

Student Name:

Teacher:

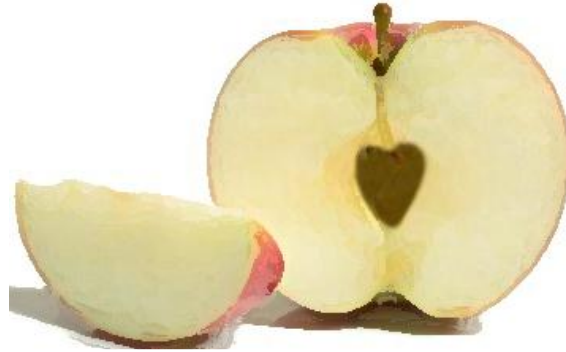
Period:



# Getting to the Core U.S. History

## **Student Materials**

**Constitutional rights are an evolutionary process.**



# Getting to the Core

# U.S. History

## Essential Questions:

- How do historical events affect the social, political and economic aspects of a society?
- How have the rights of minorities changed through Constitutional law?
- What conclusion can be drawn about a culture/society based on its treatment of various groups within that society?
- How does the treatment of various members of a society affect society as a whole?
- How have constitutional rights evolved?

## Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

School's name: \_\_\_\_\_

Teacher's name: \_\_\_\_\_

### **Introduction**

Before you start working on this unit, it will be good for you and your teacher to have a sense of your current ability to analyze documents and answer document-based questions. Collecting this sample will be important, since it will allow you to compare your development at the end of the unit to your starting point.

### **Your assignment:**

In this task you will assume the role of a historian. You will analyze the various documents to determine how the rights of some members of society have changed over time. The task is divided into three parts (labeled A, B, and C). You may be asked to complete one, two, or all three parts of the assessment.

Part A: *Brown vs. Board of Education* summary

Part B: Political Cartoon analysis

Part C: Document analysis and response

## Part A

Your first task is to read an article from *United States Courts: Educational Resources* and annotate the text. Next, you will summarize the text using your own words but maintaining the author's original intent.

### ***Brown v. Board of Education (1954, 1955)***

The case that came to be known as *Brown v. Board of Education* was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were *Brown v. Board of Education of Topeka*, *Briggs v. Elliot*, *Davis v. Board of Education of Prince Edward County (VA.)*, *Boiling v. Sharpe*, and *Gebhart v. Ethel*. While the facts of each case are different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

Although it acknowledged some of the plaintiffs' claims, a three-judge panel at the U.S. District Court that heard the cases ruled in favor of the school boards. The plaintiffs then appealed to the U.S. Supreme Court.

When the cases came before the Supreme Court in 1952, the Court consolidated all five cases under the name of *Brown v. Board of Education*. Marshall personally argued the case before the Court. Although he raised a variety of legal issues on appeal, the most common one was that separate school systems for blacks and whites were inherently unequal, and thus, violate the "equal protection clause" of the Fourteenth Amendment to the U.S. Constitution. Furthermore, relying on sociological tests, such as the one performed by social scientist Kenneth Clark, and other data, he also argued that segregated school systems had a tendency to make black children feel inferior to white children, and thus, such a system should not be legally permissible.

Meeting to decide the case, the Justices of the Supreme Court realized that they were deeply divided over the issues raised. While most wanted to reverse *Plessy* and declare segregation in public schools to be unconstitutional, they had various reasons for doing so. Unable to come to a solution by June 1953 (the end of the Court's 1952-1953 term), the Court decided to rehear the case in December 1953. During the intervening months, however, Chief Justice Fred Vinson, died and was replaced by Gov. Earl Warren of California. After the case was reheard in 1953, Chief Justice Warren was able to do something that his predecessor had not—i.e. bring all of the Justices to agree to support a unanimous decision declaring segregation in public schools unconstitutional. On May 14, 1954, he delivered the opinion of the Court, stating that "We conclude that in the

Notes:



**Part B**

Choose **one** political cartoon. Analyze it utilizing the questions provided and explain the message of the cartoon on the next page.

Political Cartoon 1



Political Cartoon 2



<p><b>Visuals:</b> <i>List the objects or people.</i></p>	<p><b>Visuals:</b> <i>Describe the actions taking place in the cartoon.</i></p>	<p><b>Visuals:</b> <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p>
<p><b>Words:</b> <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p><b>Words:</b> <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p>	<p><b>Words:</b> <i>Explain how the words in the cartoon clarify the symbols.</i></p> <p><i>What special interest groups would agree/disagree with the cartoon's message/ Why?</i></p>



## Part C

The following question requires you to construct a coherent essay that integrates your interpretation and analysis of the six Documents labeled A-F. Well thought-out essays need to cite key pieces of evidence from the documents along with your interpretation of the question.

Also included is the rubric to be used to evaluate your understanding of this information.

**Question: How have the rights of minorities changed over time through the interpretation and implementation of the United States Constitution?**

<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
Contains a well-developed thesis that clearly addresses the question.	Thesis addresses question, but not as focused or comprehensive as advanced.	Presents a limited, confused, and/or poorly developed thesis.	Contains no thesis or a thesis that does not address the question.
Presents an effective analysis of all parts of the question, although treatment may be uneven.	Analysis deals with part of the question in some depth, other parts in a more general way.	Deals with one aspect of the question in a general way or all parts in a superficial way with simplistic explanations.	Inadequate or inaccurate understanding of the question.
Uses a substantial number of documents effectively.	Uses some of the documents effectively.	Quotes or briefly cites documents.	Contains little or no understanding of the documents or ignores them completely.
Makes substantial use of relevant outside information to support thesis.	Supports thesis with some outside information.	Contains little outside information or information that is inaccurate or irrelevant.	Inappropriate or no use of outside information.
Clearly organized and well written.	Shows evidence of acceptable organization and writing.	Demonstrates weak organization and/or writing skills that interfere with comprehension.	Disorganized and poorly written.
May have insignificant errors.	May contain errors that do not seriously detract from the quality of the essay.	May contain major errors.	Numerous errors, both major and minor.



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## DOCUMENT A

“Today, education is perhaps the most important function of state and local governments... It is the very foundation of good citizenship. Today it is the principle instrument to awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms.

We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other “tangible” factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.”

“To separate them from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.”

- *The majority opinion of the Supreme Court in Brown v. Board of Education (1954), written by Justice Earl Warren*

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DOCUMENT B

School Segregation Banned, the *Topeka State Journal*. Courtesy Kansas State Historical Society

STATE THE TOPEKA JOURNAL Home Edition  
By Starline Publications, Inc.  
Topeka, Kansas, Monday, May 17, 1954—Twenty-four Pages Official City Paper FIVE CENTS

# SCHOOL SEGREGATION BANNED

Supreme Court Refutes Doctrine of Separate but Equal Education

High Tribunal Fails to Specify When Practice of Dual Schools Must Be Dropped by States

Washington, May 17 (AP)—The Supreme court said yesterday Monday that segregation of Negro and white students in public schools is unconstitutional. That it said it will hear further arguments this fall on how and when to end the practice. This nearly 60-year-old doctrine is being challenged by the NAACP.

Court Ruling Hailed

Segregation Already Ending School Officials

Turnpike Bonds

By 2054 This Bill Should Be Terrific

“Today, education is perhaps the most important function of state and local government. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society... WE CONCLUDE THAT IN THE FIELD OF PUBLIC EDUCATION THE DOCTRINE OF 'SEPARATE BUT EQUAL' HAS NO PLACE. SEPARATE EDUCATIONAL FACILITIES ARE INHERENTLY UNEQUAL.”

*Oliver L. Brown, et al. vs Board of Education of Topeka, Kansas, United States Supreme Court, May 17, 1954.*



DOCUMENT C



## DOCUMENT D

***Brown v. Board of Education (1954, 1955)*** retrieved

<http://www.uscourts.gov/EducationalResources/ConstitutionResources/LegalLandmarks/HistoryOfBrownVBoardOfEducation.aspx>

The case that came to be known as *Brown v. Board of Education* was actually the name given to five separate cases that were heard by the U.S. Supreme Court concerning the issue of segregation in public schools. These cases were *Brown v. Board of Education of Topeka*, *Briggs v. Elliot*, *Davis v. Board of Education of Prince Edward County (VA.)*, *Boiling v. Sharpe*, and *Gebhart v. Ethel*. While the facts of each case are different, the main issue in each was the constitutionality of state-sponsored segregation in public schools. Once again, Thurgood Marshall and the NAACP Legal Defense and Education Fund handled these cases.

Although it acknowledged some of the plaintiffs' claims, a three-judge panel at the U.S. District Court that heard the cases ruled in favor of the school boards. The plaintiffs then appealed to the U.S. Supreme Court.

When the cases came before the Supreme Court in 1952, the Court consolidated all five cases under the name of *Brown v. Board of Education*. Marshall personally argued the case before the Court. Although he raised a variety of legal issues on appeal, the most common one was that separate school systems for blacks and whites were inherently unequal, and thus, violate the "equal protection clause" of the Fourteenth Amendment to the U.S. Constitution. Furthermore, relying on sociological tests, such as the one performed by social scientist Kenneth Clark, and other data, he also argued that segregated school systems had a tendency to make black children feel inferior to white children, and thus, such a system should not be legally permissible.

Meeting to decide the case, the Justices of the Supreme Court realized that they were deeply divided over the issues raised. While most wanted to reverse *Plessy* and declare segregation in public schools to be unconstitutional, they had various reasons for doing so. Unable to come to a solution by June 1953 (the end of the Court's 1952-1953 term), the Court decided to rehear the case in December 1953. During the intervening months, however, Chief Justice Fred Vinson, died and was replaced by Gov. Earl Warren of California. After the case was reheard in 1953, Chief Justice Warren was able to do something that his predecessor had not—i.e. bring all of the Justices to agree to support a unanimous decision declaring segregation in public schools unconstitutional. On May 14, 1954, he delivered the opinion of the Court, stating that "We conclude that in the field of public education the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal. . ."

Expecting opposition to its ruling, especially in the southern states, the Supreme Court did not immediately try to give direction for the implementation of its ruling. Rather, it asked the attorney generals of all states with laws permitting segregation in their public schools to submit plans for how to proceed with desegregation. After still more hearings before the Court concerning the matter of desegregation, on May 31, 1955, the Justices handed down a plan for how it was to proceed; desegregation was to proceed with "all deliberate speed." Although it would be many years before all segregated school systems were to be desegregated, *Brown* and *Brown II* (as the Courts plan for how to desegregate schools came to be called) were responsible for getting the process underway.

DOCUMENT E



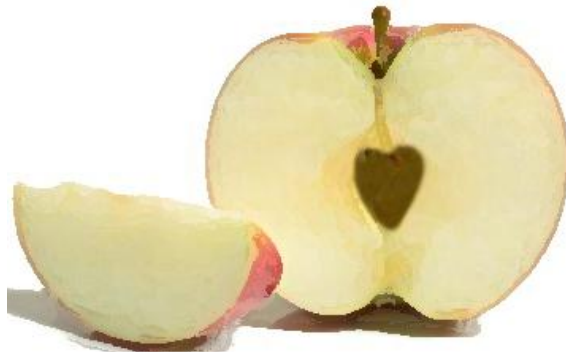
DOCUMENT F











# Getting to the Core

# U.S. History

## Lesson 1

### **Big Idea:**

Constitutional rights are an evolutionary process.

