keep the same?
- If I were to teach this lesson again, what would I change?
- **This is completed after your lesson is taught.**

The questions listed below each subheading are only guidelines when creating your lesson.