## Japanese American Internment

History's Mysteries—Solve the Crime of the Time



#### About the authors

Felicia T. Perez, author of *History's Mysteries*, graduated with a B.A. from the University of California, Santa Barbara and holds a Master's in Curriculum and Instruction. She has been a teacher of social studies at the high school level since 1999 (Los Angeles Senior High). In 2006, Felicia was recognized as one of "L.A.'s Most Inspirational Teachers" and received the United Teachers of Los Angeles "Unsung Hero Award." She has helped develop her school's Small Learning Communities and worked closely with 826 LA Foundation to advance innovative approaches in social studies. Prior to going into teaching, Felicia worked for community civil rights organizations in California.

Rebecca Solomon, co-author of History's Mysteries, has taught secondary social studies for the past 11 years in Los Angeles. She graduated from Wesleyan University with a B.A. and from UCLA with a M.Ed. Rebecca has worked with low-wage service workers, helped found a community organization, and received a number of Inspirational Teacher Awards. She has also participated in building an interdisciplinary curriculum in her Small Learning Community.

> INT474CD ©2010 Interact 10200 Jefferson Blvd • P.O. Box 802 • Culver City, CA 90232 Phone: (800) 359-0961 • www.teachinteract.com ISBN# 978-1-56004-652-3

All rights reserved. Interaction Publishers Inc. grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

#### WELCOME TO JAPANESE AMERICAN INTERNMENT!

In this hands-on investigative activity, students are given an authentic task: to think like criminalists and review mock forensic files of a historical event. Students gather, analyze, and interpret evidence, engaging in tasks such as examining physical objects (e.g., a model of a guillotine, bullets, a bloodspattered uniform), poring over photographs, analyzing documents, and reading maps and charts. A PowerPoint<sup>®</sup> presentation includes an introduction to the task, a coroner's report, and several types of sources from the "crime scene." Students then fill out a "forensic report" graphic organizer, hypothesize how the event took place, and conclude by reading a "Mystery Solved" handout that provides historical background on the "crime." Optional extension activities include having students create a "breaking news" TV report, write a front-page newspaper article, or



compose a "news alert" text message. Grades 6–12.

#### TABLE OF CONTENTS

PURPOSE AND OVERVIEW5
DAILY DIRECTIONS
Day 1
Day 2
MASTERS9
Student Directions9
Mystery Solved: Press Release 11
Forensic Report 12
Text Message News Alert (Summary) 15
Front Page News (Essay) 16
Breaking News Report (Short Skit) <b>18</b>
Criminalist Theory (Graphic Organizer) <b>19</b>
Criminalist Theory (Essay) 20
Criminalist of the Year 22
Criminalist of the Year Name Plates
<b>TEACHER FEEDBACK FORM</b> 24
RELEASE FORM FOR PHOTOGRAPHIC IMAGES25



# What impact did World War II have on the lives of Japanese Americans living in the United States?







### AREA 3: DETECTIVE'S RESEARCH

On December 11, 1941, a large squadron of Japanese war planes attacked the U.S. naval base at Pearl Harbor, Hawaíí.

More then 2300 Americans died in the attack.

The Japanese destroyed the U.S.S. Arízona battleshíp and capsízed another battleshíp, the U.S.S. Oklahoma.