### **Essential Question:**

How do historical events affect the social, political and economic aspects of a society?





# Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photograph, write a caption and post the caption below the photograph and place on wall.



**Observe**

- Citation: who created the image and when?
- Describe what you see.



**Reflect**

- What is happening in the image?
- What is the photograph trying to tell you?

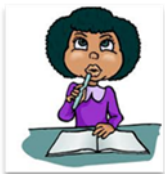


**Question**

- What do you wonder about...



**Observe:**



**Reflect:**



**Question:**

## Writing a Caption

A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip of paper and post it below the picture on the wall.

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# Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photograph, write a caption and post the caption below the photograph and place on wall.

## PHOTOGRAPH

General description: This is a picture of \_\_\_\_\_

Number of people: \_\_\_\_\_ Number of men or boys: \_\_\_\_\_ Number of women or girls: \_\_\_\_\_

Describe clothing: \_\_\_\_\_

Describe facial expressions: \_\_\_\_\_

Describe what is happening in the photograph: \_\_\_\_\_

Describe the objects in the photograph: \_\_\_\_\_

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## SETTING OF THE PHOTOGRAPH

Describe as many details as you can identify about the place where the picture was taken (example: in a yard, on a street, etc.): \_\_\_\_\_

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## WRITING A CAPTION

A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip of paper and post it below the picture on the wall.

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# Photograph Response

Select one photograph that stands out to your group to analyze further. Describe the photograph, completing the following information. After you have described the photograph, write a caption and post the caption below the photograph and place on wall.

<b>Content</b> Describe what you see. What do you notice first? What people and objects are shown?	<b>Connections</b> How does this connect with what you already know?
<b>Context</b> What is going on in the world, country, region, or locality when this was created?	<b>Conclusions</b> What can you learn from examining this image?

**Citation:**

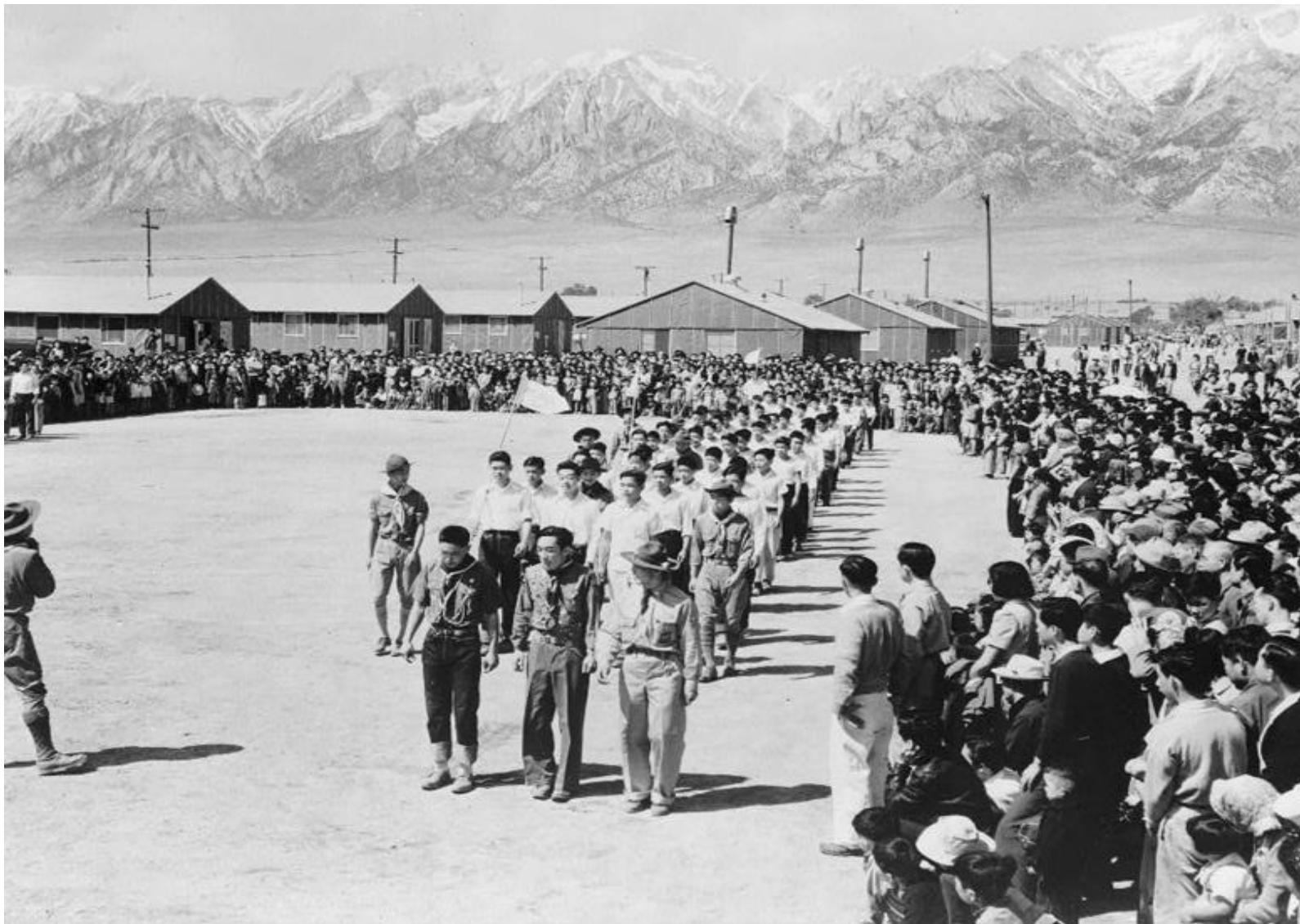
**WRITE A CAPTION:** A caption is a short description or explanation of a photograph or picture. It often includes information about what is happening in the picture, where and when the picture was taken, and who is in the picture. Write a caption for one photograph on a strip of paper and post it below the picture on the wall.



**Life Cycle: Family Life. Japanese-American Family, 1942**



**The housing barracks, built by the U.S. Army engineer corps, at the internment center where Japanese Americans are relocated in Amache, Colo., are shown on June 21, 1943.**



Memorial Day services at Manzanar. American Legion members and Boy Scouts participated in the services. 1942. Photograph by Francis Stewart



The Mochida Family. Photo by Dorothea Lange 1942.





**JAPANESE AMERICAN INTERNMENT CAMPS**



WWII Dorothea Lange photo of a World War II era California newspaper with headline covering Japanese residents' relocation in planning. The paper in Oakland, California reads, "Ouster of All Japs in California Near".

## Clarifying Bookmark I

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After reading this part, I think it may mean...
I am going to summarize my understandings so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...

## Clarifying Bookmark II

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After reading this part, I think it may mean...
I am going to summarize my understandings so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...

## Clarifying Bookmark III

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After reading this part, I think it may mean...
I am going to summarize my understandings so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is...
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

## Clarifying Bookmark IV

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After reading this part, I think it may mean...
I am going to summarize my understandings so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to ask questions about ideas and phrases I don't understand.	Two questions I have about this section are...
	I understand this part, but I have a question about...
	I have a question about...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is...
	We learned about this idea/concept when we studied...
	This concept/idea is related to...
I am going to use related text, pictures, tables, and graphs to help me understand unclear ideas.	If we look at this graphic, it shows...
	The table gives me more information about...
	When I scanned the earlier part of the chapter, I found...

## Japan Attacks the United States

The United States was now involved in an undeclared naval war with Hitler. However, the attack that brought the United States into the war came from Japan.

**JAPAN'S AMBITIONS IN THE PACIFIC** Germany's European victories created new opportunities for Japanese expansionists. Japan was already in control of Manchuria. In July 1937, **Hideki Tojo**, chief of staff of Japan's Kwantung Army, launched the invasion into China. As French, Dutch, and British colonies lay unprotected in Asia, Japanese leaders leaped at the opportunity to unite East Asia under Japanese control by seizing the colonial lands. By 1941, the British were too busy fighting Hitler to block Japanese expansion. Only the U.S. and its Pacific islands remained in Japan's way.

### KEY PLAYER



**HIDEKI TOJO**  
**1884–1948**

U.S. newspapers described Hideki Tojo as "smart, hardboiled, resourceful, [and] contemptuous of theories, sentiments, and negotiations."

The Nazi press in Germany praised Tojo as "a man charged with energy, thinking clearly and with a single purpose." To a British paper, Tojo was "the son of Satan" whose single purpose was "unleashing all hell on the Far East." In Japan, however, Tojo was looked up to as a man whose "decisive leadership was a signal for the nation to rise and administer a great shock to the anti-Axis powers."

The Japanese began their southward push in July 1941 by taking over French military bases in Indochina (now Vietnam, Cambodia, and Laos). The United States protested this new act of aggression by cutting off trade with Japan. The embargoed goods included one Japan could not live without—oil to fuel its war machine. Japanese military leaders warned that without oil, Japan could be defeated without its enemies striking a blow. The leaders declared that Japan

must either persuade the United States to end its oil embargo or seize the oil fields in the Dutch East Indies. This would mean war. **E**

**PEACE TALKS ARE QUESTIONED** Shortly after becoming the prime minister of Japan, Hideki Tojo met with emperor Hirohito. Tojo promised the emperor that the Japanese government would attempt to preserve peace with the Americans. But on November 5, 1941, Tojo ordered the Japanese navy to prepare for an attack on the United States.

The U.S. military had broken Japan's secret communication codes and learned that Japan was preparing for a strike. What it didn't know was where the attack would come. Late in November, Roosevelt sent out a “war warning” to military commanders in Hawaii, Guam, and the Philippines. If war could not be avoided, the warning said, “the United States desires that Japan commit the first overt act.” And the nation waited.

The peace talks went on for a month. Then on December 6, 1941, Roosevelt received a decoded message that instructed Japan's peace envoy to reject all American peace proposals. “This means war,” Roosevelt declared.

**THE ATTACK ON PEARL HARBOR** Early the next morning, a Japanese dive-bomber swooped low over Pearl Harbor—the largest U.S. naval base in the Pacific. The bomber was followed by more than 180 Japanese warplanes launched from six aircraft carriers. As the first Japanese bombs found their targets, a radio operator flashed this message: “Air raid on Pearl Harbor. This is not a drill.”

For an hour and a half, the Japanese planes were barely disturbed by U.S. anti-aircraft guns and blasted target after target. By the time the last plane soared off around 9:30 A.M., the devastation was appalling. John Garcia, a pipe fitter's apprentice, was there.

In less than two hours, the Japanese had killed 2,403 Americans and wounded 1,178 more. The surprise raid had sunk or damaged 21 ships, including 8 battleships—nearly the whole U.S. Pacific fleet. More than 300 aircraft were severely damaged or destroyed. These losses constituted greater damage than the U.S. Navy had suffered in all of World War I. By chance, three aircraft carriers at sea escaped the disaster. Their survival would prove crucial to the war's outcome.

