

World War II and the Japanese American Experience

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ABOUT STORYPATH

THE STORYPATH STRATEGY

Storypath offers both a structure for organizing the social studies curriculum and an instructional strategy for teaching. The structure is a familiar one: the story. The strategy is grounded in a belief that children learn best when they are active participants in their own learning, and places students' own efforts to understand at the center of the educational enterprise. Together, the structure and the teaching strategy ensure that students feel strongly motivated and have meaningful and memorable learning experiences.

Originally developed in Scotland during the 1960s, Storypath draws support from decades of experience with teachers and students. The approach has its roots in these beliefs about children and learning:

- The world is complex and presents many layers of information. Children know a good deal about how the world works and have a reservoir of knowledge that is often untapped in the classroom.
- When children build on that knowledge through activities such as questioning and researching, new understandings are acquired. Because children construct their own knowledge and understanding of their world, their learning is more meaningful and memorable.
- Problem-solving is a natural and powerful human endeavor. When children are engaged in problem-solving, they take ownership of their learning.
- The story form integrates content and skills from many disciplines and provides a context for children to gain a deeper, more complex understanding of major concepts.

AN INQUIRY APPROACH

Questioning, by both teacher and students, is a key component of Storypath. Through the story structure and the discourse it creates, the teacher guides students in their search for meaning and understanding as they acquire new knowledge and skills. Your questions, and the discussions they engender, cause students to:

- ask their own questions and think critically about what they know;
- use their prior knowledge to make sense of new information;
- connect personally to important social studies concepts.

The story structure and inquiry guided by unit goals provide the framework for students to integrate skills and complex content through problems they encounter. As they do so, their understanding of important concepts is extended and key connections are made.

THE STORY STRUCTURE

For thousands of years, stories have helped us create order and make connections between events. Storypath's narrative structure helps students understand concepts that they often find difficult to comprehend in the traditional social studies curriculum.

Each Storypath unit centers on a unique and engaging story that provides a concrete context for understanding the social science content. This story may be based on actual historical events, as developed in *Struggle for Independence*. Or the story might instead be based on typical community or business structures, as developed in *Families in Their Neighborhoods* or in *The Toy Company*. From all of these structures, students develop a meaningful context for developing understanding of the topic.

Typical structure of a Storypath unit

CREATING THE SETTING

Students create the setting by completing a frieze or mural of the place.

CREATING THE CHARACTERS

Students create characters for the story whose roles they will play during subsequent episodes.

BUILDING CONTEXT

Students are involved in activities such as reading, writing, and research to stimulate them to think more deeply about the people and the place they have created.

CRITICAL INCIDENTS

Characters confront problems typical of those faced by people of that time and place.

CONCLUDING EVENT

Students plan and participate in an activity that brings closure to the story.

USING THE COMPONENTS

TEACHER'S HANDBOOK

Each Storypath unit includes a Teacher's Handbook, which is designed to be flexible and easy to use.

Episode Planning Guides

Each episode opens with an overview of the instructional plan and materials needed.

Teaching Notes

Each Handbook contains detailed support for instruction.

CREATING THE SETTING
A COMMUNITY OF 1940

INTRODUCING THE SETTING page XX

Students listen to a description of the community.

Materials

- Optional: Video: "A Community Grows, Despite Racism," Denishoung
- Teaching Master 1, *A Community of 1940*, p. x
- Content Slide Set 1
- Whole-class

Grouping

Whole-class

Schedule

Approximately 20 minutes

CREATING THE COMMUNITY page XX

Students create the freeze (visual) of the community.

Materials

- Optional: Content Slide Set 1
- Portfolio 1, *Freeze Guide*, p. x
- Wall space for two-dimensional setting or table for three-dimensional setting
- Background paper for wall or table
- Various colors of construction and tissue paper
- Markers, colored markers, tape, glue, scissors
- Craft materials such as pipe cleaners and wallpaper scraps

For three-dimensional setting: small boxes for houses and businesses or farms

Grouping

Pairs of students who will later form family groups to create a business/farm buildings

Schedule

1-2 hours

CONCLUDING EPISODE 1 page XX

Students reflect on the episode and describe life in 1940.