**MAIN IDEA**

**Summarizing**

**E** How was oil a source of conflict between Japan and the United States?



**REACTION TO PEARL HARBOR** In Washington, the mood ranged from outrage to panic. At the White House, Eleanor Roosevelt watched closely as her husband absorbed the news from Hawaii, "each report more terrible than the last." Beneath the president's calm, Eleanor could see how worried he was. "I never wanted to have to fight this war on two fronts," Roosevelt told his wife. "We haven't the Navy to fight in both the Atlantic and the Pacific . . . so we will have to build up the Navy and the Air Force and that will mean that we will have to take a good many defeats before we can have a victory."

The next day, President Roosevelt addressed Congress. "Yesterday, December 7, 1941, a date which will live in infamy," he said, "[the Japanese launched] an unprovoked and dastardly attack." Congress quickly approved Roosevelt's request for a declaration of war against Japan. Three days later, Germany and Italy declared war on the United States. For all the damage done at Pearl Harbor, perhaps the greatest was to the cause of isolationism. Many who had been former isolationists now supported an all-out American effort. After the surprise attack, isolationist senator Burton Wheeler proclaimed, "The only thing now to do is to lick the hell out of them"



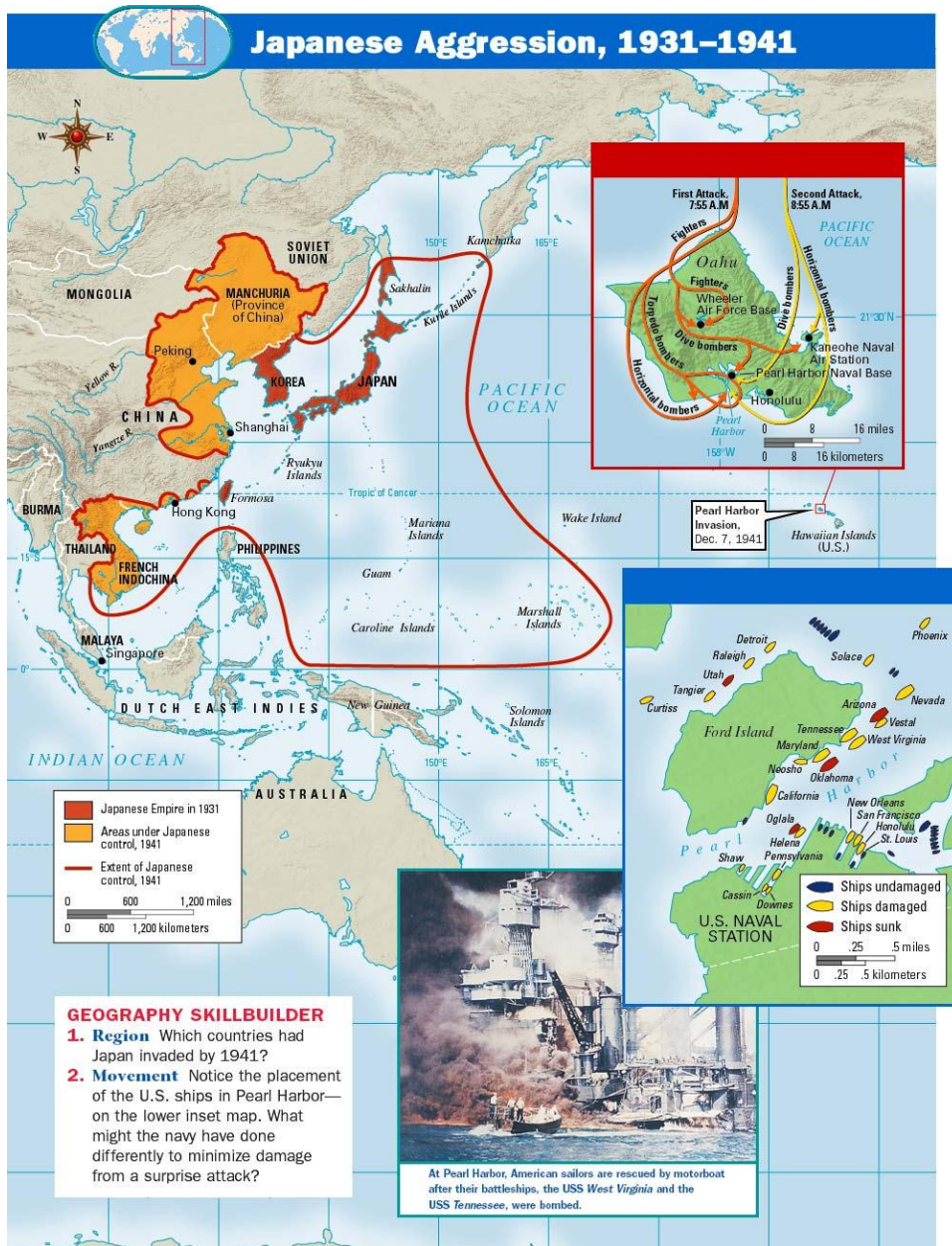
◀ Newspaper headlines announce the surprise Japanese attack.

**A PERSONAL VOICE JOHN GARCIA**

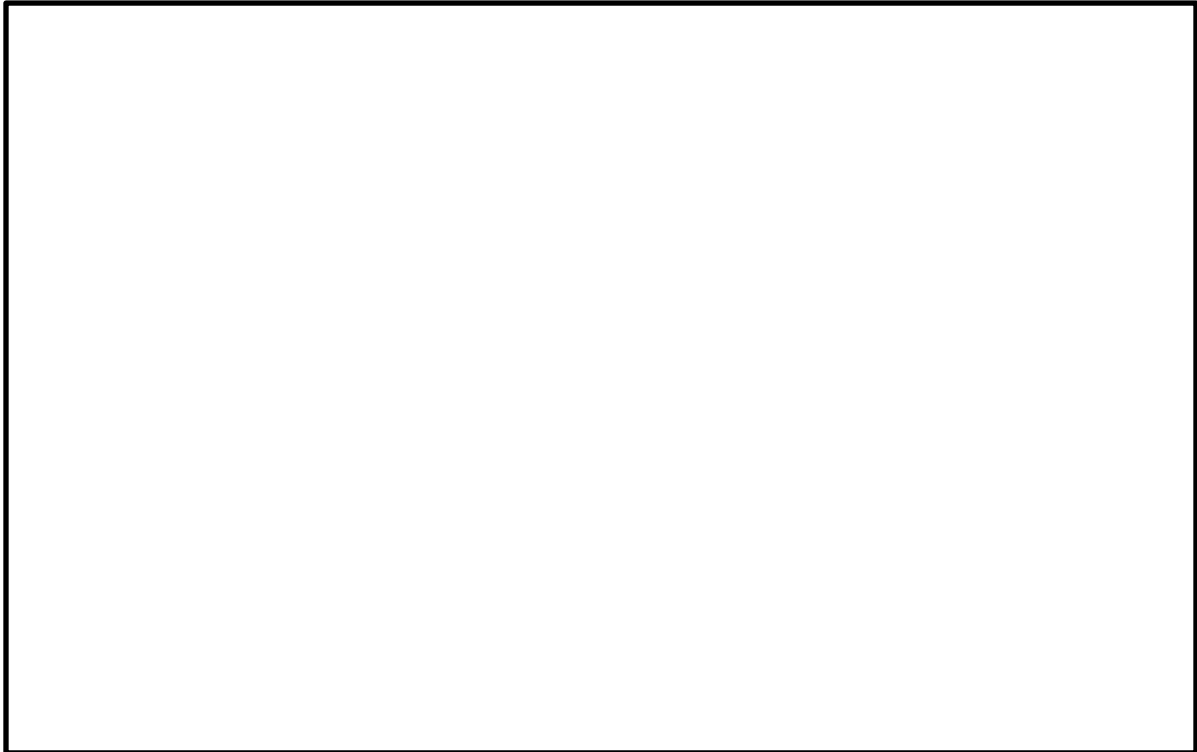
**" It was a mess. I was working on the U.S.S. *Shaw*. It was on a floating dry dock. It was in flames. I started to go down into the pipe fitter's shop to get my toolbox when another wave of Japanese came in. I got under a set of concrete steps at the dry dock where the battleship *Pennsylvania* was. An officer came by and asked me to go into the *Pennsylvania* and try to get the fires out. A bomb had penetrated the marine deck, and . . . three decks below. Under that was the magazines: ammunition, powder, shells. I said "There ain't no way I'm gonna go down there." It could blow up any minute. I was young and 16, not stupid. "**

—quoted in *The Good War*





Write a postcard from the perspective of a citizen living in 1941. Include an image from a significant scene from the text. Then write a message to a family member explaining how the Japanese attack is affecting the city they live in.



This is a handmade postcard from the art studio of

**Post Card**

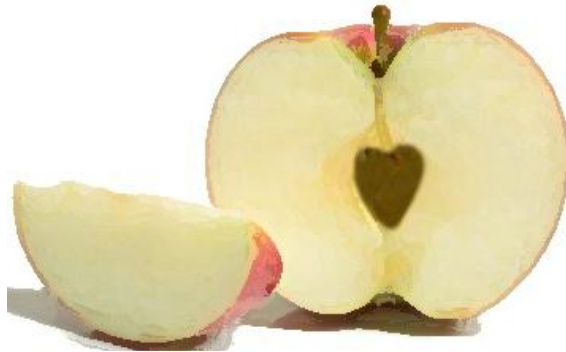
Place Stamp Here

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# Getting to the Core

## U.S. History

### **Lesson 2**

**Big Idea:**

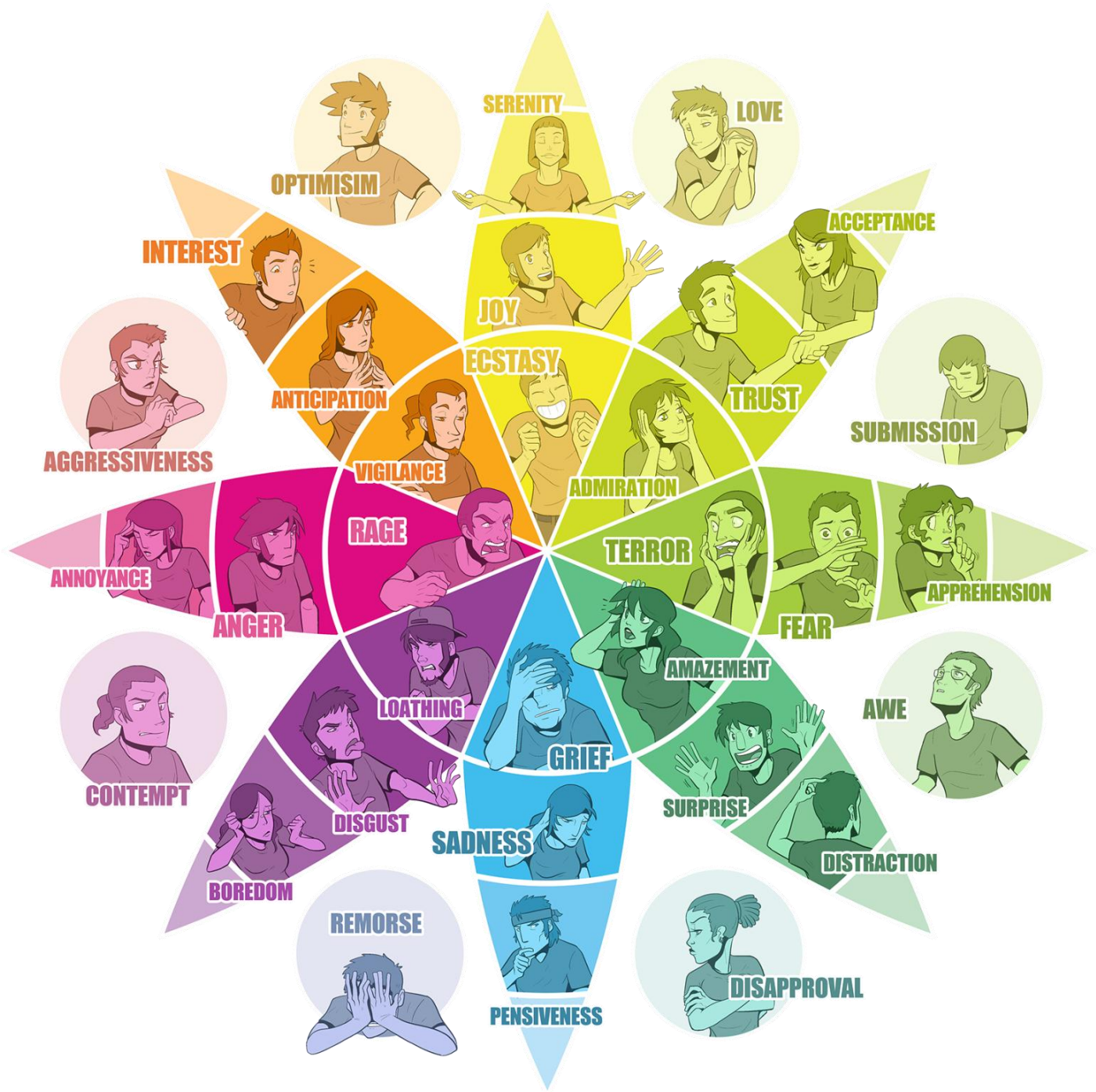
Constitutional rights are an evolutionary process.

**Essential Question:**

How does the treatment of various members of a society affect society as a whole?



# Plutchik's Wheel of Emotions



Compare Contrast Matrix	What perspective(s) are conveyed? (Social, political, or economic)	What is the author's purpose?	What evidence from the source supports your inference?
Quote from Quick Write			
Video			
Textbook pages 594-595 "Internment of Japanese Americans"			
Photographs			





On March 3, 1942, a Japanese-American mother carries her sleeping daughter during their relocation to an internment camp.

### **Internment of Japanese Americans**

While Mexican Americans and African Americans struggled with racial tension, the war produced tragic results for Japanese Americans. When the war began, 120,000 Japanese Americans lived in the United States. Most of them were citizens living on the West Coast.

The surprise Japanese attack on Pearl Harbor in Hawaii had stunned the nation. After the bombing, panic-stricken citizens feared that the Japanese would soon attack the United States. Frightened people believed false rumors that Japanese Americans were committing sabotage by mining coastal harbors and poisoning vegetables.

This sense of fear and uncertainty caused a wave of prejudice against Japanese Americans. Early in 1942, the War Department called for the mass evacuation of all Japanese Americans from Hawaii. General Delos Emmons, the military governor of Hawaii, resisted the order because 37 percent of the people in Hawaii were Japanese Americans. To remove them would have destroyed the islands' economy and hindered U.S. military operations there. However, he was eventually forced to order the internment, or confinement, of 1,444 Japanese Americans, 1 percent of Hawaii's Japanese-American population.

On the West Coast, however, panic and prejudice ruled the day. In California, only 1 percent of the people were Japanese, but they constituted a minority large enough to stimulate the prejudice of many whites, without being large enough to effectively resist internment. Newspapers whipped up anti-Japanese sentiment by running ugly stories attacking Japanese Americans.

NOTES



On February 19, 1942, President Roosevelt signed an order requiring the removal of people of Japanese ancestry from California and parts of Washington, Oregon, and Arizona. Based on strong recommendations from the military, he justified this step as necessary for national security. In the following weeks, the army rounded up some 110,000 Japanese Americans and shipped them to ten hastily constructed remote "relocation centers," euphemisms for prison camps.

About two-thirds were Nisei, or Japanese people born in this country of parents who emigrated from Japan. Thousands of Nisei had already joined the armed forces, and to Ted Nakashima, an architectural draftsman from Seattle, the evacuation seemed utterly senseless.

A PERSONAL VOICE TED NAKASHIMA

**" [There are] electricians, plumbers, draftsmen, mechanics, carpenters, painters, farmers—every trade—men who are able and willing to do all they can to lick the Axis. . . . We're on this side and we want to help. Why won't America let us? "**

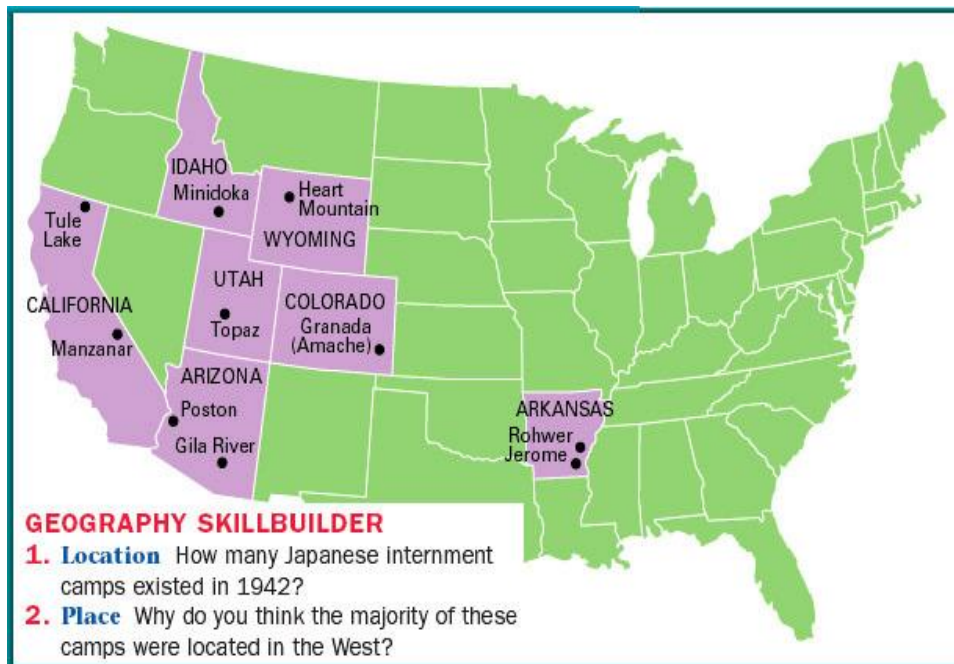
*—from New Republic magazine, June 15, 1942*

No specific charges were ever filed against Japanese Americans, and no evidence of subversion was ever found. Faced with expulsion, terrified families were forced to sell their homes, businesses, and all their belongings for less than their true value.

Japanese Americans fought for justice, both in the courts and in Congress. The initial results were discouraging. In 1944, the Supreme Court decided, in *Korematsu v. United States*, that the government's policy of evacuating Japanese Americans to camps was justified on the basis of "military necessity." (See pages 596–597.) After the war, however, the Japanese American Citizens League (JACL) pushed the government to compensate those sent to the camps for their lost property. In 1965, Congress authorized the spending of \$38 million for that purpose—less than a tenth of Japanese Americans' actual losses.

The JACL did not give up its quest for justice. In 1978, it called for the payment of reparations, or restitution, to each individual that suffered internment. A decade later, Congress passed, and President Ronald

Reagan signed, a bill that promised \$20,000 to every Japanese American sent to a relocation camp. When the checks were sent in 1990, a letter from President George Bush accompanied them, in which he stated, "We can never fully right the wrongs of the past. But we can take a clear stand for justice and recognize that serious injustices were done to Japanese Americans during World War II."

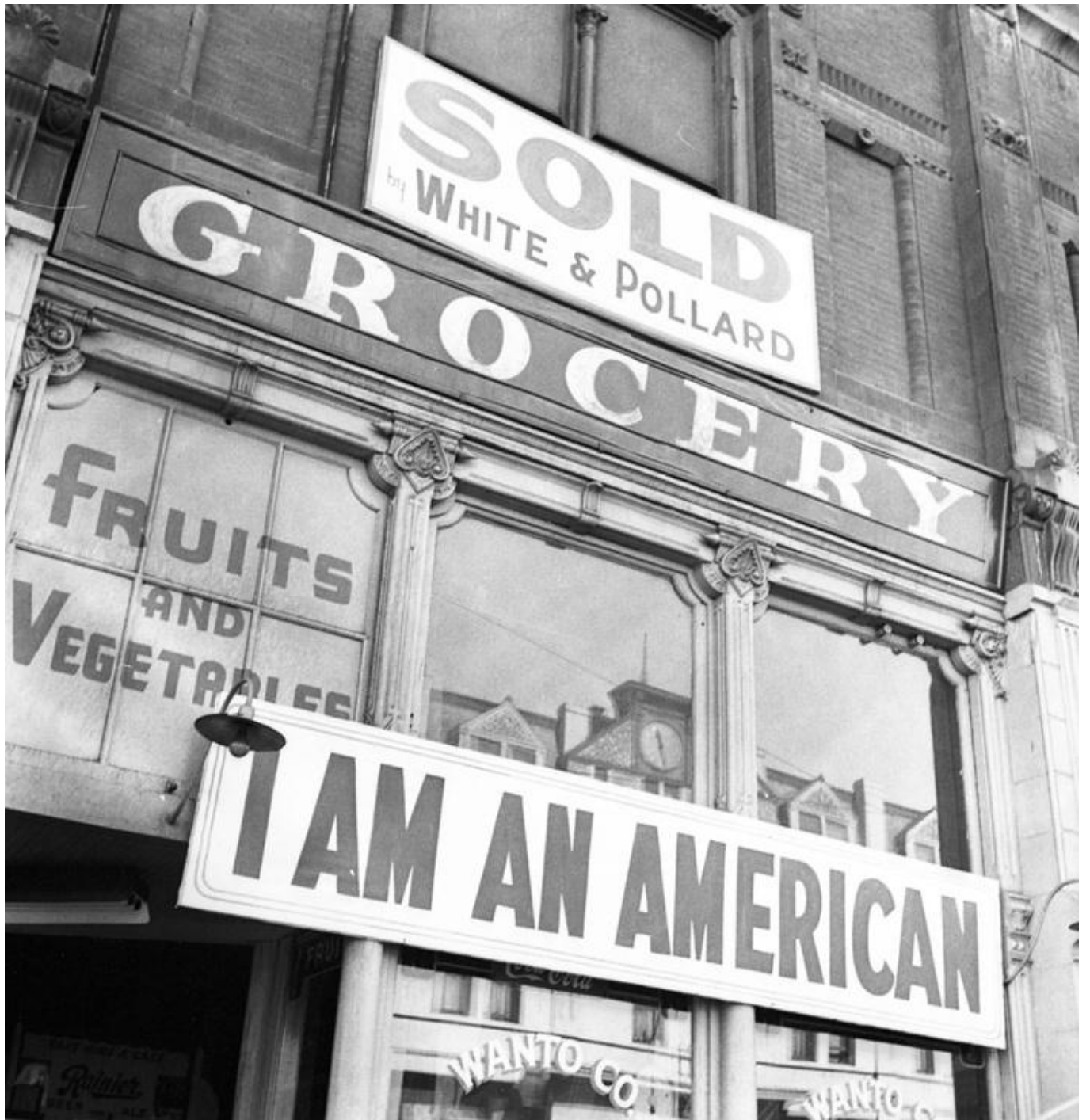






**Sgt. Kazuo Komoto, veteran of Guadalcanal and New Georgia, shows his medal, the Purple Heart, to his younger brother, Susumu, while visiting his parents at the Gila River Relocation Center near Phoenix, Arizona.**