Materials

- Portfolio 2, *Reflect Guide*, p. x

Grouping

Individual writing; group or whole class sharing

Schedule

Approximately 30 minutes, plus time for students to share their writing

EPISODE OBJECTIVES

- Calculus and Social Interaction** Develop understanding of how people interacted with their physical environment and social structure in 1940.
- History** On examples of how people of the 1940s and beyond viewed the world.
- Geography** The location of a region, planning, and making decisions to create a setting for the story.
- Critical Thinking** Use information about the past to explain historical events and make logical inferences based on evidence.
- Reading** Read closely to determine what the text says explicitly and make logical inferences based on evidence.
- Writing** Write a narrative text to convey information using well-chosen details and well-structured event sequences.
- Listening** Interpret information about a time and place to visualize the setting.
- Vocabulary** Acquire and use a range of academic language related to the content.

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INTRODUCING THE SETTING

Launch the unit

Tell students that they will be creating a story about a West Coast community in 1940. Explain to students that we can often understand our own lives and communities better when we learn more about the lives and communities of the past. Review with students the elements of story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story.

Build background knowledge

To help students understand why Japanese people immigrated to the United States, have them read Content Slide Set 1. Also, have students view the video "A Community Grows, Despite Racism" on Denishoung.

Questions for discussion:

- Why did people immigrate to the United States from Japan? (Old opportunities, a better life, and lack of opportunities in Japan as farms and businesses could no longer provide for the families.)
- What kinds of jobs did most Japanese-American families do? (Retail, farming, fishing, and other labor-intensive jobs.)
- What challenges did Japanese-American families experience? (Racism existed in jobs, restaurants, community pools, and other places. In 1924, Congress passed an act stopping Japanese immigration to the United States.)

Build an understanding of the setting

Students will create a freeze (visual) by reading the description on Teaching Master 1, page 46, *A Community of 1940*, and reviewing Content Slide Set 1. They should use the description and visuals to help them imagine the setting. Lead a discussion using the key questions below. Make a list of student responses for reference as they create their setting.

LITERACY

Generate discussion by having them elaborate on their responses to writing prompts such as:

- Can you see it?
- Can you smell it?
- Can you hear it?

What kinds of farms were in the description?

What other buildings were described? (Houses, barns, sheds)

What the might be here that wasn't mentioned in the description? (If students mention pools, acknowledge their response and tell them that they will focus on the people later in the Storypath.)

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Teaching Masters

Masters provide nonfiction content, writing models, or other information specific to the unit's content. These Masters can be copied for students, displayed in the classroom, or projected via a laptop, depending on your teaching needs.

EPISODE 1
TEACHING MASTER
T1

A COMMUNITY OF 1940*

City

The streets are lined with small family businesses. There is a grocery store, hardware store, and clothing store. The clothing store sells both men's and women's clothing. You can buy a suit, and have it made to fit by a tailor who works in the store. There is also a barbershop and laundry a few doors down the street. One of everyone's favorite shops is the Five and Dime. This shop sells household goods at cheap prices. You can get everything from pots and pans to cosmetics and toys.

At the grocery store, many goods are imported from Japan so families can have some reminders of their homeland. There is a fishmonger who buys fresh fish from the boats that pull into the harbor each day. A restaurant on the corner serves delicious Japanese dishes. The hotel offers hot baths and is one of the oldest businesses on the street.

Some families live above their shops while others have homes nearby. There is lots of activity on this street. Cars and trolleys move along the street as pedestrians stroll up and down, doing errands and enjoying being out in their neighborhood.

Small Town

The post office is a busy place, along with the local bakery known for its homemade donuts. The local newspaper has a building on the main street, along with a grocery store and clothing store. The town's dentist and doctor share an office next door to the drugstore. A movie theater is playing the latest movies and the bank is busy with customers coming and going. There is a jewelry store and a local library along with five and police stations.

The local park has a swimming pool and the school is nearby, sharing a field for football games in the fall. There are churches and a Buddhist temple, along with gas stations and city hall. There are warehouses where produce is packed and shipped to other parts of the country. Cars and trucks line the street as people come to town to shop and run errands. Homes are near the main street with big yards and porches. Children can walk to school and to the main street and, if they are lucky, buy an ice cream cone at the bakery for a nickel. In the distance, hills and mountains are seen, along with fields that are used for growing... (vegetables, strawberries, apples, cherries, grapes—select what you think is most appropriate for your classroom).