**— October 31, 1943. WRA Photograph.**





## ACADEMIC SUMMARY TEMPLATE

In the \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
 (“A” Text Type) (Title of text) (Full name of author) (“B” Academic Verb)  
 the topic of \_\_\_\_\_. S/he \_\_\_\_\_  
 (Topic/Issue of the text) (“C” Precise Verb + “that”) (Author’s main idea or point on the topic/issue)

*Continue the summary by paraphrasing the key details in the text that supports the main idea. (SEE RUBRIC BELOW)*

(Ultimately/In summary) what \_\_\_\_\_ (conveys/argues/explains/examines is \_\_\_\_\_).  
 (Author) (Restate author’s main idea or state his purpose for writing this text)

A Types of Text	B Precise Academic Verbs	C Precise "Verbs+that"	Addition Connectors
essay      short story editorial    vignette article      memoir speech      poem narrative    novel lab report   movie letter       drama/play research paper	addresses    scrutinizes discusses    contests examines    criticizes explores    comments on considers   elaborates on questions   focuses on analyzes    reflects on opposes     argues for debates     argues against disputes	asserts       concedes argues       states posits       believes maintains   suggests claims      implies notes       infers proposes    intimates declares	in addition    further furthermore   additionally moreover     beyond..also another       ...as well besides...also

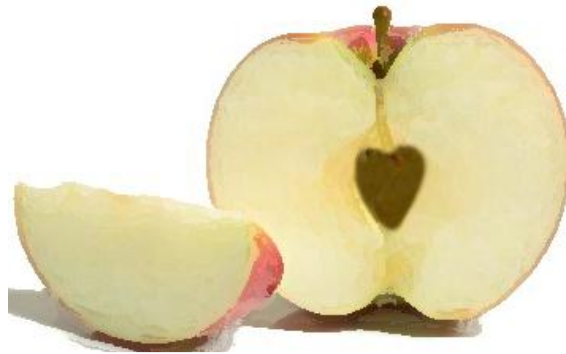
### Academic Summary Scoring Rubric

	Advanced	Proficient	Basic	Below Basic
<u>Content Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 5 or more example of precise language (verbs, nouns, and/or adjectives)	<input type="checkbox"/> Topic sentence identifies title of text, author, and main idea <input type="checkbox"/> Paraphrase 3-5 key details from the text that support main idea <input type="checkbox"/> Concluding sentences restates main idea or author’s purpose.	<input type="checkbox"/> Includes 2 of the 3 Content Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Content Criteria at the Proficient level.
<u>Language Criteria</u>	<input type="checkbox"/> Includes <b>all</b> of the Proficient criteria plus:  <input type="checkbox"/> 4 or more complex sentences.	<input type="checkbox"/> Uses third person point of view <input type="checkbox"/> Includes 2-4 signal words/phrases for sequencing, adding information, or concluding <input type="checkbox"/> Uses 3-4 attributive tags (i.e., Lucas Martinez reports that...) <input type="checkbox"/> Uses complete sentences.	<input type="checkbox"/> Includes 2-3 of the 4 Language Criteria at the Proficient level.	<input type="checkbox"/> Includes fewer than 2 of the Language Criteria at the Proficient level.









# Getting to the Core

## U.S. History

### Lesson 3

#### **Big Idea:**

Constitutional rights are an evolutionary process.

#### **Essential Questions:**

- How have the rights of minorities changed through constitutional law?
- How have constitutional rights evolved?

# Classify and Group Vocabulary to Know

- ✓ Determine the main ideas of these three categories. Ask yourself “What is the main idea of \_\_\_\_\_? What are the supporting details or effects of this idea?”
- ✓ Sort these words into the three general categories.
- ✓ Create an appropriate Thinking Map at the bottom of this page.

## CATEGORIES:

Congressional Actions

Court Actions

Social Impact

## KEY TERMS TO KNOW

Act of Congress  
Appealed  
Civil Rights  
Compulsory

Curfew  
Dissenting  
Executive Order  
Majority Opinion

Ninth Circuit  
Court  
Precedent  
Racist

Rights  
Sabotage  
Segregated  
War Powers

# Classify and Group Vocabulary to Know

- ✓ Determine the main ideas of these categories. Ask yourself “What is the main idea of \_\_\_\_\_? What are the supporting details? What are some of the outcomes of this idea?”
- ✓ Sort these words into the three general categories.
- ✓ Place the words into the appropriate category on the Thinking Map.

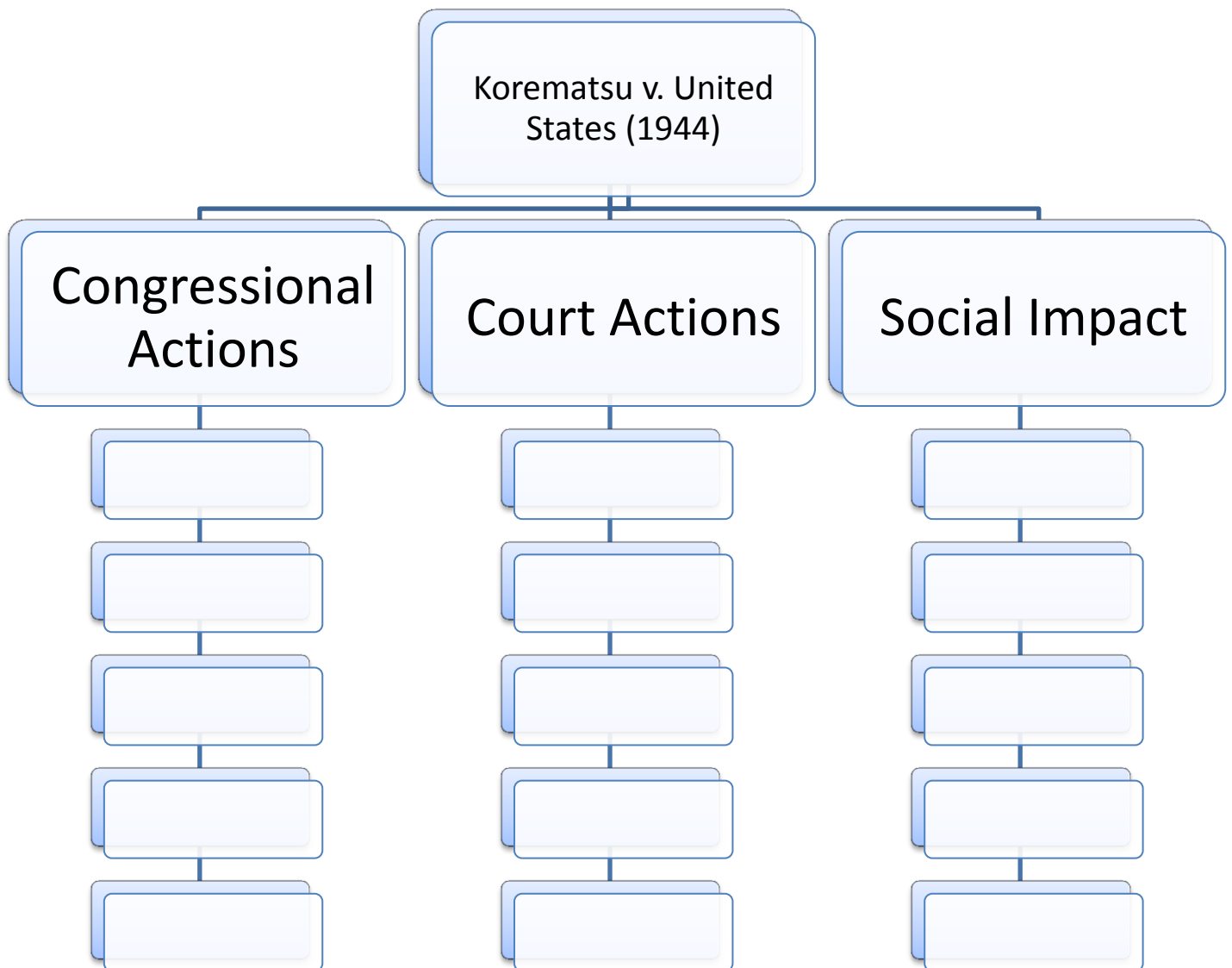
## KEY TERMS TO KNOW

Act of Congress  
Appealed  
Civil Rights  
Compulsory

Curfew  
Dissenting  
Executive Order  
Majority Opinion

Ninth Circuit Court  
Precedent  
Racist  
Rights

Sabotage  
Segregated  
War Power



# Classify and Group Vocabulary to Know

1. Determine the main ideas of these categories. What is the outcome of each of these actions?

## CATEGORIES

Congressional Actions \_\_\_\_\_

Court Actions \_\_\_\_\_

Social Impact \_\_\_\_\_

2. Next, sort these words into the three categories. Then place the words into the appropriate category on the Thinking Map.

**Act of Congress:** law or official decision by Congress that must be followed

**Appealed:** an application or proceeding for review by a higher tribunal as to the correctness of a ruling

**Civil Rights:** the personal rights of the individual citizen, upheld by law through the U.S. constitution and certain Congressional acts

**Compulsory:** required, mandatory, or obligatory

**Curfew:** an order establishing a specific time in the evening after which certain regulations apply, especially that no civilians or other specified group of unauthorized persons may be outdoors or that places of public assembly must be closed

**Dissenting:** difference of sentiment or opinion

**Executive Order:** an order having the force of law issued by the president of the U.S. to the army, navy, or other part of the executive branch of the government

**Majority Opinion:** the opinion joined by a majority of the court

**Ninth Circuit Court:** a court of a judicial district in California

**Precedent:** a legal decision or form of proceeding serving as an authoritative rule or pattern in future similar or analogous cases

**Racist:** a person who believes that a certain human race is superior to any others

**Rights:** a moral, ethical, or legal principle considered as an underlying cause of truth, justice, morality, or ethics

**Sabotage:** any underhand interference by enemy agents during wartime

**Segregated:** restricted to one group, especially exclusively on the basis of racial or ethnic membership

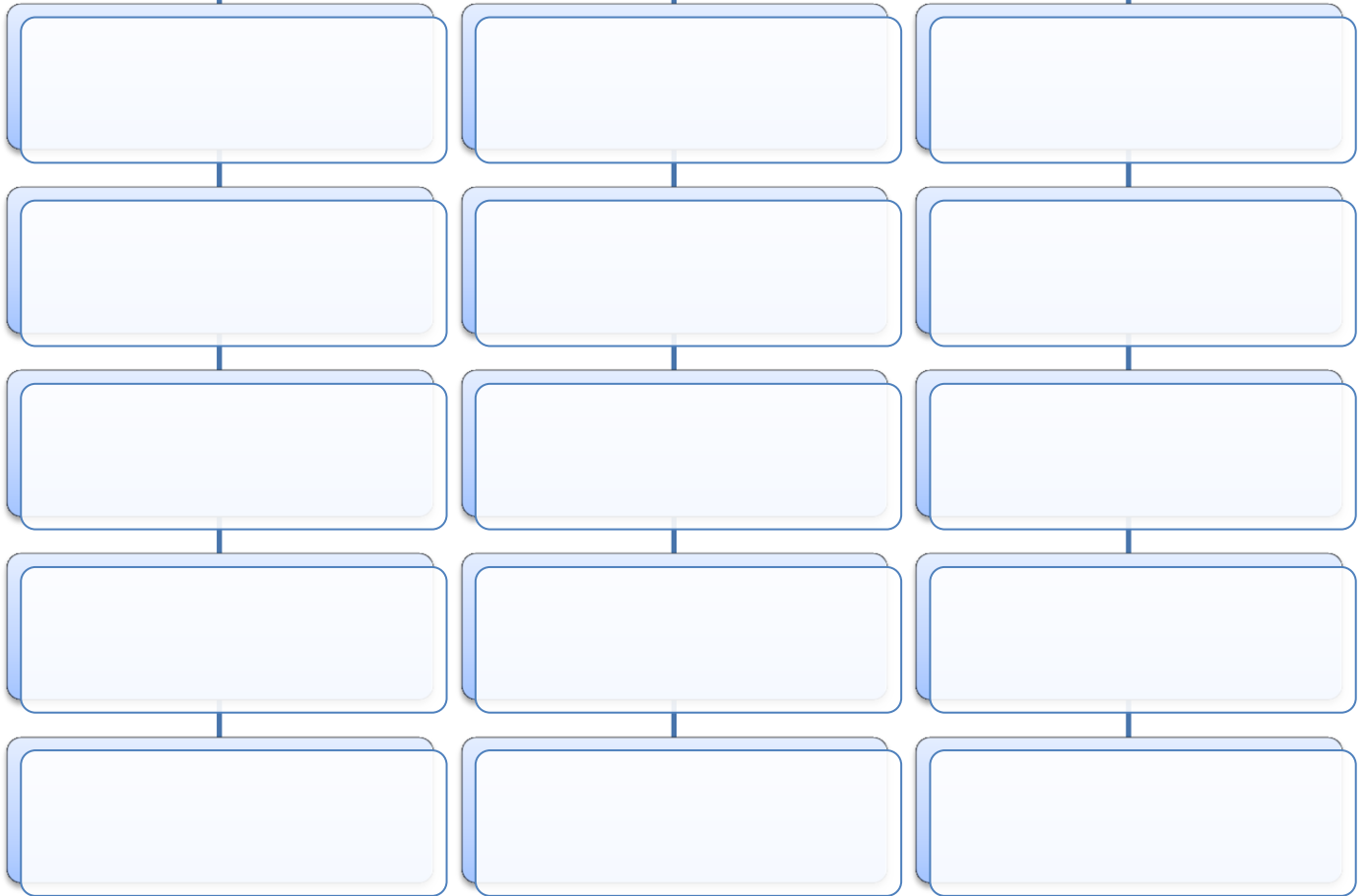
**War Powers:** the powers exercised by the president or by Congress during a war or a crisis affecting national security

Korematsu v. United States (1944)

Congressional  
Actions

Court Actions

Social Impact



## Reading with a Different Focus: You will be reading this text four times, each time with a different focus.

**READING #1: Initial Read.** Read this text and annotate it. You may want to circle unfamiliar vocabulary, underline key ideas, or comment on the information presented.

### Korematsu v. United States (1944)

After the Japanese bombing of Pearl Harbor in December 1941, the United States entered the war against the Axis powers – Germany, Italy, and Japan. The attack on Hawaii had made many American leaders and ordinary citizens increasingly fearful about security on the West Coast of the United States. In response to those fears, President Franklin D. Roosevelt issued Executive Order #9066 in February 1942.

The order authorized the creation of military areas in which military authorities had the power to remove or exclude whomever they wished. The first area included the entire West Coast to about 40 miles inland. Based on the executive order, military officials first imposed a curfew on “all person of Japanese ancestry,” including those born in the United States and those who had become citizens. Later, the military commander ordered all people of Japanese ancestry leave their homes and report assembly centers. From there they were sent to relocation camps farther inland away from the coast.

The government claimed the curfew and relocations were necessary to prevent sabotage, spying, or giving help to a possible Japanese invasion force. Disobeying the military orders was made a crime by act of Congress. Several lawsuits were brought to challenge this violation of the civil rights of citizens. Fred (Toyosaburo) Korematsu was arrested for staying in San Leandro, California, instead of going to a relocation center. Born in California, Korematsu was a defense-plant worker in his 20's. He had tried to join the army but could not pass the physical. Rather than go to a center, he posed as Chinese. After being caught and arrested, he was convicted federal district court of violating the military's “Civilian Exclusion Order”. Conviction carried a maximum fine of \$5,000 or up to one year in prison, or both.

Korematsu appealed the decision unsuccessfully, to the Ninth Circuit Court of Appeals for California on the grounds that his rights under the Fourth, Fifth, Eighth, and Thirteenth Amendments had been violated. He was sent to a relocation camp in Utah. Korematsu then appealed to the U.S. Supreme Court.

The issue before the Court: Are Executive Order #9066 and the act of Congress enforcing it constitutional use of the war powers of the President and Congress?

The Supreme Court ruled by a vote of 6-3 to uphold the decision of the lower courts against Korematsu. The court ruled according to the precedent set a year earlier in *Hirabayshi v. United States*. Kiyoshi Hirabayshi had been convicted of violating the curfew law, which applied only to Japanese Americans. On appeal, the court ruled that Hirabayshi's rights had not been violated unconstitutionally because the curfew was within the limits of the war

powers. In the interest of national security, the court said, military authorities could do what they thought was necessary in sensitive areas; congress had the right to give this power.

The court's reasoning in both cases can be summed up in the words of Justice Hugo Black's opinion in *Korematsu*.

It should be noted, to begin with, that all legal restrictions which curtail the civil rights of a single racial group are immediately suspect. That is not to say that all such restrictions are unconstitutional. It is to say that courts must subject them to the most rigid scrutiny.... Compulsory exclusion of large groups of citizens from their homes, except under circumstances of direst emergency and peril, is inconsistent with our basic governmental institution. But when under conditions of modern warfare our shores are threatened by hostile forces, the power to protect must be commiserated [equal] with the threatened danger....

The majority opinion stated that the quick judgments necessary during a war served as justification for that action, even though it brought hardship to many loyal people of Japanese descent. Continuing the majority opinion, Black denied that the policy had racist intent:

*Korematsu* was not excluded from the military area because of hostility to him or his race. He was excluded as we are at war with the Japanese Empire, because the properly constituted authorities feared an invasion of our West Coast and felt constrained to take proper security measures, because they decided that the military urgency of the situation demanded that all citizens of Japanese ancestry be segregated from the West Coast temporarily, and finally, because Congress, reposing its confidence in this time of war and our military leaders... determined that they should have the power to do just this.

The court at this time did not rule on the constitutional issues and the question of civil rights involved in these cases, only on the use of war powers.

The three dissenting justices – Roberts, Murphy, and Jackson – thought that the policy was racist and unconstitutional. Justice Jackson feared that the decision gave approval of the Constitution to an emergency military policy. The dissenting justices also pointed out that no effort had been made to identify individual Japanese Americans who might be disloyal, as had been done with some German and Italians. They claimed the policy violated the civil rights of an entire group of citizens solely on the basis of their ancestry.

As a result of this policy, about 112,000 Japanese Americans were forced to spend the war years behind the barbed wire fences of remote and primitive camps in the West. Many lost pleasant homes and prospering farms and businesses. President Harry Truman officially lifted the order in 1946, after the war was over. In the mid 1980s, more Americans were coming to believe that the incident had been racist to at least some extent. Under pressure, Congress authorized the payment of damages to those who had been held in relocation camps.

*Source: Historic Supreme Court Decisions, McDougal Littell*

## READING #2: Read to analyze a Supreme Court Case

When you analyze a court case, there are some common questions that you should be able to answer. To understand the significance of a case, we need to look at what happened in the case, understand the historical record the case left behind, and also consider how historians have interpreted the case and the participants. These questions will guide you in that process.

Answer the following questions, giving evidence from the text:

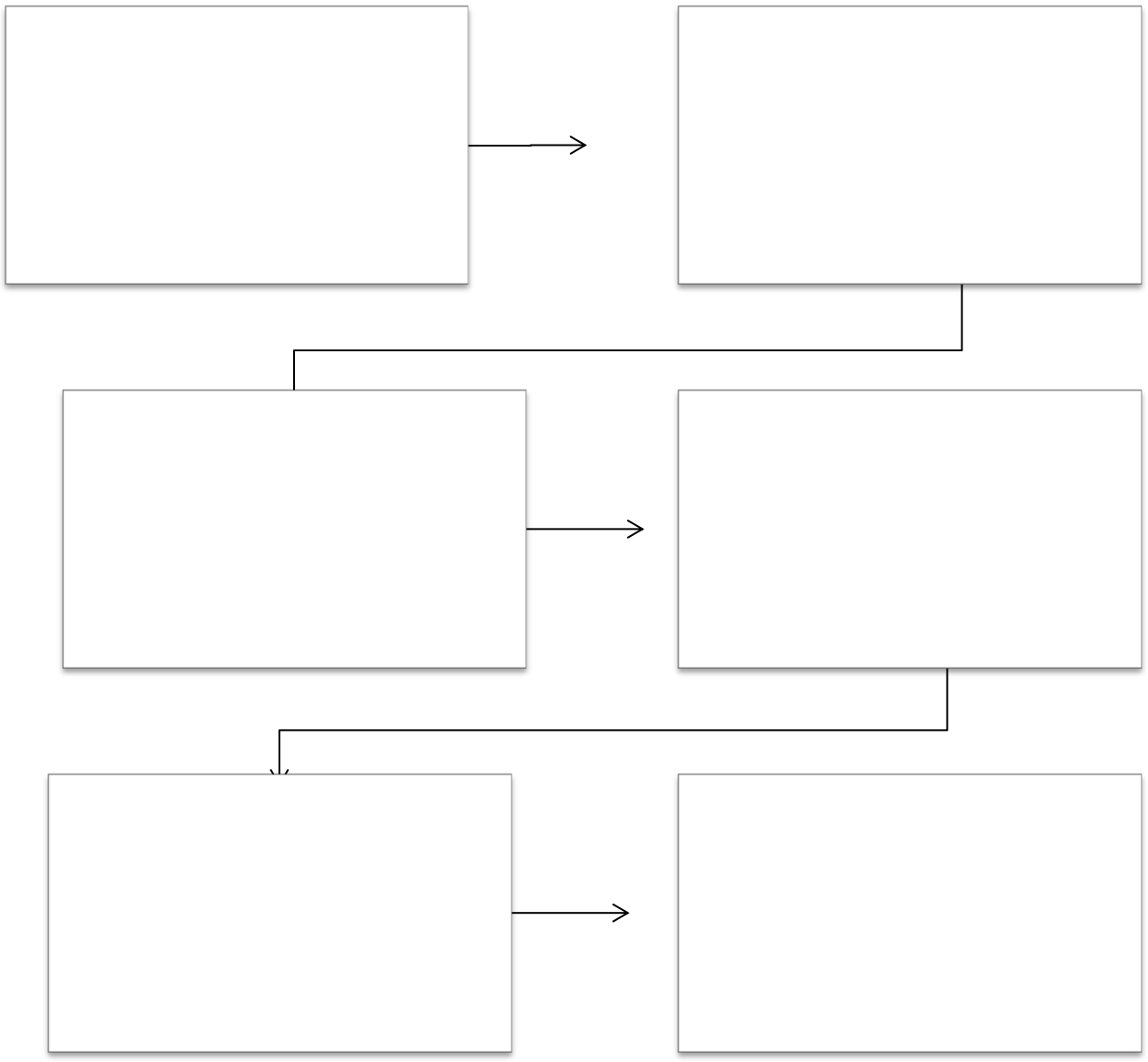
<i>Question</i>	<i>Evidence from the text</i>	<i>Your answer</i>
<i>What was the key issue (or key issues) in this Supreme Court case?</i>		
<i>What were the facts in this case presented to the Supreme Court?</i>		
<i>What did the Supreme Court decide? What was the reasoning?</i>		
<i>What was the impact of the Supreme Court decision?</i>		



**READING #3: Read to determine sequence of events**

Create a flow map, in which you place the following events in the order they happened in the text. Then next to each quote, draw a visual image that illustrates that event.