Farming Community

Farms line the dirt roads. Off the main road, you can see farmhouses, sheds, and barns where tractors and tools are kept. In the fields, strawberries are growing, and farmers are busy hoeing between the rows of strawberries, keeping the weeds down, and preparing for harvest. Some farms have chickens and ducks. Not far away from the farms are a grocery store, nursery, and gas station. The nursery grows flowers and other plants for sale to the community and beyond. There is a school and church nearby and, in the distance, you can see snowy mountains and evergreen trees. Cars and trucks are coming and going. You can also see a tractor pulling a wagon stacked with boxes. This is a busy time, as when the strawberries are ripe, everyone has to help with the picking.

* Adapt or substitute the description of the setting to meet the needs of your classroom.

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Assessment

Each Handbook contains strategies for assessing learning throughout the unit, as well as unit questions for review and synthesis activities.

UNIT QUESTIONS FOR REVIEW

DISCUSSING THE JAPANESE AMERICAN INCARCERATION

Lead a discussion that reinforces the concepts and generalizations taught throughout the unit. The following questions encourage a discussion of major concepts, include questions about any problem-solving situations you've added to the unit.

- Why did the Japanese immigrate to the United States?
- What were the push and pull factors?
- What were some of the challenges of living in the United States in the first half of the nineteenth century?
- How did the attack on Pearl Harbor affect Japanese-Americans?
- What challenges did Japanese-Americans face when they were placed in prison camps?
- How did racism impact Japanese-American lives?
- How did racism impact Japanese-American lives?
- Do you think people in the future could be imprisoned based solely on their ethnic background? Why or why not?
- Was the 1988 apology by Congress adequate for the injustice of the incarceration, relocation, and internment of United States citizens and permanent resident aliens of Japanese ancestry during World War II? Why or why not?
- What challenges do you think immigrants face today when they move to the United States?
- Why do you think it is important to study the Japanese American experience during World War II?

REFLECTING ON THE JAPANESE AMERICAN INCARCERATION

Students need time to reflect on their experiences and their progress through this unit. Have them respond to questions like these:

- What were the most important things you learned about the Japanese American experience during World War II?
- What surprised you the most about this topic?
- What was your best work? Why is it your best work?
- What do you need to continue to work on?
- What did you like the most about working with others?
- What skills helped you to work well with others?

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STUDENT PORTFOLIO

Students use the Portfolio to read, write, conduct research, and complete other activities crucial to the specific Storypath unit. The Portfolio helps students manage their work throughout the unit. When completed, the Portfolio becomes an authentic assessment tool.

EPISODE 1 PORTFOLIO 1
Name _____ Date _____

FRIEZE GUIDE
Work with your partner(s) to plan and make your portion of the setting.

1. Discuss the ideas below.
What does it mean to work together effectively?

- ☐ Be flexible.
- ☐ Set a positive tone and be respectful of each other's ideas.
- ☐ Work to resolve conflicts in a positive way.
- ☐ Stay on task to complete the setting in the time allotted.
- ☐ Help others with a task.
- ☐ Do a fair share of the work in the group.

2. Plan your portion of the setting.
Make a list of features you and your partner will make.

Home _____ Bus _____

3. Assign jobs. Get to work!

4. Assess your work.
Look at the list above. What did you do to work together effectively?

Assessment: The student can realistically rate own performance after creating the setting.

EPISODE 1 PORTFOLIO 2
Name _____ Date _____

POSTCARD GUIDE
A well-written postcard can convey information in a concise manner. Think about your message to your family. Use the questions below as a guide.

1. Imagine you are standing in the community that you helped to create. What do you see?

2. Make a list of words that vividly describe this place. Look at the word bank for ideas.

3. What are sensory words that describe this place?

4. Write your postcard to your family.

Assessment: The postcard accurately described the setting, used precise words and relevant descriptive details about the setting, and used sensory language to convey feelings about the setting.

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World War II and the Japanese American Experience



CONTENT SLIDE SETS

Each unit includes Content Slide Sets that offer flexibility in how they are used to support student learning. The number of slide sets varies from unit to unit. The slides in each set provide focused nonfiction content and can be used for independent, paired, or small-group reading.

Students use the slides to build context and deepen their understanding of the unit's content. You can use the slides as most appropriate to your situation. For those with laptops, display the appropriate slides for student reading and discussion, or reproduce the slides as needed for each episode for individuals, pairs, or small groups.

In the overview of each episode, slide sets needed are listed and specific suggestions are provided for how to use the slides as you proceed through the episode. Best practice is for the slide to be available to the students either on a laptop in front of them or in hard copy. Then the teacher can use a large screen to display and support discussion related to the slide.

A "reading tips" PDF chart provides quick reminders of key reading strategies. Reproduce reading tips for each student or group.

CREATING THE SETTING

A COMMUNITY OF 1940



EPISODE

INTRODUCING THE SETTING

page 16

Students listen to a description of the community.

Materials	Optional: Video: "A Community Grows, Despite Racism," Densho.org Teaching Master 1, <i>A Community of 1940</i> , p. 46 Content Slide Set 1
Grouping	Whole class
Schedule	Approximately 20 minutes

CREATING THE COMMUNITY

page 17

Students create the frieze (mural) of the community.

Materials	Optional: Content Slide Set 1 Portfolio 1, <i>Frieze Guide</i> , p. 5 Wall space for two-dimensional setting or table for three-dimensional setting: <ul style="list-style-type: none"> • background paper for wall or table • various colors of construction and tissue paper • crayons, colored markers, tape, glue, scissors • craft materials such as pipe cleaners and wallpaper scraps For three-dimensional setting: small boxes for homes and businesses or barns
Grouping	Pairs of students who will later form family groups to create a business/farm buildings
Schedule	1–2 hours

CONCLUDING EPISODE 1

page 18

Students reflect on the episode and describe life in 1940.

Materials	Camera to take photo of setting to make postcards for student writing Portfolio 2, <i>Postcard Guide</i> , p. 6
Grouping	Individual writing, group or whole class sharing
Schedule	Approximately 30 minutes, plus time for students to share their writing

EPISODE OBJECTIVES



- **Culture and Social Interaction** *Demonstrate understanding of how people interacted with their physical environment and social conditions circa 1940.*
- **History** *Cite examples of how people of the 1940s and beyond viewed the world.*
- **Social Skills** *Participate in organizing, planning, and making decisions to create a setting for the story.*
- **Critical Thinking** *Use information about life circa 1940 to organize information in new ways.*
- **Reading** *Read closely to determine what the text says explicitly and make logical inferences based on evidence. Read to analyze text to comprehend historical events related to Japanese American families.*
- **Writing** *Write informative text to convey information using well-chosen details and well-structured event sequences. Write using the postcard format to an appropriate audience.*
- **Listening** *Interpret information about a time and place to visualize the setting.*
- **Vocabulary** *Acquire and use a range of academic language related to the content.*

INTRODUCING THE SETTING

CUSTOMIZE

Narrative for Setting

Adapt description as appropriate for your students. Later, students will learn that Japanese Americans living in California, Western Oregon, and Washington were forced to move inland. See Map of Exclusion Area on page 85.

Launch the unit

Tell students that they will be creating a story about a West Coast community in 1940. Explain to students that we can often understand our own lives and communities better when we learn more about the lives and communities of the past. Review with students the elements of story: setting (when and where the story takes place), characters (the people in the story), and plot (critical incidents or important events). In this episode, students will create the setting for the story.

Build background knowledge

To help students understand why Japanese people immigrated to the United States, have them read Content Slide Set 1. Also, have students view the video "A Community Grows, Despite Racism" at Densho.org.

Questions for discussion:

- 1 Why did people immigrate to the United States from Japan? (*job opportunities, a better life, and lack of opportunities in Japan as farms and businesses could no longer provide for the families*)
- 2 What kinds of jobs did most Japanese American families do? (*retail, farming, fishing, and other labor-intensive jobs*)
- 3 What challenges did Japanese American families experience? (*Racism existed in jobs, restaurants, swimming pools, and other places. In 1924, Congress passed an act stopping Japanese immigration to the United States.*)

EL Build an understanding of the setting

Students will create a frieze (mural) by reading the description on Teaching Master 1, page 46, *A Community of 1940*, and reviewing Content Slide Set 1. They should use the description and visuals to help them imagine the setting. Lead a discussion using the key questions below. Make a list of students' responses for reference as they create their setting.