<p><i>Fred (Toyosaburo) Korematsu was arrested for staying in San Leandro, California, instead of going to a relocation center.</i></p>	<p><i>In the interest of national security, the court said, military authorities could do what they thought was necessary in sensitive areas; Congress had the right to give this power.</i></p>	<p><i>In the mid-1980s, more Americans were coming to believe that the incident had been racist to at least some extent.</i></p>
<p><i>After the Japanese bombing of Pearl Harbor in December 1941, the United States entered the war against the Axis powers – Germany, Italy, and Japan.</i></p>	<p><i>As a result of this policy, about 112,000 Japanese Americans were forced to spend the war years behind the barbed wire fences of remote and primitive camps in the West.</i></p>	<p><i>The military commander ordered all people of Japanese ancestry to leave their homes and report to assembly centers.</i></p>



## READING #4: Read to analyze quotes

The purpose of this **dialectic journal** is to analyze significant quotes from text to make authentic connections between this text and other related texts or the outside world. After reading the quote and locating it in the document, write a response that shows your ability to question, analyze, interpret, evaluate, reflect, or predict (see the end of the page for sentence starters if you need them).

<b>Quote from the Reading</b>	<b>Your Response</b>
<i>“After the Japanese bombing of Pearl Harbor in December 1941, the United States entered the war against the Axis powers – Germany, Italy, and Japan”.</i>	
<i>“Based on the executive order, military officials first imposed a <b>curfew</b> on “all person of Japanese ancestry,” including those born in the United States and those who had become <b>citizens</b>”.</i>	
<i>“The government claimed the curfew and relocations were necessary to prevent <b>sabotage</b>, spying, or giving help to a possible Japanese invasion force”.</i>	
<i>“The issue before the Court: Are Executive Order #9066 and the act of Congress enforcing it constitutional use of the <b>war powers</b> of the President and Congress?”</i>	
<i>“On appeal, the court ruled that Hirabayashi’s rights had not been violated unconstitutionally because the curfew was within the limits of the war powers”.</i>	
<i>“The <b>majority opinion</b> stated that the quick judgments necessity during a war served as justification for that action, even though it brought hardship to many loyal people of Japanese decent”.</i>	
<i>“The court at this time did not rule on the constitutional issues and the question of civil rights involved in these cases, only on the use of war powers”.</i>	
<i>“They claimed the policy violated the civil rights of an entire group of citizens solely on the basis of their ancestry”.</i>	
<i>“As a result of this policy, about 112,000 Japanese Americans were forced to spend the war years the barbed wire fences of remote and primitive camps in the West”.</i>	

### **Response Starters** (use these if you need help in starting your responses)

#### **Asking Questions**

- I wonder why...
- What if...
- How come...

#### **Revising Meaning (Analyzing)**

- At first I thought, but now I...
- My latest thought about this is...
- I'm getting a different picture here because...

#### **Forming Interpretations**

- What this means to me is...
- I think this represents...
- The idea I'm getting is...

#### **Evaluating**

- I like/don't like because...
- This could be more effective if...
- The most important message is...

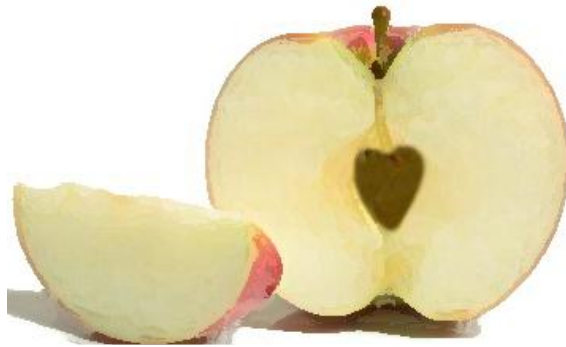
#### **Reflecting and Relating**

- So, the big idea is...
- A conclusion I'm drawing is...
- This is relevant to my life because...

#### **Predicting**

- I'll bet that...
- I think...
- If, then...





## Getting to the Core

# U.S. History

## Lessons 4-5

### **Big Idea:**

Constitutional rights are an evolutionary process.

### **Essential Questions:**

- What conclusions can be drawn about a culture/society based on its treatment of various groups within that society?
- How do historical events affect social, political, and economic perspectives of a society?



**Political Cartoon # 1**

<p><b>Visual</b> List the objects or people.</p>	<p><b>Visuals</b> Describe the actions taking place in the cartoon.</p>	<p><b>Visuals:</b> Which of the objects are symbols?  What do you think each symbol means?</p>
<p><b>Words</b> Locate 3 words/phrases used to identify objects/people within the cartoon.</p>	<p><b>Words</b> Which words/phrases seem important? Why?  List adjectives that describe the emotions portrayed.</p>	<p><b>Words</b> Explain how the words in the cartoon clarify the symbols.  What special interest groups would agree/disagree with the cartoon's message/ Why?</p>

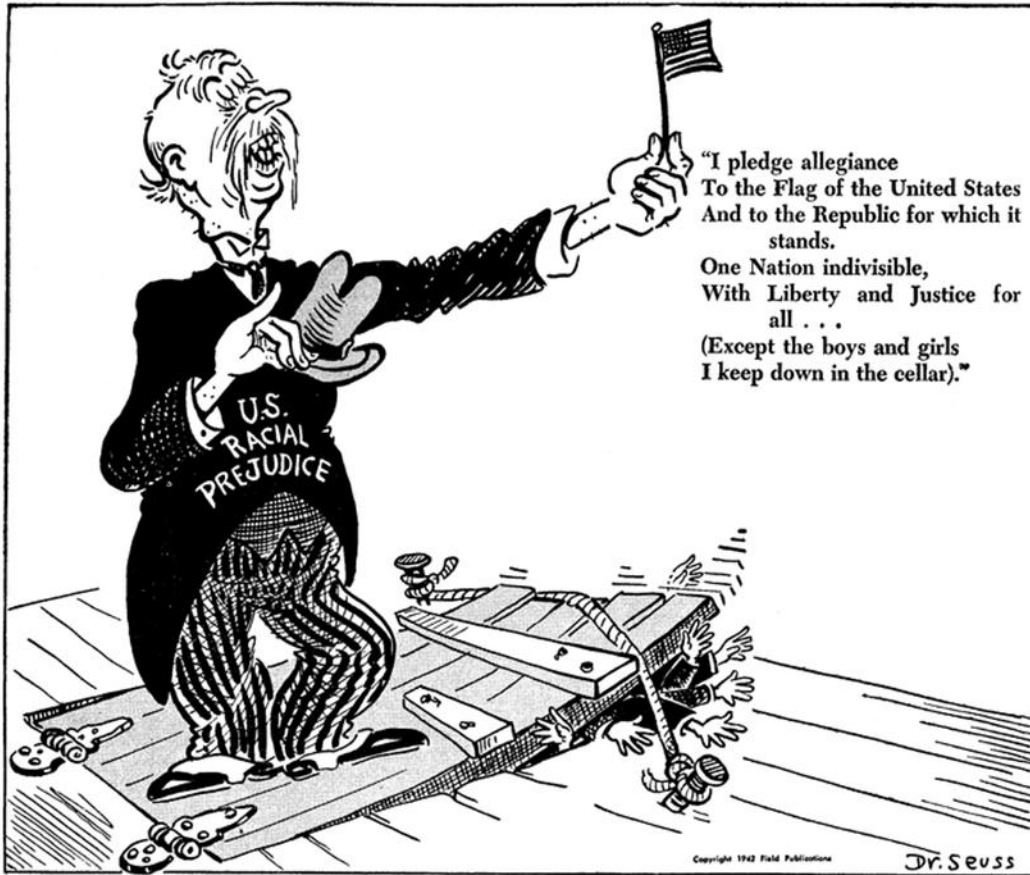
# So He Says!



Political Cartoon # 2

<p><b>Visual</b> <i>List the objects or people.</i></p>	<p><b>Visuals</b> <i>Describe the actions taking place in the cartoon.</i></p>	<p><b>Visuals:</b> <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p>
<p><b>Words</b> <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p><b>Words</b> <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p>	<p><b>Words</b> <i>Explain how the words in the cartoon clarify the symbols.</i></p> <p><i>What special interest groups would agree/disagree with the cartoon's message/ Why?</i></p>

## The Guy Who Makes a Mock of Democracy



### Political Cartoon # 3

The Guy who makes a mock of democracy, published by PM Magazine on July 30, 1942, Dr. Seuss Goes to War Collection, MSS 23.

<p><b>Visual</b> <i>List the objects or people.</i></p>	<p><b>Visuals</b> <i>Describe the actions taking place in the cartoon.</i></p>	<p><b>Visuals:</b> <i>Which of the objects are symbols?</i></p> <p><i>What do you think each symbol means?</i></p>
<p><b>Words</b> <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p><b>Words</b> <i>Which words/phrases seem important? Why?</i></p> <p><i>List adjectives that describe the emotions portrayed.</i></p>	<p><b>Words</b> <i>Explain how the words in the cartoon clarify the symbols.</i></p> <p><i>What special interest groups would agree/disagree with the cartoon's message/ Why?</i></p>

... and the Wolf chewed up the children and spit out their bones ...  
 But those were Foreign Children and it really didn't matter."