- 1 What do you remember about this setting? (*Students should be able to recall some of the specifics from the description; if necessary, ask probing questions to prompt their recall.*)
- 2 What kinds of businesses were in the community? (*Clarify terms as necessary.*)
- 3 What kinds of farms were in the description?
- 4 What other buildings were described? (*homes, barns, sheds*)
- 5 What else might be here that wasn't mentioned in the description? (*If students mention people, acknowledge their response and tell them that they will focus on the people later in the Storypath.*)

TEACHING
MASTER

T1

LITERACY

EL

Classroom discussions can assist ELs' oral communication by having them elaborate on their responses by using prompts such as:

- Can you say more?
- Can you add more details?



RESOURCE

Context building

View a four-minute video at Densho.org that provides background on families living and working in the United States.

LITERACY

Read for Information

Read closely to determine what the text says explicitly and make logical inferences based on evidence.

Vocabulary

Acquire and use a range of academic language related to the content.

TEACHING
MASTER

T1

A COMMUNITY OF 1940*

City

The streets are lined with small family businesses. There is a grocery store, hardware store, and clothing store. The clothing store sells both men's and women's clothing. You can buy a suit, and have it made to fit by a tailor who works in the store. There is also a barbershop and laundry a few doors down the street. One of everyone's favorite shops is the Five-and-Dime. This shop sells household goods at cheap prices. You can get everything from pots and pans to cosmetics and toys.

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Some families live above their shops while others have homes nearby. There is lots of activity on this street. Cars and trolleys move along the street as pedestrians stroll up and down, doing errands and enjoying being out in their neighborhood.

Small Town

The post office is a busy place, along with the local bakery known for its homemade donuts. The local newspaper has a building on the main street, next to a grocery store and clothing store. The town's dentist and doctor share an office next door to the drugstore. A movie theater is playing the latest movies, and the bank is busy with customers coming and going. There is a jewelry store and a local library along with fire and police stations.

The local park has a swimming pool, and the school is nearby, sharing a field for football games in the fall. There are churches and a Buddhist temple, along with gas stations and city hall. There are warehouses where produce is packed and shipped to other parts of the country. Cars and trucks line the street as people come to town to shop and run errands. Homes are near the main street with big yards and porches. Children can walk to school and to the main street and, if they are lucky, buy an ice cream cone at the bakery for a nickel. In the distance, hills and mountains are seen, along with fields that are used for growing . . . (vegetables, strawberries, apples, cherries, grapes—select what you think is most appropriate for your classroom).

Farming Community

Farms line the dirt roads. Off the main road, you can see farmhouses, sheds, and barns where tractors and tools are kept. In the fields, strawberries are growing, and farmers are busy hoeing between the rows of strawberries, keeping the weeds down, and preparing for harvest. Some farms have chickens and ducks. Not far away from the farms are a grocery store, nursery, and gas station. The nursery grows flowers and other plants for sale to the community and beyond. There is a school and church nearby and, in the distance, you can see snowy mountains and evergreen trees. Cars and trucks are coming and going. You can also see a tractor pulling a wagon stacked with boxes. This is a busy time, as when the strawberries are ripe, everyone has to help with the picking.

* Adapt or substitute the description of the setting to meet the needs of your classroom

CHARACTER BIOGRAPHY

1. Character's name: _____
2. Position in family: _____
3. Names of other family members: _____

4. Responsibilities/jobs at home: _____

5. Work responsibilities: _____

6. Personality characteristics: _____

7. Favorite leisure activities: _____

8. Interesting life experiences: _____

9. Describe an activity that you and a relative or close friend have done together.
Talk to your classmates to find out about other characters so that together you can
create an activity for your two characters. _____

Assessment: The biography reflects family and character information for each item, includes accurate information from 1940, and is believable.

NEWSPAPER HEADLINES OF PEARL HARBOR BOMBING

Select one of the headlines below, or one from your local newspaper archives, and copy for students to paste into their scrapbook. Students will write a caption for the headline.



Images sources: Washington C. H. Record-Herald, December 7, 1941, courtesy of the Washington Court House, Ohio; St. Louis Post-Dispatch, December 8, 1941, courtesy of newspapers.com; Honolulu Star-Bulletin, December 7, 1941, courtesy of newspapers.com.