**Political Cartoon # 4**

<p><b>Visual</b>  <i>List the objects or people.</i></p>	<p><b>Visuals</b>  <i>Describe the actions taking place in the cartoon.</i></p>	<p><b>Visuals:</b>  <i>Which of the objects are symbols?</i>   <i>What do you think each symbol means?</i></p>
<p><b>Words</b>  <i>Locate 3 words/phrases used to identify objects/people within the cartoon.</i></p>	<p><b>Words</b>  <i>Which words/phrases seem important? Why?</i>   <i>List adjectives that describe the emotions portrayed.</i></p>	<p><b>Words</b>  <i>Explain how the words in the cartoon clarify the symbols.</i>   <i>What special interest groups would agree/disagree with the cartoon's message/ Why?</i></p>



	<b>Political Cartoon # 1</b>	<b>Political Cartoon # 2</b>	<b>Political Cartoon # 3</b>	<b>Political Cartoon # 4</b>
<b>What group of people is the political cartoon targeting?</b>				
<b>What is the author's point of view and main message?</b>				
<b>Is the author's point of view and message biased or valid?</b>				
<b>Based on the political cartoon, what conclusions can be drawn about the United States treatment of Japanese-Americans?</b>				

## Collaborative Poster and Gallery Walk

*This assignment provides opportunities for you to consolidate and extend your understanding of key ideas this unit by representing them in a novel (new) way.*

**Directions:**

**1. Individually, choose a quote and an image to share with your group.**

- a. From all of the texts of this unit, each student selects one quote and one image to present in two Round Robin shares: the first to share the quote and the second to share the image.
- b. After all group members have finished sharing their images and quotes, begin to negotiate about which quote best represents the spirit or theme of the unit.

Quote to share (include citation)	Image to share

**2. As a group, create an integrated image and an original phrase to put on the poster.**

- a. After that, as a group, agree on an integrated image that best represents the texts.
- b. Once these have been agreed upon, develop an original phrase that connects to and synthesizes the ideas you have represented in the poster.
- c. Each student contributes to the completion of the poster and signs his or her name.

**Group brainstorm work (*use more paper if you need*)**

--

**3. Self-evaluate your group poster.**

- a. Finally, Use the rubric below to evaluate your own work.
- b. Give yourselves an overall evaluation and indicate two reasons why the product deserves that assessment.
- c. When time is called, the posters will be posted in the room for all to see.

## Collaborative Poster Rubric

Performance Indicators	Outstanding	Satisfactory	Needs Revision
<b>Content</b>	<ul style="list-style-type: none"> <li>• Poster includes one evocative image and one quote from readings and an original statement.</li> <li>• As a whole, the poster successfully communicates the spirit of the readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster includes one image and one relevant quote from the readings and an original statement.</li> <li>• As a whole, the poster communicates something about the spirit of the readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster lacks either a relevant image or quote from the readings.</li> <li>• As a whole the poster fails to communicate the spirit of the readings.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Poster uses creative design to amplify the meaning of the image and quotes.</li> <li>• Poster effectively uses color or shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design does not detract from the meaning of the image and quote.</li> <li>• Poster uses color and shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design detracts from the meaning of the image and quote.</li> <li>• Poster does not use color or shading.</li> <li>• Product is sloppy.</li> </ul>
<b>Collaboration with Peers</b>	<ul style="list-style-type: none"> <li>• During the planning of the poster, each student is actively involved and contributes ideas for both the image and quotes and statements.</li> <li>• All group members encourage peers' participation and work to incorporate their ideas into the poster</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, each group member pays attention and contributes.</li> <li>• All group members respond to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, one or more group members fail to pay attention or contribute.</li> <li>• One or more group members do not contribute to the poster.</li> </ul>

**Overall Level (circle one):**      **Outstanding**                  **Satisfactory**                  **Needs Revision**

*Two reasons why the product deserves that assessment*

1.	2.
----	----

**4. Look at the other posters in a Gallery Walk, and evaluate the one you are assigned.**

- a. Each group will be assigned one other poster to evaluate, using the rubric.
- b. Indicate three reasons why the poster gets the specific rating and perhaps suggest what team could do to improve.
- c. Everyone in your group will sign and place your assessment on the poster

## Collaborative Poster Rubric—Gallery Walk Evaluation

Performance Indicators	Outstanding	Satisfactory	Needs Revision
<b>Content</b>	<ul style="list-style-type: none"> <li>• Poster includes one evocative image and one quote from readings and an original statement.</li> <li>• As a whole, the poster successfully communicates the spirit of the readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster includes one image and one relevant quote from the readings and an original statement.</li> <li>• As a whole, the poster communicates something about the spirit of the readings.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster lacks either a relevant image or quote from the readings.</li> <li>• As a whole the poster fails to communicate the spirit of the readings.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• Poster uses creative design to amplify the meaning of the image and quotes.</li> <li>• Poster effectively uses color or shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design does not detract from the meaning of the image and quote.</li> <li>• Poster uses color and shading.</li> <li>• Product is neat.</li> </ul>	<ul style="list-style-type: none"> <li>• Poster design detracts from the meaning of the image and quote.</li> <li>• Poster does not use color or shading.</li> <li>• Product is sloppy.</li> </ul>
<b>Collaboration with Peers</b>	<ul style="list-style-type: none"> <li>• During the planning of the poster, each student is actively involved and contributes ideas for both the image and quotes and statements.</li> <li>• All group members encourage peers' participation and work to incorporate their ideas into the poster</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, each group member pays attention and contributes.</li> <li>• All group members respond to each other's ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• During planning, one or more group members fail to pay attention or contribute.</li> <li>• One or more group members do not contribute to the poster.</li> </ul>

**Overall Level (circle one):**      **Outstanding**                  **Satisfactory**                  **Needs Revision**

*Three reasons why the poster gets the specific rating and what team could do to improve.*

Reason for rating (evidence)	How team could improve
1.	
2.	
3.	

### Evaluating team members

Print your name	Sign your name	Print your name	Sign your name

**Final Project Assignment:** Choose one of the messages from the four corner activity that could have been sent to an audience during this time period (you may change the message to reflect your belief about the statement).

- Executive Order #9066 was necessary to protect the security of the nation.
- Curfews protect citizens
- Wartime dangers justify the violation of civil rights.

Create your own piece of propaganda, or anti-propaganda, using words and pictures in the medium of your choice (commercial, poster, PowerPoint, Public Service Announcement, song, photo collage, editorials, info-graphics, postcard, social media campaign, political cartoon, etc.). Be sure to keep in mind the intended audience and design your propaganda so that the message to them is clear. Follow any additional guidelines your teacher may give you.

Criteria	Advanced	Proficient	Basic	Below Basic
<b>Audiences and Purpose</b>	Presents effective message; clearly addresses task in a way that resonates with audience.	Presents solid message; addresses task in a way that stands out to audience.	Presents a message; addresses task, but may not be clear in purpose.	Suggests a message or does not have a message; shows lack of attention to task and purpose.
<b>Organization</b>	Uses layout and design to show clear, consistent organizational strategy; effectively uses word and image placement to make a point.	Uses layout and design to show consistent organizational strategy; uses word and image placement to make a point.	Layout and design show inconsistent organizational strategy; words and images distract or confuse.	Layout and design show illogical organizational strategy; words and images lack coherence.
<b>Persuasive Appeal</b>	Successfully combines words and images to provide convincing, unified support for position; shows complexity of thought with multiple techniques.	Combines words and images to provide unified support for position; shows some complexity of thought, tapping on multiple techniques, but may rely on one technique more heavily.	Combines some words and images that may detract from position; shows simplistic treatment of topic, may tap exclusively on technique.	Uses words and images that do not support position; shows confused thinking about topic, and does not utilize propaganda techniques.
<b>Use of Language</b>	Successfully communicates an idea through clever use of language; includes few mechanical errors.	Communicates an idea through adequate use of language; includes a few mechanical errors.	Misuses language and lessens impact of ideas; includes many mechanical errors.	Demonstrates poor use of language and confuses meaning; includes many mechanical errors.

# Types of Propaganda

There are many techniques commonly used in the dissemination of propaganda. Use this handout to help you identify different types of propaganda to use in your project.

**BANDWAGON:** The basic idea behind the bandwagon approach is just that, "getting on the bandwagon." The propagandist puts forth the idea that everyone is doing this, or everyone supports this person/cause, so should you. The bandwagon approach appeals to the conformist in all of us: No one wants to be left out of what is perceived to be a popular trend.

*Ex: Everyone in Lemmingtown is behind Jim Duffie for Mayor. Shouldn't you be part of this winning team?*

**FEAR:** This technique is very popular among political parties and PACs (Political Action Committees) in the U.S. The idea is to present a dreaded circumstance and usually follow it up with the kind of behavior needed to avoid that horrible event.

*Ex: The Citizens for Retired Rights present a magazine ad showing an elderly couple living in poverty because their social security benefits have been drastically cut by the Republicans in Congress. The solution? The CRR urges you to vote for Democrats.*

**LOGICAL FALLACIES:** Applying logic, one can usually draw a conclusion from one or more established premises. In the type of propaganda known as the logical fallacy, however, the premises may be accurate but the conclusion is not.

*Ex:*

- *Premise 1: Bill Clinton supports gun control.*
- *Premise 2: Communist regimes have always supported gun control.*
- *Conclusion: Bill Clinton is a communist.*

We can see in this example that the Conclusion is created by a twisting of logic, and is therefore a fallacy.

**NAME-CALLING:** This is the opposite of the GLITTERING GENERALITIES approach. Name-calling ties a person or cause to a largely perceived negative image.

*Ex: In a campaign speech to a logging company, the Congressman referred to his environmentally conscious opponent as a "tree hugger."*

**PLAIN FOLKS:** Here the candidate or cause is identified with common people from everyday walks of life. The idea is to make the candidate/cause come off as grassroots and all-American.

*Ex: After a morning speech to wealthy Democratic donors, Bill Clinton stops by McDonald's for a burger, fries, and photo-op.*

**GLITTERING GENERALITIES:** This approach is closely related to what is happening in TRANSFER (see above). Here, a generally accepted virtue is usually employed to stir up favorable emotions. The problem is that these words mean different things to different people and are often manipulated for the propagandists' use. The important thing to remember is that in this technique the propagandist uses these words in a positive sense. They often include words like: democracy, family values (when used positively), rights, civilization, even the word "American."

*Ex: An ad by a cigarette manufacturer proclaims to smokers: Don't let them take your rights away! ("Rights" is a powerful word, something that stirs the emotions of many, but few on either side would agree on exactly what the 'rights' of smokers are.)*

**TESTIMONIAL:** This is the celebrity endorsement of a philosophy, movement or candidate. In advertising, for example, athletes are often paid millions of dollars to promote sports shoes, equipment and fast food. In political circles, movie stars, television stars, rock stars and athletes lend a great deal of credibility and power to a political cause or candidate. Just a photograph of a movie star at political rally can generate more interest in that issue/candidate or cause thousands, sometimes millions, of people to become supporters.

*Ex: "Sam Slugger", a baseball Hall of Famer who led the pros in hitting for years, appears in a television ad supporting Mike Politico for U.S. Senate. Since Sam is well known and respected in his home state and nationally, he will likely gain Mr. Politico many votes just by his appearance with the candidate.*

**TRANSFER:** Transfer employs the use of symbols, quotes or the images of famous people to convey a message not necessarily associated with them. In the use of transfer, the candidate/speaker attempts to persuade us through the indirect use of something we respect, such as a patriotic or religious image, to promote his/her ideas. Religious and patriotic images may be the most commonly used in this propaganda technique but they are not alone. Sometimes even science becomes the means to transfer the message.

*Ex: The environmentalist group PEOPLE PROMOTING PLANTS, in its attempt to prevent a highway from destroying the natural habitat of thousands of plant species, produces a television ad with a "scientist" in a white lab coat explaining the dramatic consequences of altering the food chain by destroying this habitat.*